

## CIWP Team & Schedules

Resources 

### Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Wendy Oleksy	Principal	waoleksy@cps.edu
Claudia Munoz	AP	cramirez158@cps.edu
Kathryn Blochowiak	Teacher Leader	keblochowiak@cps.edu
Natalie Nelson	Teacher Leader	nnelson14@cps.edu
Nataliya Riordan	Teacher Leader	nriordan@cps.edu
Joycelyn Lutkus	Parent	jocelyn0514@gmail.com
Tricia Fiechter	Parent	triciafiechter@gmail.com
Ulyana Balatsko	LSC Member	ulyanabalatsko@gmail.com
Sofia Gladiy	Parent	sofsya131@gmail.com
Micah Lapping-Carr	LSC Member	micahlc@gmail.com
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/20/23	7/28/23
Reflection: Curriculum & Instruction (Instructional Core)	7/27/23	8/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/27/23	8/15/23
Reflection: Connectedness & Wellbeing	7/27/23	8/15/23
Reflection: Postsecondary Success	7/27/23	8/15/23
Reflection: Partnerships & Engagement	7/27/23	8/15/23
Priorities	8/10/23	8/18/23
Root Cause	8/10/23	8/18/23
Theory of Acton	8/10/23	8/18/23
Implementation Plans	8/17/23	8/25/23
Goals	8/17/23	8/25/23
Fund Compliance	8/24/23	9/1/23
Parent & Family Plan	8/24/23	9/1/23
Approval	9/5/23	9/15/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	09/22/23
Quarter 2	12/22/23
Quarter 3	02/09/24
Quarter 4	06/07/24

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">CPS High Quality Curriculum Rubrics</a>	According to i-Ready EOY diagnostics, overall vocabulary and comprehension are areas of growth. 50% of students are 2 or more grade levels below in vocabulary, literature comprehension and informational text comprehension. This aligns with ACCESS scores. Columbus had 110 newcomers from Ukraine last year. Almost all had very little, if any, English proficiency. In addition, primary aged students received remote and hybrid learning during the COVID pandemic, missing some foundation skills learning.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	In reviewing UbD units for ELA, there was evidence that planning high quality instruction was not consistent across grade bands. This impacted assessments, as well.  We did hold learning cycles around the CIWP priorities. A calendar was created and implemented for all PD days, flex days, and grade level meetings.  Rigor walks did not take place last year.	<a href="#">STAR (Math)</a>
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b>  Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff.  What new staff was added to provide students support? Interventionist, Two Special Education Teachers, Bilingual Teacher Assistants  What are UBD units of study and assessment? We are looking to ensure students have access to high quality curriculum across grades and content areas. We are introducing Magnetic Reading for K-3 reading/writing which had a perfect score on EdReports. Looking at revising UBDs in response to the shift in population, there was a significant increase in ELL students. There is also a partnership between Columbus and MSI for science. This year's instructional focus on math, but looking to identify where math exists in other contents  What is the post secondary priority? It feels like all the other priorities would fall under this category. The CIWP rated themselves harshly with the intention of focusing on growth, there are different post secondary activities we utilize including a high school fair, Schoolinks, and student learning plans.  Parent comment on CIWP draft: The CIWP is reflective of the feedback they have heard from their own children	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	<a href="#">Assessment for Learning Reference Document</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>  UbD units are being evaluated by the admin team. Feedback is being provided to individual teachers.  Professional Development is being provided to teachers based on the UdB unit evaluations.  REACH Evaluations ratings are being used gauge improvement in planning for teaching and learning	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
Not all students have access to high quality curriculum.			
Students struggle with academic vocabulary, particularly the ELL population.			
Students struggle with reading comprehension in informational texts.			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	A growth area for Columbus is our MTSS. In the past we had a red folder system to track data for tier 2 and 3 students. In the upcoming year new staff positions will allow us to make changes within the school. Branching Minds and an interventionist will be help with consistency in all classrooms. About 6% of our students have an IEP. Looking at the attendance, if a student is considered high need and is absent when there is a designed time, the allotted time will need to be made up. With starting Branching Minds being newly implemented this school year, it will key for multiple trainings and clear instruction on how to use it and how it should be implemented. (Potential "Gray" area)	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a>
No	<a href="#">MTSS Integrity Memo</a>		
Yes	<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b>  Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff.  What new staff was added to provide students support?	<a href="#">EL Program Review Tool</a>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

Interventionist, Two Special Education Teachers, Bilingual Teacher Assistants  
 Parent comment about absenteeism: When their child was in prekindergarten, they received a letter notification and that opened the doorway to using the parent portal for excused absences. Principal explained the formal process through CPS protocols  
 Parent comment about student engagement: Enjoyed seeing the school tradition of 8th graders walking in the kindergarten students on the first day of school. Would like to see more opportunities for older students  
 Parent comment on CIWP draft: The CIWP is reflective of the feedback they have heard from their own children

**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

In the past we have used red folders, but within this upcoming school year we will be using Branching Minds. The staff has been introduced to the new platform which has many of the interventions that have been used in the past and that are familiar. 8 out of 10 of our homeroom teachers are ELL endorsed with two additional 2 ELL teachers and 1 ELL assistant. In the last year, we have collected and looked at data from non-ELL hispanic students. With the intentions to improve access with math practices. This year we have an interventionist to support students and staff. Staff works hard building relationships with parents and students to better understand barriers and obstacles.

**What student-centered problems have surfaced during this reflection?**

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students were not receiving feedback that pushed for growth and the skills required to implement the feedback to make improvements. 📌

Students were not receiving consistent interventions and support when they were identified as Tier 2 and Tier 3.

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**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<p>Leader in Me team met and covered some components of BHT and Climate and Culture. BHT will be a separate team this year. 📌</p> <p>Students in middle grades have advisory, everyone does Calm Classroom for Tier 1 SEL</p> <p>There were different OST programs, including sports, academic, algebra and OLCE supports that were accessible to all students including ELL and DLs based on students' interests.</p> <p>Attendance varied by student demographics Overall 2022-2023 the rate was 92.9%. PK had the highest rate, while Kinder and 2nd had lower rates showing a need to target overall attendance in primary grades. Chronic Absenteeism decreased from 28% to 16%; however at risk students increased from 34% to 37%. We need to follow up with the reason for absence</p> <p>All races had attendance over 90%; White 93.3; Hispanic 91.4%; Black 93.1%; Students w/ IEP 94.1%</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Cultivate (Belonging &amp; Identity)</a>
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p><b>What is the feedback from your stakeholders?</b></p> <p>Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff. 📌</p> <p>What are UBD units of study and assessment? We are looking to ensure students have access to high quality curriculum across grades and content areas. Looking at revising UBDs in response to the shift in population, there was a significant increase in ELL students.</p> <p>What is the post secondary priority? It feels like all the other priorities would fall under this category. The CIWP rated themselves harshly with the intention of focusing on growth, there are different post secondary activities we utilize including a high school fair, Schoolinks, and student learning plans.</p> <p>Parent comment about absenteeism: When their child was in prekindergarten, they received a letter notification and that opened the doorway to using the parent portal for excused absences. Principal explained the formal process through CPS protocols                      Parent comment about student engagement: Enjoyed seeing the school tradition of 8th graders walking in the kindergarten students on the first day of school. Would like to see more opportunities for older students</p>	<p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Reduction in number of students with dropout codes at EOY</a>

**What student-centered problems have surfaced during this reflection?**

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

[problems experienced by most students; problems experienced by specific student groups] 📌

**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

Attendance is an area of growth, having a team and following up: one missed day by email, by phone after 2 days of absence or extended. Continue weekly check-ins with families (2-3) during preps  
 Middle grades tied incentives to extracurricular activities to motivate students to reduce absences and made it part of the student contract. Students had to explain their attendance and take ownership  
 Possibility of BHT or a Student Engagement team addressing the root causes of absenteeism  
 Social worker will be here 3 days a week  
 Connecting OST to academics while having engaging programming

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## Postsecondary Success




Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

**Using the associated references, is this practice consistently implemented?** (If your school does not serve any grade level listed, please select N/A)

### References

### What are the takeaways after the review of metrics?

### Metrics

No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>	C4 curriculum was not available last year. However, we implemented a weekly advisory with middle school students. Part of the advisory curriculum was researching colleges. We had Junior Achievement corporate partners come to present to students PreK through 8th grade.  ILPs were not implemented last year.  Annual High School fair held in the fall to promote HS application process	 <a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>  <a href="#">9th and 10th Grade On Track</a>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>		<a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff: What is the post secondary priority? It feels like all the other priorities would fall under this category. The CIWP rated themselves harshly with the intention of focusing on growth, there are different post secondary activities we utilize including a high school fair, Schoolinks, and student learning plans.	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> We are looking forward to implementing C4 and ILPs this year. The resources are useful. We will transition Advisory time to include C4 and ILPs work. 	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>		
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CWP.				
None due to no implementation of C4 and ILPs last year. Advisory topics have room for improvement to engage students. 				

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## Partnership & Engagement

**Using the associated references, is this practice consistently implemented?**

### References

### What are the takeaways after the review of metrics?

### Metrics

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>	Offered adult ESL classes, BAC meetings for parents Partner with Community in Schools (they partner with various groups to support our students' mental health, college and career exploration, and real life experiences). Partnership with MSI, family events nights are well attended by parents and students, we are a member of the West Town Chamber of Commerce. Grants received for project based learning and included free memberships to Kohl's Children's Museum. Partnered with Junior Achievement twice annually. 	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a>  Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff. There is also a partnership between Columbus and MSI for science. This year's instructional focus on math, but looking to identify where math exists in other contents. There will be multiple opportunities to offer feedback, including a survey that was sent at the end of the meeting.</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Held ourselves to a higher standard for our family night. Want to re-engage Friends of Columbus Group. Utilize resources from Leader in Me to improve direct, explicit family partnerships.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

According to i-Ready EOY diagnostics, overall vocabulary and comprehension are areas of growth. 50% of students are 2 or more grade levels below in vocabulary, literature comprehension and informational text comprehension. This aligns with ACCESS scores. Columbus had 110 newcomers from Ukraine last year. Almost all had very little, if any, English proficiency. In addition, primary aged students received remote and hybrid learning during the COVID pandemic, missing some foundation skills learning.

In reviewing UbD units for ELA, there was evidence that planning high quality instruction was not consistent across grade bands. This impacted assessments, as well.

We did hold learning cycles around the CIWP priorities. A calendar was created and implemented for all PD days, flex days, and grade level meetings.

Rigor walks did not take place last year.

What is the feedback from your stakeholders?

Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff.

What new staff was added to provide students support? Interventionist, Two Special Education Teachers, Bilingual Teacher Assistants

What are UBD units of study and assessment? We are looking to ensure students have access to high quality curriculum across grades and content areas. We are introducing Magnetic Reading for K-3 reading/writing which had a perfect score on EdReports. Looking at revising UBDs in response to the shift in population, there was a significant increase in ELL students. There is also a partnership between Columbus and MSI for science. This year's instructional focus on math, but looking to identify where math exists in other contents

What is the post secondary priority? It feels like all the other priorities would fall under this category. The CIWP rated themselves harshly with the intention of focusing on growth, there are different post secondary activities we utilize including a high school fair, Schoolinks, and student learning plans.

Parent comment on CIWP draft: The CIWP is reflective of the feedback they have heard from their own children

What student-centered problems have surfaced during this reflection?

Not all students have access to high quality curriculum.

Students struggle with academic vocabulary, particularly the ELL population.

Students struggle with reading comprehension in informational texts.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

UbD units are being evaluated by the admin team. Feedback is being provided to individual teachers.

Professional Development is being provided to teachers based on the UdB unit evaluations.

REACH Evaluations ratings are being used gauge improvement in planning for teaching and learning

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Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

Students struggle with reading comprehension in informational text which indicates a further development of academic vocabulary.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

recognize there is a language barrier, lack of prior exposure to vocabulary, Ukrainian students are learning a new alphabet system (and phonics) that is not directly connected to English, lack of embedding informational texts with other contents. Students are coming with SEL concerns, specially students that came from Ukraine



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

As teachers, we did not implement ELL strategies consistently across content areas that would support our bilingual and newcomer students. As teachers, we did not differentiate across content areas to support and engage all students.

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Theory of Action

What is your Theory of Action?

If we....

implement ELL strategies and targeted instructional strategies around academic language and comprehension across content areas



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see....

teachers differentiating instruction, the use of ELL strategies and students engaging with academic language of each content area



which leads to...  
improved student outcomes in comprehension and vocabulary on class assessments and district wide assessments (iReady & IAR)

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Resources:

**Indicators of a Quality CIWP: Implementation Planning**  
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
Action steps are inclusive of stakeholder groups and priority student groups.  
Action steps have relevant owners identified and achievable timelines.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
ILT Team	Q1 09/22/23      Q3 02/09/24 Q2 12/22/23      Q4 06/07/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of classroom teachers will create and administer vocabulary assessments for modules 1-3 in Envision math.	Teachers	October 5th, 2023	Not Started
<b>Action Step 1</b>	During a flex day meeting, teachers will identify important math vocab from each module	Teachers	September 28th, 2023	In Progress
<b>Action Step 2</b>	Teachers create pre/post vocabulary assessments	Teachers	October 4th, 2023	Not Started
<b>Action Step 3</b>	Teachers administer the pre test prior to teaching the module	Teachers	October 4th, 2023	Not Started
<b>Action Step 4</b>	Teachers explicitly teach vocabulary during math instructional time	Teachers	Quarterly	Not Started
<b>Action Step 5</b>	Teacher administer the post test after teaching the module	Teachers	Quarterly	Not Started
<b>Implementation Milestone 2</b>	Teachers will strategically plan for differentiation groups based on BOY i-Ready, vocabulary assessments and ELL proficiency	Teachers	Quarterly	In Progress
<b>Action Step 1</b>	Teachers will gather data within the first month of school	Teachers	September 28th, 2023	In Progress
<b>Action Step 2</b>	Teachers will use data to plan flexible groups	Teachers	October 11th, 2023	In Progress
<b>Action Step 3</b>	Teachers will plan and create small group instruction	Teachers	October 25th, 2023	In Progress
<b>Action Step 4</b>	Teachers will begin small group instruction	Teachers	October 18th, 2023	Not Started
<b>Action Step 5</b>	Teachers will keep anecdotal data during small group instruction to inform next steps	Teachers	October 25th, 2023	Not Started
<b>Implementation Milestone 3</b>	100% of teachers will receive professional development around implementing ELL strategies and differentiation strategies	Teachers	June 7th, 2024	Not Started
<b>Action Step 1</b>	ILT will develop a professional learning cycle around ELL and differentiation strategies	ILT	September 25th, 2023	Not Started
<b>Action Step 2</b>	ILT will research possible professional development providers around ELL and differentiation strategies	ILT	September 25th, 2023	Not Started
<b>Action Step 3</b>	ILT will schedule professional development for teachers	ILT	October 11th, 2023	Not Started
<b>Action Step 4</b>	Teachers will engage the professional development	Teachers	On-going	Not Started
<b>Action Step 5</b>	Teachers will implement the professional development	Teachers	On-going	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of teachers will receive professional development around implementing ELL strategies and differentiation strategies in Reading 100% of teachers will implement strategies to improve student learning in Reading	
<b>SY26 Anticipated Milestones</b>	100% of teachers will receive professional development around implementing ELL strategies and differentiation strategies in other subjects 100% of teachers will implement strategies to improve student learning in other subjects	

[Return to Top](#) **Goal Setting**

Resources:

**Indicators of a Quality CIWP: Goal Setting**  
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

**IL-EMPOWER Goal Requirements**  
For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:  
-The CIWP includes a reading Performance goal  
-The CIWP includes a math Performance goal  
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets  
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

### Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Increase the % of students who are meeting their targeted growth in math on i-Ready	Yes	iReady (Math)	Overall	55% met growth goal	60% to meet growth goal	65%	70%
			English Learners	65% met growth goal	70%	75%	80%
Increase the % of students who are meeting their targeted growth in informational text in reading on i-Ready	Yes	iReady (Reading)	Overall	64%	69%	74%	79%
			English Learners	64%	69%	74%	79%

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

Identified Practices	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will present professional learning around 2-3 ELL and differentiation strategies targeting math vocabulary, and implement a learning cycle in which peer observations take place 1-2 times a year.	The ILT will present professional learning around 2-3 ELL and differentiation strategies targeting reading vocabulary, and implement a learning cycle in which peer observations take place 1-2 times a year.	The ILT will present professional learning around 2-3 ELL strategies targeting science and social studies content areas vocabulary, and implement a learning cycle in which peer observations take place 1-2 times a year.
Select a Practice			
Select a Practice			

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### SY24 Progress Monitoring

Resources: 📖

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the % of students who are meeting their targeted growth in math on i-Ready	iReady (Math)	Overall	55% met growth goal	60% to meet growth	Select Status	Select Status	Select Status	Select Status
		English Learners	65% met growth goal	70%	Select Status	Select Status	Select Status	Select Status
Increase the % of students who are meeting their targeted growth in informational text in reading on i-Ready	iReady (Reading)	Overall	64%	69%	Select Status	Select Status	Select Status	Select Status
		English Learners	64%	69%	Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will present professional learning around 2-3 ELL and differentiation strategies targeting math vocabulary, and implement a learning cycle in which peer observations take place 1-2 times a year.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

A growth area for Columbus is our MTSS. In the past we had a red folder system to track data for tier 2 and 3 students. In the upcoming year new staff positions will allow us to make changes within the school. Branching Minds and an interventionist will be help with consistency in all classrooms. About 6% of our students have an IEP. Looking at the attendance, if a student is considered high need and is absent when there is a designed time, the allotted time will need to be made up. With starting Branching Minds being newly implemented this school year, it will key for multiple trainings and clear instruction on how to use it and how it should be implemented. (Potential "Gray" area)

What is the feedback from your stakeholders?

Feedback from Stakeholders meeting was held on August 28, 2023 with family and staff: What new staff was added to provide students support? Interventionist, Two Special Education Teachers, Bilingual Teacher Assistants  
 Parent comment about absenteeism: When their child was in prekindergarten, they received a letter notification and that opened the doorway to using the parent portal for excused absences. Principal explained the formal process through CPS protocols  
 Parent comment about student engagement: Enjoyed seeing the school tradition of 8th graders walking in the kindergarten students on the first day of school. Would like to see more opportunities for older students  
 Parent comment on CIWP draft: The CIWP is reflective of the feedback they have heard from their own children

What student-centered problems have surfaced during this reflection?

Students were not receiving feedback that pushed for growth and the skills required to implement the feedback to make improvements.  
 Students were not receiving consistent interventions and support when they were identified as Tier 2 and Tier 3.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

In the past we have used red folders, but within this upcoming school year we will be using Branching Minds. The staff has been introduced to the new platform which has many of the interventions that have been used in the past and that are familiar. 8 out of 10 of our homeroom teachers are ELL endorsed with two additional 2 ELL teachers and 1 ELL assistant. In the last year, we have collected and looked at data from non-ELL hispanic students. With the intentions to improve access with math practices. This year we have an interventionist to support students and staff. Staff works hard building relationships with parents and students to better understand barriers and obstacles.

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Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

were not receiving consistent interventions and support when they were identified as Tier 2 and Tier 3.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

focused on addressing the high needs population of newcomers that required urgent supports, which meant MTSS was implemented inconsistently through the red folder system for Tier 2 and Tier 3 students.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

implement MTSS, utilizing Branching Minds, with fidelity and create a system of supports leveraging our interventionist, social worker, counselor, teacher assistants, ELPT, bilingual teachers and special education teachers (SECA's as well).



Indicators of a Quality CIWP: Theory of Action


Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see....

students individual needs being supported, high engagement, differentiation, teacher collaboration and an increase in positive behaviors




which leads to...  
 improved student learning outcomes and growth on assessments, attendance, and a decrease in discipline referrals 

[Return to Top](#) **Implementation Plan**




Resources: 

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.



**Team/Individual Responsible for Implementation Plan** 

**Dates for Progress Monitoring Check Ins**

Q1	09/22/23	Q3	02/09/24
Q2	12/22/23	Q4	06/07/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Establish a functioning MTSS team that will build the capacity of staff to successfully use Branching Minds for interventions	Staff	September 22, 2023	In Progress
<b>Action Step 1</b>	Schedule regular MTSS team meetings	MTSS Team	September 22, 2023	In Progress
<b>Action Step 2</b>	Assess K-8 students using BOY iReady diagnostic, and assess K-2 using TRC/Dibels	Teachers	September 21, 2023	In Progress
<b>Action Step 3</b>	Staff evaluates student assessment data	Staff	September 21, 2023	In Progress
<b>Action Step 4</b>	Staff uses data to plan for MTSS in collaboration with grade band teams and support staff	Staff	October 27, 2023	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All staff is able to strategically plan differentiated groups using current data in Branching Minds	Staff	October 27th, 2023	Not Started
<b>Action Step 1</b>	Staff uses data to create goals for differentiated groups of Tier 2 and Tier 3 students	Staff	October 27th, 2023	Not Started
<b>Action Step 2</b>	Staff plans interventions to address students' goals in Tier 2 and Tier 3 groups.	Staff	October 27th, 2023	Not Started
<b>Action Step 3</b>	Staff will actively progress monitor student growth and track data in Branching Minds	Staff	On- going	In Progress
<b>Action Step 4</b>	Staff will analyze ongoing student data and elevate concerns to MTSS team	Staff	November 15, 2023	In Progress
<b>Action Step 5</b>	Staff will identify the next appropriate intervention cycle to target student needs	Staff	November 15, 2023	Not Started
<b>Implementation Milestone 3</b>	Staff will have developed a systematic plan for consistent feedback for growth regarding MTSS and WIGS (Wildly Important Goals from Leader in Me)	Staff	September 22,2023	Not Started
<b>Action Step 1</b>	Staff will provide feedback for growth for students using Leader in Me practices	Staff	ongoing	In Progress
<b>Action Step 2</b>	Students will create WIGS (Wildly Important Goal) and track progress towards their goals	Students	ongoing	In Progress
<b>Action Step 3</b>	Staff will conference with students, checking in on progress towards goals	Staff	ongoing	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Students will lead conferences to share their goals and progress (WIGs, academic, SEL, and personal) 100% of teachers are implementing MTSS with fidelity and recording intervention cycles on Branching Minds 100% of staff are utilizing the Leader in Me practices to give student feedback for growth, recognized by obtaining Lighthouse Certification 
<b>SY26 Anticipated Milestones</b>	Staff will demonstrate increased efficacy in leveraging Branching Minds to engage in MTSS process resulting in all students taking ownership of their goals 

[Return to Top](#) **Goal Setting**

Resources: 

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

**IL-EMPOWER Goal Requirements**  
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:  
 -The CIWP includes a reading Performance goal  
 -The CIWP includes a math Performance goal  
 -The goals within the reading, math, and any other

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER goals include numerical targets  
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
Students will show growth towards their targets in Brancing Minds via progress monitoring through i-Ready, Envision Math assessments, and other intervention tools.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	Tier 1 44% Tier 2 24% Tier 3 30%	Tier 1 50% Tier 2 25% Tier 3 25%	Tier 1 55% Tier 2 25% Tier 3 20%	Tier 1 60% Tier 2 25% Tier 3 15%
			English Learners	Tier 1 9% Tier 2 17% Tier 3 73%	Tier 1 14% Tier 2 17% Tier 3 68%	Tier 1 19% Tier 2 17% Tier 3 63%	Tier 1 24% Tier 2 17% Tier 3 58%
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Staff utilizes Branching Minds with fidelity to set intervention plans for 100% of Tier 3 students	Staff utilizes Branching Minds with fidelity to set intervention plans for 100% of Tier 2 and Tier 3 students	Staff utilizes Branching Minds with fidelity to set intervention plans for Tier 2 & 3, as well as enrichment plans for Tier 1 students
Select a Practice			
Select a Practice			

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**SY24 Progress Monitoring**

Resources: 📖

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will show growth towards their targets in Brancing Minds via progress monitoring through i-Ready, Envision Math assessments, and other intervention tools.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	Tier 1 44% Tier 2 24% Tier 3 30%	Tier 1 50% Tier 2 25% Tier 3 25%	Select Status	Select Status	Select Status	Select Status
		English Learners	Tier 1 9% Tier 2 17% Tier 3 73%	Tier 1 14% Tier 2 17% Tier 3 68%	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Staff utilizes Branching Minds with fidelity to set intervention plans for 100% of Tier 3 students	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:  
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).  
(Continue to Parent & Family Plan)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
No action needed		

### SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Math: Academic Vocabulary  
Reading: Informational Text comprehension  
Through family event nights and Leader in Me workshops, families will be engaged in developing skills to assist with their child's academic success in the academic priorities.



In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support