

## CIWP Team & Schedules

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### 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
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/20/23	7/27/23
Reflection: Connectedness & Wellbeing	6/20/23	6/29/23
Reflection: Postsecondary Success	7/18/23	7/20/23
Reflection: Partnerships & Engagement	7/25/23	7/25/23
Priorities	8/1/23	8/8/23
Root Cause	8/1/23	8/8/23
Theory of Acton	8/1/23	8/8/23
Implementation Plans	8/1/23	8/8/23
Goals	8/1/23	8/8/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/28/23	8/28/23
Approval	8/30/23	

## 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	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

**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](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p><i>IReady Data Review: K-2</i> </p> <p><b>OVERALL READING:</b>                      -Except for "one grade level below" for monolingual K-2, from BOY to EOY (58% - 71% - 52%), percentile of students decreased or increased as appropriate in all other categories (for monolingual: two grade levels below, early on grade level, mid to above grade level; for bilingual: met, partially met, not met)</p> <p>-Bilingual classrooms had larger groups meeting or above at the end of the year in each grade level.</p> <p><b>Monolingual: End of year</b>                      -42% of students are early on grade level, mid, or above (should be 80%)                      -52% are one grade level below (should be 15%)                      -6% are two grade levels below (this is an appropriate number for tier 3)                      While this triangle is less inverted than it has been in the past, it is still inverted.</p> <p><b>Bilingual: End of year</b>                      -89% met                      -9% partially met                      -1% not met                      This is an appropriately tiered triangle.</p> <p><b>OVERALL MATH :</b>                      37% of students were early on grade level and mid to above grade level (combined)                      53% of the students are one grade level below (tier 2)                      10% of the students are two grade levels below                      This is less of an inverted triangle than we have seen in the past                      (Should be 80% tier 1, 15% tier 2, 5% tier 3)</p> <p><b>Star360- Reading 3-8</b>                      Fall to spring we increased the number of students needing urgent intervention (3-8th)                      44 students meeting, increase MOY to 46, decrease EOY to 41 meeting                      *There are a number of students who did not take this test, but there is a Spanish version; also had to remove 3rd grade, and add 9th, b/c it was converting to the upcoming year registered students. Cluster kids are included as students who did not take the test but we do not think it is skewing the data. BOY to EOY there is a slight decrease in students at or above benchmark                      For the most part students stayed in the same tier</p> <p><b>Star 360- Math 3-8</b>                      BOY to EOY stayed about the same number of students needing urgent intervention                      Saw growth in students at or above benchmark (increase of 42 to 57 students), about 7% increase at or above</p> <p><b>EL PROGRAM &amp; ACCESS DATA REVIEW:</b>                      Data was reviewed from SY21/22 and SY22/23, ACCESS data for all domains speaking, listening, reading and writing; K-8.                      SY22: Majority of ELs in PL3 &amp;4; Listening and speaking 15-31st % PL3; 25-50% PL4                      Reading and writing 43-67% PL3, 3-33% PL4                      SY23: Majority of ELs continue to stay in PL3&amp;4; Listening and speaking 19-65 % PL3; 2-30% PL4                      Reading and writing 45-50% PL3, 7-23% PL4</p> <p>5th-8th several newcomers from SY22-23                      Many 5th &amp; 6th EL newcomers and ELLs; not as many certified ESL teachers</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Need to implement our new curriculums with fidelity this year so we can learn from it. We need to assess this implementation.                      Need to look at this throughout the year consistently to see what students need. See what kinds of growth students are making.                      Assuming the curriculum comes with rubrics that we can assess and use that put on a data wall to keep track of students staying on grade level                      Going unit by unit to assess student progress.</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Need to implement our new curriculums with fidelity this year so we can learn from it. We need to assess this implementation.                      Need to look at this throughout the year consistently to see what students need. See what kinds of growth students are making.                      Assuming the curriculum comes with rubrics that we can assess and use that put on a data wall to keep track of students staying on grade level                      Going unit by unit to assess student progress.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Need to implement our new curriculums with fidelity this year so we can learn from it. We need to assess this implementation.                      Need to look at this throughout the year consistently to see what students need. See what kinds of growth students are making.                      Assuming the curriculum comes with rubrics that we can assess and use that put on a data wall to keep track of students staying on grade level                      Going unit by unit to assess student progress.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Yes	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Need to implement our new curriculums with fidelity this year so we can learn from it. We need to assess this implementation.                      Need to look at this throughout the year consistently to see what students need. See what kinds of growth students are making.                      Assuming the curriculum comes with rubrics that we can assess and use that put on a data wall to keep track of students staying on grade level                      Going unit by unit to assess student progress.</p>	<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></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>Selected Tier 2 and 3 interventions.                      CPS Tutors in the primary grades.                      Focusing in on reading foundational skills.                      Dedicated I/A block for 5th through 8th grade.                      K-2 met together to plan around foundations and grades</p>	<p><a href="#">STAR (Math)</a></p>

	<p>K-2 met together to plan around foundations and geodes. ILT researched and chose a new curriculum for reading comprehension for k-8 monolingual as well as foundational/comprehension skills for k-2 bilingual. Updated Eureka Math Curriculum and select teachers piloted the new curriculum.</p>
<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>EL PROGRAM REVIEW:</p> <p>While PD was provided for language objectives and implementation, there isn't enough evidence to show its implementation. Student growth in proficiency levels are not tracked at the classroom level other than ACCESS data. There isn't a system in place to monitor the implementation of language objectives in lesson planning. There isn't enough evidence to determine if there are language objectives and supports in unit lesson planning.</p>	

[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	<p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>We have an equity based MTSS leadership team comprised of principal, assistant principal, MTSS lead and interventionist, bilingual lead, psychologist and case manager. We have a dedicated MTSS lead and interventionist. We use the branching minds platform with focus groups in each classroom; the MTSS lead input other interventions as was possible. Next year, we hope to streamline and work in 6 week intervention cycles to ensure more data is entered into the platform. Our reading interventions included Heggerty, FUNdations, Wilson Reading System, Just Words, and Estrellita; which have moderate, strong, and research-based ranking according to ESSA. Our math interventions included Math Recovery, IXL, and Xtra math; these rankings were promising and moderate. We conduct universal screening 3 times per year, followed by our own diagnostic assessment. We used these results to determine intervention groups and plans. We progress monitor once a week or once every other week, depending on the intervention. Data is included in our own data walls and then input into Branching Minds. Our problem solving process is completed with teachers individually based on the diagnostic data. We will use the MTSS continuum to determine next steps; one focus will be family engagement. Diverse learners receive instruction in the least restrictive environment. We have noticed that some IEPs do not have integration of grade level standards and will work on that as the team develops IEPs. Improvement efforts for this year were to implement interventions that were research based, with fidelity, and learn the branching minds platform. Teachers understand the cycle of assessment, grouping &amp; planning, instruction, progress monitoring, regrouping/intervention adaptations, and repeat. We saw some positive some tier movement. In general, our overall school percentiles were higher than they have been in the past. For next year, we will work to improve family engagement, fidelity to interventions, and new policies for intervention cycles and data entry. Data review: Despite the fact that students are not in math interventions, students are improving tiers in math</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p>
Yes	<p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Families would like to know more about the MTSS process as well as what is included in an IEP so that they understand how their students are performing academically. Teachers feel comfortable with interventions but Branching Minds is still a challenge. Case manager indicated that in IEPs, she noticed that there is not a ton of integration of grade level standards. Initial data analysis helped us to understand we want to work on fidelity to our intervention programs.</p>	<p><a href="#">EL Program Review Tool</a></p>
Yes	<p><a href="#">IDEA Procedural Manual</a></p>	<p>EL Program and ACCESS Feedback from stakeholders:                  Review of unit plans and lesson plans was not consistently done                  Lesson plans from REACH observations/evaluations showed partial implementation of language objectives and proficiency levels in instructional practice                  Social emotional and environment for EL newcomers have impacted student learning and attendance.</p>	
Partially	<p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>The BHT worked to develop a continuum of services and supports for students; some students with SEL needs also have academic needs. Our MTSS team worked to streamline interventions and supports as well as the referral process, when and if it becomes necessary for a student. We have been working on fidelity to tier 1 instruction K-4 for foundational skills using Heggerty and FUNdations; teachers are learning to use Just Words and Wilson Reading System for interventions. We purchased Wit and Wisdom K-8 for monolingual classrooms in order to further develop our curriculum and instruction needs (fidelity to a research based program). We purchased ARC for bilingual K-2 to ensure fidelity to instruction in Spanish literacy as well.</p>	

<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>-While our tiered triangle is "improved" towards what is appropriate (80% in tier 1, 15% in tier 2, 5% in tier 3), students are too heavily in tier 3 and tier 2                  -Not all data is logged into Branching Minds. We also need to tackle the problem of how to provide interventions in both reading and math to students with those needs. -Grade level standards are not included in all IEPs                  -We need to include language objectives in unit plans for ELs.</p>	
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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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<p>Partially</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p><b>SEL/Cultivate Survey Reflection:</b>                  The cultivate surveys from BOY to EOY were reviewed for grades 5-8. An area that stood out was the heading: affirming identities. While students surveyed highly rated true that they felt supported by their teachers, they didn't feel like the teachers related curriculum to culturally relevant factors like race, culture and communities. It wasn't evident that the instructional and SEL strategies in class showed growth in student feeling their classmates are supporting one another or encouraging.</p> <p><b>On-track data review:</b>                  For on-track data, an area that kept students off track was attendance. When looking at particular students, attendance was that of STLS and newcomer students. Additionally, attendance truancy was true for students that were referred through the MTSS process and now have an IEP. This particular group of students also had below average grades keeping them off track.</p> <p><b>BHT Takeaways:</b>                  Overall the main concerns that teachers and staff referred students to the for BHT for were aggression (both verbal and physical) followed by sadness/anxiety/grief then non-compliance. Kindergarten had the most overall referrals (7) followed by 5th grade with 6 referrals, 6th grade had 5 referrals, 7th grade had 3 referrals, 3rd grade had 2 referrals, and 8th had 2 referrals. There was 1 referral for 2nd, 4th, and pre-k. 1st grade had 0 referrals. 11 students were referred for verbal and physical aggression, 9 for sadness/anxiety/grief, and 4 for non-compliance. Most of the verbal/physical aggression referrals came from 5th grade (4 referrals) followed by kindergarten, 1st 6th, 7th, 8th (3 referrals per grade).</p> <p>We used the SDQ completed by teacher or staff to track student progress. The SDQ is a brief behavioral screening questionnaire that asks 25 questions regarding the student's strengths and difficulties. The ranges for these scales consist of "average", "slightly raised", "high", and "very high." The average Pre-SDQ Overall score was 20.43 (very high) and the average Post-SDQ score was 17.5 (high). Teachers and staff indicated that conduct problems were the main areas of concern. Overall the pre-data showed that conduct problems were in the very high range and the post-data showed that conduct problems had lowered slightly to between the high and very high range. Hyperactivity and peer problem scores were slightly raised in the pre data and remained slightly raised in the post data. Prosocial scores were slightly lowered in the predata and declined to between slightly lowered and low in the post data.</p> <p>Interventions that showed positive results: referrals for outside therapy, visuals, students with IEPs developed, ACT and Adapt, check-ins. Interventions that didn't show improvement: 2x10, Tier 3 students with FBA/BIPs, self management, behavior charts w/rewards, and break cards. The Tier 2 interventions we used this year were positive reinforcement charts, lunch bunch, 2x10, behavior trackers, act and adapt, check-ins with preferred adult, extracurricular activities (cheer), visual aids and break cards, self monitoring charts, restorative conversations, and daily behavior contracts. Tier 3 interventions were FBA/BIPS, safety plans, social work services through the IEP, and grief counseling. We did a lot this year and implemented many new interventions! We were also able to form genuine connections with students and become the trusted adults for many of the students.</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>Partially</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p><b>Discipline Data Review:</b>                  Most reported behavior concern was Physical &amp; Verbal Aggression toward other students (35.6%)                  Inappropriate Language (29.7%)                  Horseplay (unsafe physical contact) (22.1%)                  Verbal Aggression toward staff (10.3%)</p> <p>Types of Discipline issued:                  Group 1-6 behaviors: all students are required to have a restorative conversation to prevent recurrence and understand why their behavior is a concern                  Parents are notified about student behavior each time                  Group 1 &amp; 2 are inappropriate and disruptive behaviors are given lunch detention first and can be assigned an after school detention if the behavior is repeated or multiple codes have been violated                  Group 3-6 are levels where parent conferences are scheduled, referral to BHT team, RSP services, and discipline is issued based on repeated/first offense starting off at the lowest possible intervention/consequence. OSS are a last resort.</p> <p>Most Common SCC Violations (overall)                  Group 2 Behaviors (40%) (Horseplay &amp; Language)                  2-4, (15 Detentions, 38 Restorative Practices )                  2-6 (10 Detentions, 43 Restorative Practices                  Group 3 (23%) Fighting (reported 20 fights last year)                  3-3 (14 Dentions, In-School Suspension (2), Restorative Practices (22)                  Group 1 (12%)                  1-3 (2 Detentions, 16 Restorative Practices)</p> <p>Most Common Discipline Issued/ Given (Overall)                  Restorative practices (69%)                  Detention (22%)                  Parent conferences (105 conferences this year for discipline related issues)</p> <p>Highest Behaviors incidents are mostly displayed in the classroom setting (51 Incidents)                  Combined: Playground/Recess Cafeteria reports are still reported less than classroom incidents</p> <p>Progress monitoring &amp; interventions that were recommended:                  Tier 1: SEL sessions, check-in/check outs, breaks/pull outs caught being good tickets                  Tier 2: Act &amp; Adapt, 2-10 check, break cards, good choice cards                  Tier 3: Behavior tracking charts, dedicated aides (restrict environments), Hospitalization</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><b>What is the feedback from your stakeholders?</b></p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p>

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>Looking forward to next year we brainstormed some ways to improve BHT. We would like to continue clarifying the BHT referral process to teachers. We would also like to create a protocol checklist for the assigned BHT point person to ensure they're following all steps. Included in this protocol checklist would be a procedure for letting the referrer know the status of the student they referred and letting the family know that an intervention will be implemented for their child. We would like to put a better system in-place for monitoring student progress and evaluating the intervention after it has been implemented for the correct number of weeks. Ideally students who make expected progress would formally exit the BHT. We also think that creating a menu of interventions would be helpful and that using the SSIS or SEL survey in Branching Minds could serve as the main screeners since scoring the SDQs is a time-consuming process. Finally, we thought the BHT could help to create a school-wide crisis plan as outlined in the crisis manual.</p>	<p><a href="#">Cultivate (Belonging &amp; Identity)</a></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> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

**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.

**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?**

BHT Reflection: SEL curriculum in grades 6-8 is not consistent, and students have teachers implementing different SEL strategies. Tier 1 supports may look different in different classrooms, and not reinforced as Tier 1 school-wide practice. Teacher fidelity to Tier 1 supports may look different at departmentalized grades. Teachers not fully understanding the data collection and its use to develop FBA/BIPs. Teachers understanding why interventions are selected and showing fidelity with implementation. Data is missing to show the strategies or interventions are impacting the students. Intervention data showed different staff responses to behavior were different. There weren't learning walks conducted this past school year to identify if Tier 1 supports were in place.

Discipline team reflection:  
 Internal factors-  
 lack of rapport with teachers (strong dislike for teacher or student),  
 lack of implementation to IEP modifications/supports  
 Students not being identified with educational needs/ behavior needs  
 Self-efficacy/Confidence  
 Lack of emotional support for teachers  
 External factors-  
 Poverty  
 Social media  
 Lack of parent involvement/supervision  
 Lack of education resources opportunities for parents  
 Culture appropriation of therapeutic services

Looking forward to next year we brainstormed some ways to improve BHT. We would like to continue clarifying the BHT referral process to teachers. We would also like to create a protocol checklist for the assigned BHT point person to ensure they're following all steps. Included in this protocol checklist would be a procedure for letting the referrer know the status of the student they referred and letting the family know that an intervention will be implemented for their child. We would like to put a better system in-place for monitoring student progress and evaluating the intervention after it has been implemented for the correct number of weeks. Ideally students who make expected progress would formally exit the BHT. We also think that creating a menu of interventions would be helpful and that using the SSIS or SEL survey in Branching Minds could serve as the main screeners since scoring the SDQs is a time-consuming process. Finally, we thought the BHT could help to create a school-wide crisis plan as outlined in the crisis manual.

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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	<a href="#">College and Career Competency Curriculum (C4)</a>	The cultivate surveys from BOY to EOY were reviewed for grades 5-8. Survey questions were analyzed that were related to future success and keeping students on track for graduation. The data was broken down by grade levels and subject areas. Overall, the data showed there was a decline in most subject areas which had a focus on connectedness and future success. The exception here was the subject area of math showed growth in connectedness. An area that stood out was the heading: affirming identities. While students surveyed highly rated true that they felt supported by their teachers, they didn't feel like the teachers related curriculum to culturally relevant factors like race, culture and communities. It wasn't evident that the instructional and SEL strategies in class showed growth in student feeling their classmates are supporting one another or encouraging. Math across the grade bands showed that students receive feedback for growth. Across all subject areas in grades 5-8 students know the importance of the learning objectives. Although, students rated lower knowing how they are progressing in their learning. This was also evident in students rating low teachers knowing their individual strengths and weaknesses.	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
No	<a href="#">Individualized Learning Plans</a>	For on-track data, an area that kept students off track was attendance. When looking at particular students, attendance was that of STLS and newcomer students. Additionally, attendance truancy was true for students that were referred through the MTSS process and now have an IEP. This particular group of students also had below average grades keeping them off track.	<p><a href="#">9th and 10th Grade On Track</a></p>
No	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> The cultivate survey was administered to 5th and 6th grades that as a result rated several subject areas low or showed no growth by EOY. Some factors impacting this group was the lack of a temporarily assigned teacher, and having several substitute staff members. The grade bands 5-8 have received several newcomers. In the 5-8 grade band there were several students referred to the BHT for behavioral support. Students referred were observed to impact the learning environment.	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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).	The teachers are connecting material to real life experiences, and matching learning objectives to the materials. Having materials that are culturally relevant to our students, and having students affirm identify is important for them in thinking about careers and post secondary.	
	Industry Recognized Certification Attainment is		<a href="#">ECCE Certification List</a>

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
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>		<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>Teachers are focused on standards and learning objectives to make learning very specific for our students. There are specific grade bands that have ELL students with varying proficiency levels. Teachers planning needs support with addressing the varying proficiency levels and assessing those students. These grade bands also have students referred to the BHT for impacting the learning environment, and truant absences.</p> <p>The school BHT team supported staff and students to improve learning and the learning environment. The interventions were strategic to focus on specific behaviors, and coach the teacher to deliver and implement the interventions.</p>
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>		

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	<p>PAC Committee Review: We have a small group of parents that consistently participate in our PAC monthly meetings. For several years, we have had the same small group take roles on the PAC. We have made several attempts to get more parent involvement, and at times slightly successful. On average 5-18 parents participate in our meetings. The topics we have offered as presentations are the following: GoCPS, Promotion Policy, ACCESS testing, various benchmark district assessments, CIWP, Chicago Early Learning for PreK, and other school initiatives that need their attention and participation. Through community partnerships with Erie Neighborhood House, Violence Prevention Programs through the City of Chicago, Children and Family Benefits we support parents and the community with resources they need about immigration support, parent workshops, incentives the city offers. Other topics presented are using available online resources that bring awareness of scholarships for their children, breast cancer awareness, autism awareness etc, Our PAC committee helps organize parents to create fun filled events like the fall festival and winter assemblies. They also support organizing a group of 8th grade parents to decorate for the graduation.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<p>Coffee with the Principal The principal hosts monthly meetings and addresses various aspects of the school such as: facilities, personnel additions or changes, school initiatives, policies, community and school events that impact us, and important dates . We have had over the years the amount of parents attend these meetings both virtually and in person diminish. The past few meetings for SY23 parents did not attend. At these meetings, parents prioritize asking the principal how they can get more parent involved, and what can they do to help the school.</p> <p>LSC The LSC holds 10 meetings throughout the year. The attendance at meetings is consistently low. Additionally, we have struggled to fill all positions on the LSC. We have attempted to stagger the times that we have meeting so that more members of the school community can be involved, but it did not have a significant impact on attendance.</p>	<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<a href="#">Student Voice Infrastructure Rubric</a> 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 & CIWP).	<p><b>What is the feedback from your stakeholders?</b></p> <p>The trends we see for several years is not a lot of parent involvement or attendance to the committee meetings. It is difficult to get parents to join in the committees as members to lead them. School personnel takes most of the responsibility to get meetings in order and initiated. Important milestones like transition to high school brings about more participation. This is a process that most parents need support and attend sessions provided by the school counselor. These meetings are offered multiple times, and could be the reason why parents have more accessibility.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

**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.

Low parent involvement in learning about topics impacting their children limits building upon initiatives we have at school. For example calm classroom and SEL initiatives, or transitional support to HS. There aren't many local resources to support mental health services for our students, and have long wait time before being screened by a professional. Students are limited to school programs since there aren't many available for their age group in our local school community.

**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?**

We are building capacity with school members like the counselor and social workers to present important topics to our parents. We continue to work with our community organizations to bring us resources for our families. Several organizations are struggling to offer services, and it is directly impacting our families from getting resources.

We have made connections with Erie Neighborhood House, TA98, and the NMMA to partner up with grants to include our school

school.  
We have discussed a grant opportunity that would allow the NMMA to provide arts and culture programs, parent programs, health programs, and tutoring programs to your school (both during the day and after school/out-of-school time).

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.
Yes	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.
Yes	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?

iReady Data Review: K-2  
 OVERALL READING:  
 -Except for "one grade level below" for monolingual K-2, from BOY to EOY (58% - 71% - 52%), percentile of students decreased or increased as appropriate in all other categories (for monolingual: two grade levels below, early on grade level, mid to above grade level; for bilingual: met, partially met, not met)  
 -Bilingual classrooms had larger groups meeting or above at the end of the year in each grade level.  
 Monolingual: End of year  
 -42% of students are early on grade level, mid, or above (should be 80%)  
 -52% are one grade level below (should be 15%)  
 -6% are two grade levels below (this is an appropriate number for tier 3)  
 While this triangle is less inverted than it has been in the past, it is still inverted.  
 Bilingual: End of year  
 -89% met  
 -9% partially met  
 -1% not met  
 This is an appropriately tiered triangle.  
 OVERALL MATH :  
 37% of students were early on grade level and mid to above grade level (combined)  
 53% of the students are one grade level below (tier 2)  
 10% of the students are two grade levels below  
 This is less of an inverted triangle than we have seen in the past  
 (Should be 80% tier 1, 15% tier 2, 5% tier 3)  
 Star360- Reading 3-8  
 Fall to spring we increased the number of students needing urgent intervention (3-8th) 44 students meeting, increase MOY to 46, decrease EOY to 41 meeting  
 \*There are a number of students who did not take this test, but there is a Spanish version; also had to remove 3rd grade, and add 9th, b/c it was converting to the upcoming year registered students. Cluster kids are included as students who did not take the test but we do not think it is skewing the data.  
 BOY to EOY there is a slight decrease in students at or above benchmark  
 For the most part students stayed in the same tier

What is the feedback from your stakeholders?

Need to implement our new curriculums with fidelity this year so we can learn from it. We need to assess this implementation.  
 Need to look at this throughout the year consistently to see what students need. See what kinds of growth students are making.  
 Assuming the curriculum comes with rubrics that we can assess and use that put on a data wall to keep track of students staying on grade level  
 Going unit by unit to assess student progress.

What student-centered problems have surfaced during this reflection?

EL PROGRAM REVIEW:  
 While PD was provided for language objectives and implementation, there isn't enough evidence to show it's implementation.  
 Student growth in proficiency levels are not tracked at the classroom level other than ACCESS data. There isn't a system in place to monitor the implementation of language objectives in lesson planning.  
 There isn't enough evidence to determine if there are language objectives and supports in unit lesson planning.  
 The iReady assessment for both monolingual or bilingual students didn't provide enough data on specific skills that students were deficient. For example, the assessment reports didn't include what skills were mastered or what needs to be mastered for intervention or acceleration.  
 The iReady assessment in Spanish was not adaptive for the students, which impacted knowing the same as above stated.  
 The ELPT provides support to newcomers during PY1 through ESL pull out. The students receive ESL instruction during pull out sessions with the ELPT. The problem becomes when no explicit ESL instruction is provided to ELL students in PY2+. Students continue struggle in PY2+ academically, acquiring the second language in all the domains (reading, writing, listening and speaking). Additionally, it impacts them socially and emotionally when they lack attendance to school to continue learning.  
 There isn't a clear plan on what instructional practices to use to increase students' proficiency levels. If teachers were to pick a domain to focus on that data shows is a deficient area like reading or speaking it can help increase levels.  
 READING PROGRAM REVIEW:  
 Kindergarten students entered 1st grade with deficits in reading skills.  
 This trend continues with first graders entering 2nd grade monolingual with 50% of students not ready for grade level.  
 In monolingual students at BOY large tier 2-3 students not at grade level.  
 K, 1, 2 all used different comprehension instructions. There wasn't a consistent curriculum for comprehension. There is a common curriculum for foundational skills in both E&S.  
 Tier 1 instruction is being delivered to students not performing at grade level.  
 Students are not ready to receive tier 1 instruction at BOY.  
 MATH PROGRAM REVIEW:  
 It is a content area that showed the most growth was made as a result of school-wide use of Eureka curriculum.  
 The curriculum doesn't allow for intervention time, and allows for just tier 1 delivery of instruction.  
 Non-readers struggled with the amount of literacy skills necessary to connect to the content.  
 The font in the student workbooks is small, and not student friendly and the new curriculum Eureka2 addresses this issue.  
 Tier 1 instruction is being delivered to students not performing at grade level.  
 Students are not ready to receive tier 1 instruction at BOY.

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?

Selected Tier 2 and 3 interventions.  
 CPS Tutors in the primary grades.  
 Focusing in on reading foundational skills.  
 Dedicated I/A block for 5th through 8th grade.  
 K-2 met together to plan around foundations and geodes.  
 ILT researched and chose a new curriculum for reading comprehension for k-8 monolingual as well as foundational/ comprehension skills for k-2 bilingual.  
 Updated Eureka Math Curriculum and select teachers piloted the new curriculum.



Resources:

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

[Determine Priorities Protocol](#)

Students...

Not all students are mastering grade level standards.



**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...

Students do not consistently receive SEL supports and interventions.  
 Students do not consistently receive SEL supports and interventions.  
 were not using research based curricula consistently.  
 were taught to use balanced literacy.  
 taught different bilingual and monolingual programs and adjust differently based on their learners  
 were not following programs with fidelity.  
 have varying perspectives on what ELs and DLs are able to do.  
 are inconsistently differentiating for 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 research based curricula with fidelity



Resources:

**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.

then we see....

consistent, research based instructional practices used across grade levels and languages



which leads to...

movement in tiers towards a more appropriate distribution with more students in tier 1 (80% tier 1, 15% tier 2, 5% tier 3).



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**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**

Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1 10/20/23 Q3 3/22/24  
 Q2 12/21/23 Q4 6/6/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of teachers are trained in newly adopted curriculum, and implementing it with fidelity.	Literacy teachers	Quarter 2	Select Status
<b>Action Step 1</b>	Wit and Wisdom and ARC professional development delivered	Carol Devens-Falk	August 15	Completed
<b>Action Step 2</b>	Targeted coaching of Spanish and English literacy	Jennifer Kaufmann, Adriana Pineda	Ongoing	Select Status
<b>Action Step 3</b>	Provide grade level meeting time to study curriculum	ILT	Ongoing	Select Status
<b>Action Step 4</b>	Teachers will continue to implement FUNdations with fidelity	Monolingual literacy teachers	Ongoing	Select Status
<b>Action Step 5</b>	Teachers will learn to incorporate GEODES into the curriculum	Monolingual literacy teachers	Ongoing	Select Status
<b>Action Step 6</b>	Create a universal template for data walls	Christine Cummings, Adriana Pineda, Jennifer Kaufmann	September 1st	In Progress
<b>Implementation Milestone 2</b>	100% of the teachers will have curriculum based measures posted to data walls in order to reflect on student learning.	MTSS Interventionist, ELPT, ILT	Semester 1	Select Status
<b>Action Step 1</b>	Targeted coaching of Spanish and English literacy	Jennifer Kaufmann, Adriana Pineda	Ongoing	Select Status
<b>Action Step 2</b>	Provide structured opportunities for reflection on scope and sequence of units and lessons	ILT	Ongoing	Select Status
<b>Action Step 3</b>	Provide structured opportunities for analysis of student mastery of content objectives (student work, student assessment of FQTs)	ILT	Ongoing	Select Status
<b>Action Step 4</b>	Teachers post curriculum based measures into the data wall within one week of administering the measures.	Teachers	Ongoing	Select Status

Action Step 5	Present new curriculum to parents in PAC or other parent meetings	Admin, Jennifer Kaufmann & Adriana Pineda		Select Status
Action Step 6	Provide time to discuss how data will translate into grades	ILT	Ongoing	Select Status
Action Step 7				Select Status
<b>Implementation Milestone 3</b>	100% of teachers have taught at least 75% of the units in the new curriculum.	Lead Coach, ELPT, Literacy Teachers, MTSS interventionist, admin	Semester 2	Select Status
Action Step 1	Targeted coaching of Spanish and English literacy	Jennifer Kaufmann, Adriana Pir	Ongoing	Select Status
Action Step 2	Provide structured opportunities for reflection on scope and sequence of units and lessons	ILT	Ongoing	Select Status
Action Step 3	Provide structured opportunities for analysis of student mastery of content objectives (student work, student assessment of FQTs)	ILT	Ongoing	Select Status
Action Step 4	Teachers post curriculum based measures into the data wall within one week of administering the measures.	Teachers	Ongoing	Select Status
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status
<b>Implementation Milestone 4</b>				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	<p>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]-</p> <ul style="list-style-type: none"> <li>-Being able to supplement curriculum in order to make it more culturally relevant to our student population</li> <li>-Being able to differentiate instruction to work towards further mastery of standards</li> <li>-Increased number of students above the 25th percentile in reading</li> <li>-Teachers feel somewhat comfortable implementing the curriculum</li> </ul>	
<b>SY26 Anticipated Milestones</b>	<p>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</p> <ul style="list-style-type: none"> <li>-Increased number of students above the 25th percentile in reading</li> <li>-Teachers feel mostly comfortable implementing the curriculum</li> </ul>	

**Return to Top Goal Setting**

**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.

**Resources:**

**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
Students will show increased mastery of the standards through curriculum based measurements.	Yes	STAR (Reading) iReady	K-2	iReady Mono EOY 42% +/- GL Bil EOY -89% met	iReady- Eng EOY 50% +/-	iReady- Eng EOY 60% +/-	iReady- Eng EOY 70% +/-
			3-8	-33% of 3rd to 8th graders were in Tier 1	40%	50%	60%
More students will be on target with their foundational skills.	Yes	Other FUN dictation CBMs FUN Fluency Kits unit CBMs for decodable words, nonsense words, trick words, phrases, and passages for WCPM	K-4	K-2 Eng- 42% on GL	iReady- Eng EOY 50% +/-	iReady- Eng EOY 60% +/-	iReady- Eng EOY 70% +/-
			English Learners	K-2 Spn 89% on GL	iReady- Spn EOY 90% +/-	iReady- Spn EOY 90% +/-	iReady- Spn EOY 90% +/-

**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
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers are trained in newly adopted curriculum, and implementing it with fidelity. Progress will be measured through completion of the data walls that include CBM and reflection.	100%of teachers continue to deliver Tier 1 instruction with Wit & Widsom and ARC with a focus of supplementing material for cultural relevancy, and differentiation to meet student needs. We want to increase the number of students above the 25th percentile in reading. Progress will be measured through the iReady and Star360 EOY assessments.	100%of teachers continue to deliver Tier 1 instruction with Wit & Widsom and ARC with a focus of supplementing material for cultural relevancy, and differentiation to meet student needs. We want to increase the number of students above the 25th percentile in reading. Progress will be measured through the iReady and Star360 EOY assessments.

C&I:2 Students experience grade-level, standards-aligned instruction.	100% of students receive Tier 1 instruction with the newly adopted curriculum. Progress will be measured through CBMs, teacher reflection on data walls, and the EOY iReady and Star360 assessments.	100% of students receive Tier 1 instruction with through the newly adopted curriculum. Progress will be measured through CBMs, teacher reflection on data walls, and the EOY iReady and Star360 assessments. Larger group of students moving into Tier 1 by EOY.	100% of students receive Tier 1 instruction with through the newly adopted curriculum. Progress will be measured through CBMs, teacher reflection on data walls, and the EOY iReady and Star360 assessments. Larger group of students moving into Tier 1 by EOY.
<i>Select a Practice</i>			

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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 increased mastery of the standards through curriculum based measurements.	STAR (Reading) iReady	K-2	iReady Mono EOY 42% +/- GL	iReady-Eng EOY 50% +/-	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		3-8	-33% of 3rd to 8th graders	40%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
More students will be on target with their foundational skills.	Other FUN dictation CBMs FUN Fluency Kits unit CBMs for decodable words, nonsense words, trick words, phrases, and passages for WCPM	K-4	K-2 Eng- 42% on GL	iReady-Eng EOY 50% +/-	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		English Learners	K-2 Spn 89% on GL	iReady-Spn EOY 90% +/-	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers are trained in newly adopted curriculum, and implementing it with fidelity. Progress will be measured through completion of the data walls that include CBM and reflection.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of students receive Tier 1 instruction with the newly adopted curriculum. Progress will be measured through CBMs, teacher reflection on data walls, and the EOY iReady and Star360 assessments.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.
Partially	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.
Partially	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?

We have an equity based MTSS leadership team comprised of principal, assistant principal, MTSS lead and interventionist, bilingual lead, psychologist and case manager. We have a dedicated MTSS lead and interventionist. We use the branching minds platform with focus groups in each classroom; the MTSS lead input other interventions as was possible. Next year, we hope to streamline and work in 6 week intervention cycles to ensure more data is entered into the platform. Our reading interventions included Heggerty, FUNdations, Wilson Reading System, Just Words, and Estrellita; which have moderate, strong, and research-based ranking according to ESSA. Our math interventions included Math Recovery, IXL, and Xtra math; these rankings were promising and moderate. We conduct universal screening 3 times per year, followed by our own diagnostic assessment. We used these results to determine intervention groups and plans. We progress monitor once a week or once every other week, depending on the intervention. Data is included in our own data walls and then input into Branching Minds. Our problem solving process is completed with teachers individually based on the diagnostic data. We will use the MTSS continuum to determine next steps; one focus will be family engagement. Diverse learners receive instruction in the least restrictive environment. We have noticed that some IEPs do not have integration of grade level standards and will work on that as the team develops IEPs. Improvement efforts for this year were to implement interventions that were research based, with fidelity, and learn the branching minds platform. Teachers understand the cycle of assessment, grouping & planning, instruction, progress monitoring, regrouping/intervention adaptations, and repeat. We saw some positive some tier movement. In general, our overall school percentiles were higher than they have been in the past. For next year, we will work to improve family engagement, fidelity to interventions, and new policies for intervention cycles and data entry. Data review: Despite the fact that students are not in math interventions, students are improving tiers in math

Problem: Math intervention time  
Grade 2 reading - inverse triangle

EL PROGRAM & ACCESS DATA REVIEW:  
Data was reviewed from SY21/22 and SY22/23, ACCESS data for all domains speaking, listening, reading and writing; K-8.  
SY22: Majority of ELs in PL3 & 4; Listening and speaking 15-31st % PL3; 25-50% PL4  
Reading and writing 43-67% PL3, 3-33% PL4  
SY23: Majority of ELs continue to stay in PL3&4; Listening and speaking 19-65 % PL3; 2-30% PL4  
Reading and writing 45-50% PL3, 7-23% PL4

5th-8th several newcomers from SY22-23  
Many 5th & 6th EL newcomers and ELLs; not as many certified ESL teachers

What is the feedback from your stakeholders?

Families would like to know more about the MTSS process as well as what is included in an IEP so that they understand how their students are performing academically. Teachers feel comfortable with interventions but Branching Minds is still a challenge. Case manager indicated that in IEPs, she noticed that there is not a ton of integration of grade level standards. Initial data analysis helped us to understand we want to work on fidelity to our intervention programs.

EL Program and ACCESS Feedback from stakeholders:  
Review of unit plans and lesson plans was not consistently done  
Lesson plans from REACH observations/evaluations showed partial implementation of language objectives and proficiency levels in instructional practice  
Social emotional and environment for EL newcomers have impacted student learning and attendance.

What student-centered problems have surfaced during this reflection?

-While our tiered triangle is "improved" towards what is appropriate (80% in tier 1, 15% in tier 2, 5% in tier 3), students are too heavily in tier 3 and tier 2  
-Not all data is logged into Branching Minds. We also need to tackle the problem of how to provide interventions in both reading and math to students with those needs. -Grade level standards are not included in all IEPs  
-We need to include language objectives in unit plans for ELs.

Problem Hypotheses:  
-We need to firm up a cohesive system of data collection; MTSS committee did not look at the data wall regularly  
-Branching Minds system does not have enough choices for intervention progress monitors  
-Not using the ROI (Rate of Improvement) at specific times for review  
-Tier 1 instruction is not up to par / not being followed with fidelity  
-despite the fact that students are not in math interventions, students are improving tiers in math  
-Our tiers are inverted  
-No evidence based programs were in place for anyone above 3rd grade in place for phonics historically  
-Pandemic instruction's impact  
-In 3rd grade teachers are using different levels, so becomes difficult in 4th grade  
-Students with IEPs are all in tier 3 for reading (and stayed there)

EL PROGRAM REVIEW:  
While PD was provided for language objectives and implementation, there isn't enough evidence to show it's implementation. Student growth in proficiency levels are not tracked at the classroom level other than ACCESS data. There isn't a system in place to monitor the implementation of language objectives in lesson planning. There isn't enough evidence to determine if there are language objectives and supports in unit lesson planning. The iReady assessment for both monolingual or bilingual students didn't provide enough data on specific skills that students were deficient. For example, the assessment reports didn't include what skills were mastered or what needs to be mastered for intervention or acceleration. The iReady assessment in Spanish was not adaptive for the students, which impacted knowing the same as above stated.

The ELPT provides support to newcomers during PY1 through ESL pull out. The students receive ESL instruction during pull out sessions with the ELPT. The problem becomes when no explicit ESL instruction is provided to ELL students in PY2+. Students continue struggle in PY2+ academically, acquiring the second language in all the domains (reading, writing, listening and speaking). Additionally, it impacts them socially and emotionally when they lack attendance to school to continue learning. There isn't a clear plan on what instructional practices to use to increase students' proficiency levels. If teachers were to pick a domain to focus on that data shows is a deficient area like reading or speaking it can help increase levels.

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?

The BHT worked to develop a continuum of services and supports for students; some students with SEL needs also have academic needs. Our MTSS team worked to streamline interventions and supports as well as the referral process, when and if it becomes necessary for a student. We have been working on fidelity to tier 1 instruction K-4 for foundational skills using Heggerty and FUNdations; teachers are learning to use Just Words and Wilson Reading System for interventions. We purchased Wit and Wisdom K-8 for monolingual classrooms in order to further develop our curriculum and instruction needs (fidelity to a research based program). We purchased ARC for bilingual K-2 to ensure fidelity to instruction in Spanish literacy as well.

**What is the Student-Centered Problem that your school will address in this Priority?** [Determine Priorities Protocol](#)

Students...

**Students, including ELs and DLs, did not make adequate yearly progress on various metrics.**  
 Fidelity to interventions.  
 Benchmark policies for promotion prompted short term interventions, and highlighted the absence of interventions.  
 Data entry and reflection was inconsistent, indicating a lack of intervention protocols and cycles.  
 There is a lack of time for interventions during the literacy block for all the student groupings.  
 K-2 literacy block schedule is the same so there is a lack of people available to support interventions.  
 Lack of family engagement with the MTSS process.

**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.

[Return to Top](#) **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...

are not providing students with consistent and systematic tiered interventions, accomodations, modifications and language supports with fidelity.

teachers are not consistently using explicit instructional strategies.

- are not consistently following an intervention calendar. This was caused in majority due to chronic attendance.
- are not utilizing the full intervention block of time in grades 5-8 causing a delay in delivery of interventions.
- teachers received delayed district policies for promotion causing teachers to create interventions in quarter 4. This did not allow for the appropriate time for interventions to be implemented and impact student achievement.
- teachers did not provide interventions to all Tier 2 & 3 students causing students to not have any Tier movement by EOY.
- teachers delivered phonics instruction to students that hadn't previously received the foundational skills in K-2 grades.
- the MTSS process involved the team in communication of interventions, but necessarily formalized to keep parents informed or in communication.
- we didn't share district assessment results BOY-MOY-EOY for iReady, Star 360 or school CBMs. Families were not aware of their child's reading and math academic functioning.
- we didn't share district assessment results for BOY-EOY with students to develop goals and awareness of their academic progress.
- unit plans and lesson plans do not consistently show differentiation for Tier 1 instruction. Lesson plans showed partial implementation of language objectives and proficiency levels which impacted ELL learning experiences to be differentiated.

The ELPT provides support to newcomers during PY1 through ESL pull out. The students receive ESL instruction during pull out sessions with the ELPT. The problem becomes when no explicit ESL instruction is provided to ELL students in PY2+. Students continue struggle in PY2+ academically, acquiring the second language in all the domains (reading, writing, listening and speaking). Additionally, it impacts them socially and emotionally when they lack attendance to school to continue learning.  
 We are not consistently reviewing instructional practices to use to increase students' proficiency levels.  
 IEPs do not have integration of grade level standards.

**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.

[Return to Top](#) **Theory of Action** [Resources:](#)

**What is your Theory of Action?**

If we...

plan and implement research based interventions, modifications and accomodations, and ESL instruction

then we see...

consistent, research based instructional practices used across grade levels and languages to meet the needs of Tier 2 & 3 students, English language learners and diverse learners.

which leads to...

having positive tier movement towards 80% in Tier 1, 15% in Tier 2, and 5% in Tier 3.

**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.

[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**   
 MTSS Team, ELPT, Lead Coach, and Admin

**Dates for Progress Monitoring Check Ins**  
 Q1 10/20/23      Q3 3/22/24  
 Q2 12/21/23      Q4 6/6/24

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b> Use BOY data to determine student needs in order to inform instruction.	MTSS interventionist, ELPT, Lead Coach, admin, teachers, CPS tutor corp.	Q1	Select Status

<b>Action Step 1</b>	Review EOY 2023 student data.	MTSS interventionist, ELPT, Lead Coach, admin, teachers, CPS tutor corp.	Q1	Select Status
<b>Action Step 2</b>	Administer BOY universal screeners.	Teachers, ELPT	Q1	In Progress
<b>Action Step 3</b>	Administer diagnostic assessments.	Teachers, ELPT, Interventionist, CPS tutors	Q1	In Progress
<b>Action Step 4</b>	Enter student data into data wall.	Teachers, interventionist, ELPT	Q1	In Progress
<b>Action Step 5</b>	Create a protocol for looking at student data.	MTSS interventionist, ELPT, Lead Coach, admin, ILT	Q1	In Progress
<b>Action Step 6</b>	Conduct student data review & share with all stakeholders.	MTSS interventionist, ELPT, Lead Coach, admin, teachers, CPS tutor corp.	Q1	Select Status
<b>Action Step 7</b>	Create instructional plans using student data.	Teachers, interventionist, ELPT, lead coach	Q1	Select Status
<b>Implementation Milestone 2</b>	Use data MOY to determine student needs in order to inform instruction.	MTSS interventionist, ELPT, Lead Coach, admin, ILT	MOY	Select Status
<b>Action Step 1</b>	Administer MOY universal screeners.	MTSS interventionist, ELPT, k-8 teachers	MOY testing window	Select Status
<b>Action Step 2</b>	Enter student MOY data into data wall.	MTSS interventionist, ELPT, k-8 teachers	MOY testing window	Select Status
<b>Action Step 3</b>	Create a MOY protocol for looking at student data.	MTSS interventionist, ELPT, lead coach, admin, ILT	MOY	Select Status
<b>Action Step 4</b>	Review MOY student data, progress monitoring results, and share with all stakeholders.	MTSS interventionist, ELPT, ILT, k-8 teachers	MOY	Select Status
<b>Action Step 5</b>	Adjust instructional plans and student groupings.	MTSS interventionist, ELPT	MOY	Select Status
<b>Implementation Milestone 3</b>	Use EOY data to determine student needs in order to inform instruction.	MTSS interventionist, ELPT, k-8 teachers	EOY- Semester 2	Select Status
<b>Action Step 1</b>	Administer EOY universal screeners.	MTSS interventionist, ELPT, k-8 teachers	EOY	Select Status
<b>Action Step 2</b>	Enter student EOY data into data wall.	MTSS interventionist, ELPT, k-8 teachers	EOY	Select Status
<b>Action Step 3</b>	Create a EOY protocol for looking at student data.	ILT, MTSS Interventionist, ELPT	EOY	Select Status
<b>Action Step 4</b>	Review EOY student data and progress monitoring results, progress monitoring results, and share with all stakeholders.	MTSS interventionist, ELPT, k-8 teachers	EOY	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Use EOY data to determine student needs in order to inform SY25 professional development and instruction.	ILT	EOY	Select Status
<b>Action Step 1</b>	Create a protocol for reviewing EOY student data	ILT	EOY	Select Status
<b>Action Step 2</b>	Make recommendations for SY25 instructional groups and interventions	MTSS interventionist, ELPT	EOY	Select Status
<b>Action Step 3</b>	Make recommendations for SY25 individual student needs	MTSS interventionist, ELPT	EOY	Select Status
<b>Action Step 4</b>	Use EOY data for SY25 student REORG	ILT, k-8 teachers	EOY	Select Status
<b>Action Step 5</b>	Determine professional development needs for SY25 based on EOY results	ILT	EOY	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	<p><i>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</i></p> <p>Seeking the appropriate professional development resources, instructional strategies to meet the needs of the students. Continue with cycles of assessment to determine the student needs. Deliver interventions that not only target foundational skills, but incorporate a broader spectrum of research based interventions for literacy skills.</p>	
<b>SY26 Anticipated Milestones</b>	<p><i>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</i></p> <p>Seeking the appropriate professional development resources, instructional strategies to meet the needs of the students. Continue with cycles of assessment to determine the student needs. Deliver interventions that not only target foundational skills, but incorporate a broader spectrum of research based interventions for literacy skills.</p>	

**Return to Top** **Goal Setting**

**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.




**Resources:** 

**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)	Numerical Targets [Optional] 			
				Baseline 	SY24	SY25	SY26
Decrease the number of students in Tiers 2 & 3	Yes	iReady (Reading)	Overall K-2	iReady Mono EOY 42% +/- GL iReady- Eng EOY 50% +/- iReady- Spn EOY 90% +/-	iReady- Eng EOY 60% +/- iReady- Spn EOY 90% +/-	iReady- Eng EOY 70% +/- iReady- Spn EOY 90% +/-	
			Select Group or Overall				
Decrease the number of students in Tiers 2 & 3.	Yes	STAR (Reading)	Overall 3-8	-33% of 3rd to 8th graders were in Tier 1	40%	50%	60%
			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:1 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.	Create systems and structures to conduct data review to determine student needs in order to inform instruction, and keep all stakeholders informed.	Implement systems and structures to conduct data review to determine student needs in order to inform instruction, and keep all stakeholders informed.	Refine systems and structures to conduct data review to determine student needs in order to inform instruction, and keep all stakeholders informed.
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.	Use the Branching Minds platform to manage our MTSS framework implementation.	Refine our usage of the Branching Minds platform to manage the MTSS framework implementation.	Increase our usage of the Branching Minds platform to manage the MTSS framework implementation.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers will use student ACCESS proficiency scores to develop language objectives that will support instruction of tier 1 content.	Teacher's assessments reflect EL proficiency levels of their learning objectives.	Teacher's accurately assess EL proficiency levels of their learning objectives.

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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
Decrease the number of students in Tiers 2 & 3	iReady (Reading)	Overall K-2	IReady Mono EOY 42% =/+ GL	iReady-Eng EOY 50% =/+	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Decrease the number of students in Tiers 2 & 3.	STAR (Reading)	Overall 3-8	~33% of 3rd to 8th	40%	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:1 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.	Create systems and structures to conduct data review to determine student needs in order to inform instruction, and keep all stakeholders informed.	Select Status	Select Status	Select Status	Select Status
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.	Use the Branching Minds platform to manage our MTSS framework implementation.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers will use student ACCESS proficiency scores to develop language objectives that will support instruction of tier 1 content.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

**SEL/Cultivate Survey Reflection:**  
 The cultivate surveys from BOY to EOY were reviewed for grades 5-8. An area that stood out was the heading: affirming identities. While students surveyed highly rated true that they felt supported by their teachers, they didn't feel like the teachers related curriculum to culturally relevant factors like race, culture and communities. It wasn't evident that the instructional and SEL strategies in class showed growth in student feeling their classmates are supporting one another or encouraging.

**On-track data review:**  
 For on-track data, an area that kept students off track was attendance. When looking at particular students, attendance was that of STLS and newcomer students. Additionally, attendance truancy was true for students that were referred through the MTSS process and now have an IEP. This particular group of students also had below average grades keeping them off track.

**BHT Takeaways:**  
 Overall the main concerns that teachers and staff referred students to the for BHT for were aggression (both verbal and physical) followed by sadness/anxiety/grief then non-compliance. Kindergarten had the most overall referrals (7) followed by 5th grade with 6 referrals, 6th grade had 5 referrals, 7th grade had 3 referrals, 3rd grade had 2 referrals, and 8th had 2 referrals. There was 1 referral for 2nd, 4th, and pre-k. 1st grade had 0 referrals. 11 students were referred for verbal and physical aggression, 9 for sadness/anxiety/grief, and 4 for non-compliance. Most of the verbal/physical aggression referrals came from 5th grade (4 referrals) followed by kindergarten, 1st 6th, 7th, 8th (3 referrals per grade).

We used the SDQ completed by teacher or staff to track student progress. The SDQ is a brief behavioral screening questionnaire that asks 25 questions regarding the student's strengths and difficulties. The ranges for these scales consist of "average", "slightly raised", "high", and "very high." The average Pre-SDQ Overall score was 20.43 (very high) and the average Post-SDQ score was 17.5 (high). Teachers and staff indicated that conduct problems were the main areas of concern. Overall the pre-data showed that conduct problems were in the very high range and the post-data showed that conduct problems had lowered slightly to between the high and very high range. Hyperactivity and peer problem scores were slightly raised in the pre data and remained slightly raised in the post data. Prosocial scores were slightly lowered in the predata and declined to between slightly lowered and low in the post data.

Interventions that showed positive results: referrals for outside therapy, visuals, students with IEPs developed, ACT and Adapt, check-ins. Interventions that didn't show improvement: 2x10, Tier 3 students with FBA/BIPs, self management, behavior charts w/rewards, and break cards. The Tier 2 interventions we used this year were positive reinforcement charts, lunch bunch, 2x10, behavior trackers, act and adapt, check-ins with preferred adult, extracurricular activities (cheer), visual aids and break cards, self monitoring charts, restorative conversations, and daily behavior contracts. Tier 3 interventions were FBA/BIPs, safety plans, social work services through the IEP, and grief counseling. We did a lot this year and implemented many new interventions! We were also able to form genuine connections with students and become the trusted adults for many of the students.

**Discipline Data Review:**  
 Most reported behavior concern was  
 Physical & Verbal Aggression toward other students (35.6%)  
 Inappropriate Language (29.7%)  
 Horseplay (unsafe physical contact) (22.1%)  
 Verbal Aggression toward staff (10.3%)

**Types of Discipline issued:**  
 Group 1-6 behaviors: all students are required to have a restorative conversation to prevent recurrence and understand why their behavior is a concern  
 Parents are notified about student behavior each time  
 Group 1 & 2 are inappropriate and disruptive behaviors are given lunch detention first and can be assigned an after school detention if the behavior is repeated or multiple codes have been violated  
 Group 3-6 are levels where parent conferences are scheduled, referral to BHT team, RSP services, and discipline is issued based on repeated/first offense starting off at the lowest possible intervention/consequence. OSS are a last resort.

**Most Common SCC Violations (overall)**  
 Group 2 Behaviors (40%) (Horseplay & Language)  
 2-4, (15 Detentions, 38 Restorative Practices )  
 2-6 (10 Detentions, 43 Restorative Practices)  
 Group 3 (23%) Fighting (reported 20 fights last year)  
 3-3 (14 Dentions, In-School Suspension (2), Restorative Practices (22)  
 Group 1 (12%)  
 1-3 (2 Detentions, 16 Restorative Practices)

**Most Common Discipline Issued/ Given (Overall)**  
 Restorative practices (69%)  
 Detention (22%)  
 Parent conferences (105 conferences this year for discipline related issues)

Highest Behaviors incidents are mostly displayed in the classroom setting (51 Incidents)  
 Combined: Playground/Recess Cafeteria reports are still reported less than classroom incidents

**Progress monitoring & interventions that were recommended:**  
 Tier 1: SEL sessions, check-in/check outs, breaks/pull outs caught being good tickets  
 Tier 2: Act & Adapt, 2-10 check, break cards, good choice cards  
 Tier 3: Behavior tracking charts, dedicated aides (restrict environments), Hospitalization

What is the feedback from your stakeholders?

Looking forward to next year we brainstormed some ways to improve BHT. We would like to continue clarifying the BHT referral process to teachers. We would also like to create a protocol checklist for the assigned BHT point person to ensure they're following all steps. Included in this protocol checklist would be a procedure for letting the referrer know the status of the student they referred and letting the family know that an intervention will be implemented for their child. We would like to put a better system in-place for monitoring student progress and evaluating the intervention after it has been implemented for the correct number of weeks. Ideally students who make expected progress would formally exit the BHT. We also think that creating a menu of interventions would be helpful and that using the SSIS or SEL survey in Branching Minds could serve as the main screeners since scoring the SDQs is a time-consuming process. Finally, we thought the BHT could help to create a school-wide crisis plan as outlined in the crisis manual.

What student-centered problems have surfaced during this reflection?

**BHT Reflection:**  
 SEL curriculum in grades 6-8 is not consistent, and students have teachers implementing different SEL strategies.  
 Tier 1 supports may look different in different classrooms, and not reinforced as Tier 1 school-wide practice.  
 Teacher fidelity to Tier 1 supports may look different at departmentalized grades.  
 Teachers not fully understanding the data collection and it's use to develop

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?

Looking forward to next year we brainstormed some ways to improve BHT. We would like to continue clarifying the BHT referral process to teachers. We would also like to create a protocol checklist for the assigned BHT point person to ensure they're following all steps. Included in this protocol checklist would be a procedure for letting the referrer know the status of the student they referred and letting the family know that an intervention will be implemented for their child. We would like to put a better system in-place for monitoring student progress and evaluating the intervention after it has been implemented for the



Teachers not fully understanding the data collection and its use to develop FBA/BIPs.  
 Teachers understanding why interventions are selected and showing fidelity with implementation.  
 Data is missing to show the strategies or interventions are impacting the students.  
 Intervention data showed different staff responses to behavior were different.  
 There weren't learning walks conducted this past school year to identify if Tier 1 supports were in place.

student progress and evaluating the intervention after it has been implemented for the correct number of weeks. Ideally students who make expected progress would formally exit the BHT. We also think that creating a menu of interventions would be helpful and that using the SSIS or SEL survey in Branching Minds could serve as the main screeners since scoring the SDQs is a time-consuming process. Finally, we thought the BHT could help to create a school-wide crisis plan as outlined in the crisis manual.

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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 are not mastering age appropriate social and emotional skills.



SEL curriculum in grades 6-8 is not consistent, and students have teachers implementing different SEL strategies.  
 Tier 1 supports may look different in different classrooms, and not reinforced as Tier 1 school-wide practice.  
 Teacher fidelity to Tier 1 supports may look different at departmentalized grades.  
 Teachers not fully understanding the data collection and its use to develop FBA/BIPs.  
 Teachers understanding why interventions are selected and showing fidelity with implementation.  
 Data is missing to show the strategies or interventions are impacting the students.  
 Intervention data showed different staff responses to behavior were different.  
 There weren't learning walks conducted this past school year to identify if Tier 1 supports were in place.

Discipline team reflection:

- Internal factors-
  - lack of rapport with teachers (strong dislike for teacher or student),
  - lack of implementation to IEP modifications/supports
- Students not being identified with educational needs/ behavior needs
- Self-efficacy/Confidence
- Lack of emotional support for teachers
- External factors-
  - Poverty
  - Social media
  - Lack of parent involvement/supervision
  - Lack of education resources opportunities for parents
  - Culture appropriation of therapeutic services

#### 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...

Students do not consistently receive SEL supports and interventions. complete the BHT referral process, there is a lack of continuity and response, which has caused behaviors to not be addressed consistently



Not addresses right away teachers become overwhelmed and frustrated which is creating less of a chance to connect with students. students saying they don't like the teacher or strategy. who was the assigned person and how often were they checking in?

we are responding to children in crisis that often take away the attention from the students who need the BHT referral process, therefore there was a delay in intervention and supports from the students and teachers.

We select interventions that we feel are appropriate without considering the student's voice, therefore we are lacking buy-in.

lack the knowledge of disability  
 We have inconsistent implementation of tier 1 school wide practice

we follow k-6 SEL curriculum and don't have for 7-8

Conscious discipline training in 7-8 grade.

We are aware of students and families with chronic attendance, but there isn't a system in place to focus on attendance intervention or re-entry plans.

we don't consistently incorporate SEL strategies within our content learning, or collaboration time amongst students and teachers.

#### 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 school-wide SEL Tier 1 supports and strategies, and refine our Tier 2 & 3 support systems and structures



Resources: 

#### 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.

#### then we see...

increased fidelity and implementation of delivering Tier 1 SEL supports, and response to Tier 2 and Tier 3 referral process



#### which leads to...

effectiveness of SEL Tier 1-3 supports, improvement of students on track, and a decline of disciplinary referrals for Tier 1 behaviors.



[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**   
 BHT, youth interventionist, counselors, ILT, culture and climate team and admin

**Dates for Progress Monitoring Check Ins**  
 Q1 10/20/23 Q3 3/22/24  
 Q2 12/21/23 Q4 6/6/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	School-wide implementation of SEL Tier 1 supports	Teachers & SEL Team, admin		Select Status
<b>Action Step 1</b>	Professional development of SEL Tier 1 supports & strategies for all staff.	SEL Team and admin	Week 0 of PD, ongoing	Completed
<b>Action Step 2</b>	Review SEL curriculum for grades 7-8.	ILT, SEL Team, admin	Q1	Select Status
<b>Action Step 3</b>	Establish our counseling program	Counselors & admin	Q1, ongoing	Select Status
<b>Action Step 4</b>	Conduct a SEL student needs assessment for the counseling program	Teachers & counselors	Q1, ongoing	Select Status
<b>Action Step 5</b>	Learning walk for implementation and fidelity of SEL Tier 1 practice	Teachers & SEL Team, admin	Q1, ongoing	Select Status
<b>Implementation Milestone 2</b>	Refine Tier 2 & 3 supports and structures, and improve student voice	BHT, SEL Team, and teachers	Refine Tier 2 & 3 supports and structures	Select Status
<b>Action Step 1</b>	BHT team reviews referral process to improve systems and structures of support	BHT	Q1 & 2	Select Status
<b>Action Step 2</b>	Create a Tier 2 & 3 intervention menu	BHT	Q1 & 2	Select Status
<b>Action Step 3</b>	BHT team presents the BHT referral process and intervention menu	BHT	Q1 & 2	Select Status
<b>Action Step 4</b>	Conduct a SEL student needs assessment that focuses on student voice to improve SEL practice grades 5-8 (Cultivate survey/student voice surveys)	SEL Team and teachers	Q1 & 2	Select Status
<b>Action Step 5</b>	Review student needs assessment to make improvements in SEL and instructional practice	SEL team and teachers	Q1 & 2	Select Status
<b>Implementation Milestone 3</b>	Improve school attendance to support students staying on track	Culture and climate team, all staff	Q2, ongoing	Select Status
<b>Action Step 1</b>	Review on track data for students with chronic absenteeism	Culture and climate team	Q2, ongoing	Select Status
<b>Action Step 2</b>	Set up OST programming for students with chronic attendance	Admin and OST lead	Q2, ongoing	Select Status
<b>Action Step 3</b>	Create a mentoring program to assign mentors with students chronic attendance	Admin and culture and climate	Q2, ongoing	Select Status
<b>Action Step 4</b>	Create a PBIS system that reinforces attendance to school	Admin and culture and climate	Q2, ongoing	Select Status
<b>Action Step 5</b>	Assign students to mentors and celebrations focusing on attendance	Admin and culture and climate	Q2, ongoing	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>	<i>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]                      Refined systems and structures of support such as Tier 1 SEL practices and BHT.                      Conducting student needs assessment and considerations for student voice in SEL and instructional practice                      Establishing community partnerships to support SEL Supports for students and families                      Continue and enhance cultural celebrations</i>	
<b>SY26 Anticipated Milestones</b>	<i>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]                      Refined systems and structures of support such as Tier 1 SEL practices and BHT.                      Conducting student needs assessment and considerations for student voice in SEL and instructional practice                      Establishing community partnerships to support SEL Supports for students and families                      Continue and enhance cultural celebrations</i>	

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

**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.

Resources:

**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**

**Numerical Targets [Optional]**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
100% of staff members implement with fidelity SEL Tier 1 supports and curriculum	Yes <input type="checkbox"/>	Other Learning Walk EOQ Documentation from Teachers	Overall <input type="checkbox"/>	Pending	ILT? BHT?		
			Overall <input type="checkbox"/>	Pending			
Increase number of students at or above 90% of attendance	Yes <input type="checkbox"/>	Increased Attendance for Chronically Absent Students	Overall <input type="checkbox"/>	55% of students below 90% of attendance	87%	90%	94%
			STLS and newcomers <input type="checkbox"/>	100% off track due attendance in grades 3-8			

**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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT team referrals will refine follow up protocols and increased success with identifying appropriate Tier 2&3 intervention.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Selection of age appropriate SEL curriculum k-8 adopting new SEL curriculum in 7-8.		
C&W:3 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.	Engaging students with chronic attendance to school in OST programs to improve on track status		

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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
100% of staff members implement with fidelity SEL Tier 1 supports and curriculum	Other Learning Walk EOQ Documentation from Teachers	Overall <input type="checkbox"/>	Pending	ILT? BHT?	Select Status	Select Status	Select Status	Select Status
		Overall <input type="checkbox"/>	Pending		Select Status	Select Status	Select Status	Select Status
Increase number of students at or above 90% of attendance	Increased Attendance for Chronically Absent Students	Overall <input type="checkbox"/>	55% of students below 90%	87%	Select Status	Select Status	Select Status	Select Status
		STLS and newcomers <input type="checkbox"/>	100% off track due attendanc		Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT team referrals will refine follow up protocols and increased success with identifying appropriate Tier 2&3 intervention.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Selection of age appropriate SEL curriculum k-8 adopting new SEL curriculum in 7-8.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Engaging students with chronic attendance to school in OST programs to improve on track status	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.

Schools will assist parents of participating ESSA Title I children in understanding: 

1. Curriculum & Instruction: Consistent research based instructional practices used across grade levels and languages.
2. Inclusive and Supportive Learning Environment: Be consistent with research based instructional practices used across grade levels and languages to meet the needs of Tier 2 & 3 students, English language learners, and diverse learners.
3. Connectedness and Well-being: To increase fidelity and implementation of delivering Tier 1 SEL supports and response to Tier 2 & 3 referral process.

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