

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Jacqueline Menoni	Principal	jjmenoni@cps.edu
Lynday Whitfield	Curriculum & Instruction Lead	lbwhitfield1@cps.edu
Angela Field	Connectedness & Wellbeing Lead	awentworth@cps.edu
Amber Olin	Inclusive & Supportive Learning Lead	aolin@cps.edu
Pamela Colwell	Partnerships & Engagement Lead	pacolwell@cps.edu
Jasmine Gilliam	AP	jmgilliam1@cps.edu
Alicia Heltmach	Partnerships & Engagement Lead	ajheltmach@cps.edu
Ann Baltzer	Postsecondary Lead	aebaltzer@cps.edu
David Aucutt	Inclusive & Supportive Learning Lead	daucutt@cps.edu
Rachel Walker	Teacher Leader	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	4/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/14/23
Reflection: Connectedness & Wellbeing	6/1/23	6/14/23
Reflection: Postsecondary Success	6/1/23	6/14/23
Reflection: Partnerships & Engagement	6/1/23	6/14/23
Priorities	8/1/23	6/22/23
Root Cause	8/1/23	6/22/23
Theory of Acton	8/1/23	6/22/23
Implementation Plans	8/1/23	8/24/23
Goals	9/1/23	8/24/23
Fund Compliance	9/1/23	9/7/23
Parent & Family Plan	9/1/23	9/7/23
Approval	9/1/23	9/14/23

## 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	October 20, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 7, 2024

**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**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	Wondering how culturally responsive any of these math curriculums are right now. Teachers struggle with how to manage gaps in prerequisite skills, especially as students get older (e.g. 8th-grade math). There are sprints (Fluency) materials available in the math curriculum. Edtech (Lexia & IXL) helps cover ELA and math foundational skills. Experiences in creating a culturally responsive community are present in the classroom, but there is not a lot of training to support those experiences. IAR EOY data deck has many celebrations, but also much red.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">Interim Assessment Data</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

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

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

Gaps in learning (post pandemic in particular); use of consistent exit tickets for all groups of students in all contents/grades. Students do not get enough feedback from grade-level assessments to showcase mastery of grade-level content (common unit or interim assessments).

**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?**

ILT and distributed leadership has been impactful over the past few years (MCLs and now DLCC - Team Leads). Teach Plus partnership to assist in continuous improvement. Working to support our bilingual students more effectively (big barrier) - need more curricular supplements. MTSS process has become more clear & organized. This should help continued growth.

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**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**

Yes	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	We do a great job of utilizing Branching Minds for our MTSS data collection and implementation. This is a strong point for our MTSS team. We continue to get better the more we progress in our MTSS. The DL teachers create a majority of the IEP's and share them with the IEP team and general education teachers in a timely manner to be implemented. There is some collaboration between the team but one area of improvement would be in how we can all collaborate on the IEP creation process as a team. With the EL/BL teachers that we have certified we do a great job of filling gaps with our growing EL/BL population. We are currently having more teachers become certified with an EL or BL endorsement. We	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a>
		<a href="#">MTSS Integrity Memo</a>		

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

have given ourselves partially on this because we know that we need more teachers to meet the growing demand of our student population.

**What is the feedback from your stakeholders?**

We have a BAC and PAC and DL/EL team. The BAC and PAC teams meet consistently. The EL and DL teams also meet pretty consistently, but the DL team does need to meet more consistently and be intentional with the meetings. It would be nice to have monthly DL team meetings where we can share with each other. The DL team would benefit from monthly meetings where they share resources and talk about different students. A lot of the DL meeting occur informally in the hallways, but a monthly dedicated time for the DL to meet with sub coverage is needed. We use cultivate to hear what the students say but will not have the end of the year data until July.

**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 planning to have monthly DL meetings. The EL team meets monthly, as does the BAC and EL. We need to do a better job of recording data and feedback from the meetings that occur. We are creating a document folder for feedback to be uploaded in so that we have a place where we are catching the feedback in order to streamline our processes.

[MTSS Academic Tier Movement](#)  
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

**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.

EL students do not have sufficient access to consistent EL support based off of the increase in EL students and the limited staff endorsed in EL. The DL team does not meet on a regular basis to discuss strategies and resources that benefit the students.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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.

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

In terms of behavior, Group 5 infractions were the highest, which resulted in a high number of out-of-school suspensions. During lunch/recess and end of day, we have the highest incidents. There is concern that our students display aggressive behaviors involving intimidation, threats and bullying. Attendance has shown some improvement, but continues to be an area of concern with just having 85.8% attendance rate. OST - About 28% of students participating in after school programs. We could focus more on priority group.

**What is the feedback from your stakeholders?**

5 Essentials shows very weak in Safety. Students mostly do not feel safe outside of school, in the bathrooms, and in the hallways. Our students look forward to after school programs and sports. Our teachers enjoy working with students in the after school programs. Our OST programs are popular and offer a variety of options to meet all interests. There is a disconnect in our after school academic programs as it relates to student's areas of growth. 5 Essentials show that teachers communicated concerns with respect and disorder in the culture of the school. Teacher/Student relationships need training. Teacher/Mentor roles need to be clearly defined and used in collaboration with one another. Many parents are either uninvolved or involved in a way that is aggressive and intimidating.

**Metrics**

[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<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>	
Students do not feel connected or safe and are lacking social skills and healthy adult relationships to grow into productive/motivated learners.	BHT supports such as CICO. Morning Meetups. Second Step and Harmony curriculums.		

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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
Partially	<a href="#">College and Career Competency Curriculum (C4)</a> An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Our Naviance compliance rate was 50%. Fewer students attended SEHS than the number that were accepted into a SEHS. Fewer students enrolled in high schools that are a good fit than the number accepted into a school with a good fit. Middle school students' grades show _____ Middle school attendance is 86.55% during SY2223.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>
Partially	<a href="#">Work Based Learning Toolkit</a> Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<b>What is the feedback from your stakeholders?</b> Practice 1: Our school struggled to implement our College and Career Competency Curriculum (C4) for a few reasons. Firstly, our students didn't find the Success Bound curriculum engaging, so our counselor created her own resources to support our efforts to provide students with a C4 curriculum. Secondly, because we didn't dedicate a specific time and place for students to engage with our C4 curriculum, we instead taught one-off lessons here and there by pushing the counselor into a classroom, students struggled to take the curriculum seriously and engage with it in an authentic way. We relied almostly solely on our counselor to teach the C4 curriculum instead of creating a team of teachers and staff to help teach and support the C4 curriculum.  Practice 2: We had only a 50% Naviance completion rate. Again, we struggled with implementing Naviance because we relied solely on our one counselor for leading students through their ILPs instead of spreading the work across a team. Additionally, because no set time or space was dedicated to completing Naviance tasks and our counselor was asked to push into classrooms sporadically, students struggled to take the work seriously.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	There is no overt connectedness or alignment between the Naviance tasks and the work the students do on the daily. This reduces it to a compliance task rather than meaningful planning that students are doing. Building that cohesiveness with classroom practices could improve Naviance engagement.	
N/A	<a href="#">PLT Assessment Rubric</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).	Practice 3: In the past few years we have had career days. It's unclear if it was impactful for students. We have had site visits to highschools to assert the importance of future planning. Students have visited highschools as well as career programs within those schools. We have not had guest speakers, conducted interviews, or offered job shadowing experiences.  We have not been able to take students to job sites to expose them to potential careers.	
....	<a href="#">Alumni Support Initiative One Pager</a> Staffing and planning ensures alumni have access to an extended-day pav "Alumni Coordinator" through the	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> We hired a post-secondary coach to help our counselor with the daunting GoCPS application process. Additionally, our post-secondary coach has begun working with our 7th graders teaching them a teacher-created post-secondary curriculum. We have started to partner with Manufacturing	



N/A  
 extended day pay Alumni Coordinator through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

curriculum. We have started to partner with Manufacturing Renaissance to provide our middle schoolers with site visits to manufacturing sites. We also prioritized taking our middle schoolers to high schools during the SY22-23.

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

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

Students are not engaged during C4 and Naviance lessons and either refused to complete tasks or completed them simply to comply with their teachers' directions because a) C4 and Naviance are not authentically connected to the learning they do in their classrooms and instead exists in a silo b) the irregular and inconsistent schedule and space for teaching C4 and Naviance signals to students that these curricula and work are not prioritized c) Success Bound and Naviance are not inherently engaging.

Very few students are able to connect how the high schools they apply to and the school they ultimately choose aligns with their post secondary goals.

Very few students are able to connect how their work and learning in the classroom connects to their post secondary goals.

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**Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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> <p><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>Students need more voice in decision making. Students need to understand realistic priorities.</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	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></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	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Parents want to be involved but schedule conflicts arise. Some of the changes students want to make are not academically, or realistically possible (food is bad, no homework, etc).</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Student council is not including in all decision making efforts.</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>We offered virtual parent meetings which increased parent attendance. Student requests were fulfilled when possible, which helped bridge our staff and student relationships.</p>	

**Reflection on Foundation**

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

Yes	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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

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

Wondering how culturally responsive any of these math curriculums are right now. Teachers struggle with how to manage gaps in prerequisite skills, especially as students get older (e.g. 8th-grade math). There are sprints (Fluency) materials available in the math curriculum. Edtech (Lexia & IXL) helps cover ELA and math foundational skills. Experiences in creating a culturally responsive community are present in the classroom, but there is not a lot of training to support those experiences. IAR EOY data deck has many celebrations, but also much red.

**What is the feedback from your stakeholders?**

Teachers, especially those in IB classrooms where much is teacher-created, feel like there could be more emphasis on culturally responsive pedagogy AND text/tasks for exposure.

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

Gaps in learning (post pandemic in particular); use of consistent exit tickets for all groups of students in all contents/grades. Students do not get enough feedback from grade-level assessments to showcase mastery of grade-level content (common unit or interim assessments).

**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?**

ILT and distributed leadership has been impactful over the past few years (MCLs and now DLCC - Team Leads). Teach Plus partnership to assist in continuous improvement. Working to support our bilingual students more effectively (big barrier) - need more curricular supplements. MTSS process has become more clear & organized. This should help continued growth.

**Determine Priorities**

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

Students...  
Students are not always presented grade-level materials at an independent level (outside of the actual lesson).



[Determine Priorities Protocol](#)

Resources:

**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.

**Root Cause**

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

As adults in the building, we...  
We are helping students complete work in small groups and rarely give students time to struggle on their own.



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

Resources:

**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.

**Theory of Action**

**What is your Theory of Action?**

If we...  
Commit to a high-quality curriculum grounded in the CCSS, align ourselves to the CPS PL Framework, continue to be an exemplary IB MYP school, rollout a formal transitional bilingual education (TBE) program to support ELs, and follow the MTSS process in all grade-levels



**Indicators of a Quality CIWP: Theory of Action**

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

Resources:

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [TOA Implementation Plan](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

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....

students engaged in daily grade-level instruction and developing a sense of belonging in their learning journey, teachers' intensity and intentionality of planning, and parents eager to send their children to our school due to transparency in learning paths



which leads to...

increased scores on the grade-level assessment(s) like IAR, high scores on CPS indicators for success on the school accountability policy, earn the demonstration site label as a PL school, maintain a continued passing/exemplary status in IB, grow our ACCESS scores considerably, and use the MTSS process to remediate gaps for all learners.



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Resources:

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 [October 20, 2](#)  
Q2 [December 22](#)

Q3 [April 1, 2024](#)  
Q4 [June 7, 2024](#)

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	All teachers will adopt a high-quality curriculum (Skyline or vetted for rigor) complete with interim/unit assessments that allow all students to access grade-level content each day.	Menoni/Gilliam	Fall 2024	In Progress
<b>Action Step 1</b>	Teachers in PK-5 will adopt foundational and/or ELA Skyline with fidelity.	Menoni/Gilliam	Winter 2024	In Progress
<b>Action Step 2</b>	Teachers in grades 6-8 will align all selected modules to IB units.	Field/Menoni/Gilliam	Spring 2024	In Progress
<b>Action Step 3</b>	All teachers will create their own or use a curriculum-embedded interim/unit assessment for each quarter each school year.	Menoni/Gilliam	Spring 2025	Not Started
<b>Action Step 4</b>	Teachers small group plans will reflect direct alignment to entry points in the grade-level curriculum for daily CCSS instruction.	Menoni/Gilliam	Winter 2025	In Progress
<b>Action Step 5</b>	Admin and the ILT will conduct classroom observations with a Look-For tool for curriculum specific planning each quarter. Twice a year teachers will conduct peer observations at a vertical grade-level.	ILT	Winter 2025	In Progress
<b>Implementation Milestone 2</b>	All teachers will adopt the Personalized Learning Framework in order to implement all four Signature Practices at a Stage 3 or 4 for all students PK - 8.	Whitfield	Spring 2024	In Progress
<b>Action Step 1</b>	Teachers with no prior Personalized Learning experiences shall attend Foundations of Personalized Learning PD Series provided by CPS PL Department.	CPS Department of PL, C. Rodriguez (5th), H. Carter (K), A. Baltzer (MS), C. Robbins (3rd), and A. Torres (PK)	Spring 2024	Not Started
<b>Action Step 2</b>	Teachers with prior experience and have previously attended PL training provided by the district or LEAP Innovations shall attend Deepening Practices PD Series provided by CPS PL Department.	CPS Department of PL, R. Walker (MS), T. Singh (MS), A. Vargas (2nd), and D. Melia (4th)	Spring 2024	Not Started
<b>Action Step 3</b>	Deliver professional learning using the CPS Personalized Learning Framework Continuum via Grade Level Meetings and Teacher Institute Days.	Whitfield/Menoni/PL Team	Monthly throughout SY23-24, 24-25, 25-26.	Not Started
<b>Action Step 4</b>	Develop a Personalized Learning Team with a diverse team of teachers in order to collaborate and develop resources, peer observation schedules, expectations, etc. that directly influence the implementation of all 4 Signature PL Practices.	Whitfield, Cohen, Hujar, C. Rodriguez, Velez, Olin and Singh.	Monthly throughout SY23-24, 24-25, 25-26.	In Progress
<b>Action Step 5</b>	Develop a Personalized Learning Data Dashboard to accurately analyze and display the impact, school-wide trends, as well as individual student data as a result of the implementation of the Personalized Learning Framework.	Whitfield, Menoni, Innovare	Fall/Winter 2023	In Progress
<b>Implementation Milestone 3</b>	All teachers in the MYP programme will follow the IB framework and collaborate to support inquiry based instruction delivering explicit instruction of the ATL skills.	Field	ongoing	In Progress
<b>Action Step 1</b>	All MYP teachers will have completed the next step of IB-specific PD for their subject(s) one step beyond current training (e.g. Long & Lat Category 2 or 3)	Field; MYP teachers	Winter 2025	In Progress
<b>Action Step 2</b>	Incrementally, all teachers will teach, support development of, and allow for students to practice and master ATL skills.	Teachers	Spring 2025	In Progress
<b>Action Step 3</b>	MYP teachers will complete 1 teacher-directed inquiry project	MYP teachers	Winter 2025	Not Started
<b>Action Step 4</b>	MYP teachers will plan clearly defined learning experiences that focus on inquiry based learning reflected in their weekly lesson plans	MYP teachers	Spring 2024	Not Started
<b>Action Step 5</b>	Year 3 students will showcase community projects yearly	Field; MYP teachers	SY 2023-24; 24-25; 25-26	Not Started

<b>Implementation Milestone 4</b>	100% of classrooms implement an inclusive, culturally relevant classroom for all students (EL and students needing extra support) through differentiated tiers of instruction and support.	Olin/Cantero/ Alvarado		In Progress
<b>Action Step 1</b>	All classrooms will be labeled in both English and Spanish: libraries, word walls, classroom environment.	EL Team	SY 2023-24	In Progress
<b>Action Step 2</b>	Grade level meetings will be held quarterly to discuss different strategies that can be used in the classroom to support our ELL/MTSS students.	MTSS and EL Team	SY 2023-24, 24-25, 25-26	Not Started
<b>Action Step 3</b>	Support plans for interventions are developed for students with targeted support that are documented into Branching Minds. All classrooms will include differentiated activities in the learning menus to develop the domains of listening, speaking, reading, and writing for ELL students.	MTSS and EL Team	SY 2023-24, 24-25, 25-26	In Progress
<b>Action Step 4</b>	All tier 2 and tier 3 students will receive consistent content based interventions based on academic data.	MTSS and EL Team	January 2023	Not Started
<b>Action Step 5</b>	All teachers with ELL students will receive PD on the WIDA standards quarterly and implement that standard after training.	EL Team	SY 2023-24, 24-25, 25-26	Not Started

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** 100% of teachers will participate in a peer walk. PL Framework will show improvement in all 4 signature practices with at least two of four at a 4/4. 95% of students will complete a community project in the MYP IB program. 100% of bilingual classrooms will teach at least 50% of the day in English to build command of the English language for ACCESS. 🗓️

**SY26 Anticipated Milestones** Per CPS accountability metrics (TBD) - drive adjustments to milestone 1 to ensure we are implementing all components of a high-quality curriculum in our last year of the CIWP cycle to receive the highest rating. 🗓️

[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
IAR scores will show less than 30% of students in the orange at the end of SY 24-25 and less than 25% of students in the orange at the end of SY 25-26.	No	IAR (Math)	Overall	34	30	25	20
			English Learners				
IAR scores will show less than 20% of students in the red at the end of SY 24-25 and less than 15% of students in the red at the end of SY 25-26.	No	IAR (English)	Overall	24	18	15	10
			African American				

**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 PK-2 teachers will implement Skyline Foundational curriculum with fidelity.	100% of 3-5 teachers will implement Skyline ELA curriculum with fidelity.	100% of PK-5 teachers will use all components of their adopted Skyline curriculum including unit and interim assessments with grade-level calibration.
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will launch an STLP by EOY.	100% of teachers will document Tier 2 interventions for Branching Minds from small group daily instruction.	95% of students needing an intervention in Branching Minds will have at least two cycles noted by EOY.



C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers will move one proficiency level in all 4 signature practices.	90% of teachers will have the highest rating in 2 of 4 signature practices.	95% of teachers will have the highest rating in 3 of 4 signature practices.
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[Return to Top](#) **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
IAR scores will show less than 30% of students in the orange at the end of SY 24-25 and less than 25% of students in the orange at the end of SY 25-26.	IAR (Math)	Overall	34	30	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		English Learners			<span style="background-color: #ffc107; padding: 2px;">Limited Progress</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
IAR scores will show less than 20% of students in the red at the end of SY 24-25 and less than 15% of students in the red at the end of SY 25-26.	IAR (English)	Overall	24	18	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		African American			<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

**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 PK-2 teachers will implement Skyline Foundational curriculum with fidelity.	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will launch an STLP by EOY.	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers will move one proficiency level in all 4 signature practices.	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Partially	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.

What are the takeaways after the review of metrics?

In terms of behavior, Group 5 infractions were the highest, which resulted in a high number of out-of-school suspensions. During lunch/recess and end of day, we have the highest incidents. There is concern that our students display aggressive behaviors involving intimidation, threats and bullying. Attendance has shown some improvement, but continues to be an area of concern with just having 85.8% attendance rate. OST - About 28% of students participating in after school programs. We could focus more on priority group.

What is the feedback from your stakeholders?

5 Essentials shows very weak in Safety. Students mostly do not feel safe outside of school, in the bathrooms, and in the hallways. Our students look forward to after school programs and sports. Our teachers enjoy working with students in the after school programs. Our OST programs are popular and offer a variety of options to meet all interests. There is a disconnect in our after school academic programs as it relates to student's areas of growth. 5 Essentials show that teachers communicated concerns with respect and disorder in the culture of the school. Teacher/Student relationships need training. Teacher/Mentor roles need to be clearly defined and used in collaboration with one another. Many parents are either uninvolved or involved in a way that is aggressive and intimidating.

What student-centered problems have surfaced during this reflection?

Students do not feel connected or safe and are lacking social skills and healthy adult relationships to grow into productive/motivated learners.

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?

BHT supports such as CICO. Morning Meetups. Second Step and Harmony curriculums.

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Determine Priorities

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

Students...

Students do not feel connected or safe and are lacking social skills and healthy adult relationships to grow into productive/motivated learners.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...

are often too distracted by content pacing or bias around expected "correct" student behaviors that we forget the social-emotional emphasis needed for a safe and healthy school environment for all students.



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

Resources:

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....

Fully implement a Tier 1 SEL curriculum that is customized to the needs of our student population, equip teachers and staff in healthy mentorship relationships, and continue to improve and connect our teaming structures (BHT, CICO, MM, outreach) and OST programs.



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....  
Students using common language and social skill set with peers and adults, safer classroom environments, adult-to-student connections that motivate students to learn, and high interest OST programs that generate greater student engagement.



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.

which leads to...

90% attendance, 50% OST participation, and 20% fewer aggressive behaviors. 10% fewer students identified as Tier 3, 20% fewer students identified as Tier 2 and at least 80% of students identified as Tier 1. 90% of teachers implementing 1-2 weekly SEL lessons.



[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**

Climate and Culture

**Dates for Progress Monitoring Check Ins**

Q1 [October 20, 2](#) Q3 [April 1, 2024](#)  
Q2 [December 22](#) Q4 [June 7, 2024](#)

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	90% of teachers shall implement an SEL curriculum with regularity (1-2 lessons/week).	Menoni, Gilliam, Climate and Culture	May 2024	In Progress
<b>Action Step 1</b>	Complete a school-wide assessment of current SEL curriculums in classrooms, measuring frequency and effectiveness, and key areas of growth for students.	Climate & Culture - Tier 1 SEL Team	October 2023	Not Started
<b>Action Step 2</b>	Research and complete a deep dive analysis of 2-3 potential SEL curriculums for school-wide implementation.	Climate & Culture - Tier 1 SEL Team	November 2023	Not Started
<b>Action Step 3</b>	Identify, train, and pilot curriculum with a small cohort of teachers (1 teacher from each grade band).	Climate & Culture - Tier 1 SEL Team	March 2023	Not Started
<b>Action Step 4</b>	Train all teachers in new curriculum. Use pilot teachers as SEL implementation leaders.	SEL Pilot Leadership Team	August 2024	Not Started
<b>Action Step 5</b>	Roll-out new curriculum school-wide, with planned benchmarks for measuring teacher implementation and effectiveness on classroom.	Climate & Culture - Tier 1 SEL Team	September 2024	Not Started
<b>Implementation Milestone 2</b>	50% of high priority students enrolled in OST programs			In Progress
<b>Action Step 1</b>	All students complete a student interests survey as it relates to OST programs	Students	September 2023	In Progress
<b>Action Step 2</b>	Staff analyzes data to explore cps vendors for OST programs and adopt vendors	Menoni, Gilliam, Whitfield, Heltmach	October 2023	Not Started
<b>Action Step 3</b>	Implement at least one outside partner for OST	Menoni, Gilliam, Whitfield, Heltmach	Winter 2024	Completed
<b>Action Step 4</b>	Students complete OST survey to get feedback	Students	Fall 2024	Not Started
<b>Action Step 5</b>	Analyze data and make adjustments as needed	Menoni, Gilliam, Whitfield,	Fall of 2025	Not Started
<b>Implementation Milestone 3</b>	Create a healthy student-to-adult relationship framework that is implemented in Tier 2 services, classrooms, and after school programs.			In Progress
<b>Action Step 1</b>	Collect and analyze data from staff members on the current quantity and quality of mentorship relationships with students	BHT	October 2023	Not Started
<b>Action Step 2</b>	Research best practices in mentorship models in an urban context.	BHT	January 2024	Not Started
<b>Action Step 3</b>	Create a best fit model of student-to-adult relationships for our school community. This includes a clear framework for adults to build on.	Climate & Culture	Summer 2024	Not Started
<b>Action Step 4</b>	Train teachers and staff in newly developed mentorship framework, have 50% of staff members identify 1-2 students they can begin using the framework with, and identify programs (such as CICO) that serve as a model for the framework.	Climate & Culture	Fall 2024	Not Started
<b>Action Step 5</b>	Implement framework with checkpoints for reflection and accountability.	ILT	Spring 2025	Not Started
<b>Implementation Milestone 4</b>	90% of teacher responses to behavior follow the CPS Restorative Practice Guide.			In Progress
<b>Action Step 1</b>	Collect and analyze data from staff members on teacher's current restorative practice knowledge	BHT or Tier 1 SEL	December 2023	Not Started
<b>Action Step 2</b>	Connect with trained restorative practice leads to support a deeper understanding of CPS' restorative practice approach.	BHT or Tier 1 SEL	February 2023	Not Started
<b>Action Step 3</b>	Develop and implement a professional development plan for teachers (school-wide).	BHT or Tier 1 SEL	May 2023	Not Started
<b>Action Step 4</b>	Build classroom communities that prepare the way for restorative practice implementation.	Tier 1 SEL	October 2024	Not Started

Action Step 5	Track and reflect on teacher restorative practice implementation.	BHT	January 2025	Not Started
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**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of teachers will implement a selected SEL curriculum from Milestone, which will be reflected in weekly lesson plans (alongside core content). We will meet goal numbers in 90% of OST expected metrics.	
<b>SY26 Anticipated Milestones</b>	100% of teachers gain knowledge in restorative practice via school-based, district-led, or outside workshops and are implementing these in classrooms with fidelity.	

**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
Less than 25% of all ICT misconducts will be a level 4 or higher in the students' rights and responsibilities (SCC) handbook.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall				
			African American				
50% of high priority students enrolled in OST programs	Yes	Enrichment Program Participation: Enrollment & Attendance	English Learners				
			African American Male				

**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:3 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.	100% of teachers will implement either Harmony or Secodn Step during the WIN block.	80% of teachers will host teacher-led peace circles to resolve conflicts.	100% of teachers have a solid Tier 1 plan for maintaining a safe & healthy classroom, which includes implementation of the newly selected SEL curriculum.
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.	80% of students at Diego will participate in at least one program in one session of OST (fall, winter, spring)	Two priority groups will show a 5% increase in OST enrollment/attendance.	All priority groups will show a 7% increase in OST enrollment/attendance.
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.	The climate and culture team will be rebuilt to engage in Tier 1 planning for the entire building.	The BHT will effectively address Tier 2 behavior using a specified intervention for all students referred for support in SY 24-25.	The C&C team, BHT, and MTSS team will work collaboratively together to reduce all misconducts in groups 4-6, OSS to less than 5% of instances, and BM interventions for SEL for all identified students.

**Return to Top** **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
Less than 25% of all ICT misconducts will be a level 4 or higher in the students' rights and responsibilities (SCC) handbook.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall			Limited Progress	Select Status	Select Status	Select Status
		African American			Limited Progress	Select Status	Select Status	Select Status
50% of high priority students enrolled in OST programs	Enrichment Program Participation: Enrollment & Attendance	English Learners			On Track	Select Status	Select Status	Select Status
		African American Male			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 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.	100% of teachers will implement either Harmony or Secodn Step during the WIN block.	Limited Progress	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.	80% of students at Diego will participate in at least one program in one session of OST (fall, winter, spring)	On Track	Select Status	Select Status	Select Status
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.	The climate and culture team will be rebuilt to engage in Tier 1 planning for the entire building.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
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).
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).

What are the takeaways after the review of metrics?

Our Naviance compliance rate was 50%.  
 Fewer students attended SEHS than the number that were accepted into a SEHS. Fewer students enrolled in high schools that are a good fit than the number accepted into a school with a good fit.  
 Middle school students' grades show \_\_\_\_\_  
 Middle school attendance is 86.55% during SY2223.

What is the feedback from your stakeholders?

Practice 1: Our school struggled to implement our College and Career Competency Curriculum (C4) for a few reasons. Firstly, our students didn't find the Success Bound curriculum engaging, so our counselor created her own resources to support our efforts to provide students with a C4 curriculum. Secondly, because we didn't dedicate a specific time and place for students to engage with our C4 curriculum, we instead taught one-off lessons here and there by pushing the counselor into a classroom, students struggled to take the curriculum seriously and engage with it in an authentic way. We relied almostly solely on our counselor to teach the C4 curriculum instead of creating a team of teachers and staff to help teach and support the C4 curriculum.  
 Practice 2: We had only a 50% Naviance completion rate. Again, we struggled with implementing Naviance because we relied solely on our one counselor for leading students through their ILPs instead of spreading the work across a team. Additionally, because no set time or space was dedicated to completing Naviance tasks and our counselor was asked to push into classrooms sporadically, students struggled to take the work seriously.  
 There is no overt connectedness or alignment between the Naviance tasks and the work the students do on the daily. This reduces it to a compliance task rather than meaningful planning that students are doing. Building that cohesiveness with classroom practices could improve Naviance engagement.  
 Practice 3: In the past few years we have had career days. It's unclear if it was impactful for students. We have had site visits to highschools to assert the importance of future planning. Students have visited highschools as well as career programs within those schools. We have not had guest speakers, conducted interviews, or offered job shadowing experiences.

What student-centered problems have surfaced during this reflection?

Students are not engaged during C4 and Naviance lessons and either refused to complete tasks or completed them simply to comply with their teachers' directions because a) C4 and Naviance are not authentically connected to the learning they do in their classrooms and instead exists in a silo b) the irregular and inconsistent schedule and space for teaching C4 and Naviance signals to students that these curricula and work are not prioritized c) Success Bound and Naviance are not inherently engaging.  
 Very few students are able to connect how the high schools they apply to and the school they ultimately choose aligns with their post secondary goals.  
 Very few students are able to connect how their work and learning in the classroom connects to their post secondary goals.

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?

We hired a post-secondary coach to help our counselor with the daunting GoCPS application process. Additionally, our post-secondary coach has begun working with our 7th graders teaching them a teacher-created post-secondary curriculum. We have started to partner with Manufacturing Renaissance to provide our middle schoolers with site visits to manufacturing sites. We also prioritized taking our middle schoolers to high schools during the SY22-23.

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Determine Priorities

Resources: 

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

Students...  
 Students cannot articulate their long-term goals outside of wanting to graduate from high school.

[Determine Priorities Protocol](#)



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?

As adults in the building, we...  
 We have not exposed students to a variety of college and career options, particularly what alternative career paths exist outside of a 4-year university and lack exposure opportunities for students to get excited about college and career.



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....**  
effectively design career explorations into academic curriculum, collaborate with Student Voice and Career Integration committees to interpret student data around career readiness pathways, and expose Middle School students to work-based experiences each year through the delivery of high quality Post-Secondary curriculum,



**then we see....**  
all IB teachers and staff creating a school-wide culture of life-long learning for students to align, monitor, and adapt their education pathways to their post-secondary goals.



**which leads to...**  
90% of 8th grade students graduate having complete a work-based toolkit plan in order to increase the likeliness of an acceptance at a best-fit high school.



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.

[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**

Rachel Walker, Afi Djisseglo, Alyssa Heath, Ann Baltzer

**Dates for Progress Monitoring Check Ins**

Q1 **October 20, 2** Q3 **April 1, 2024**  
Q2 **December 22** Q4 **June 7, 2024**

**SY24 Implementation Milestones & Action Steps** **Who** **By When** **Progress Monitoring**

<b>Implementation Milestone 1</b>	100% of Middle School students are receiving C4 (College and Career Competency Curriculum) yearly.	Middle School teachers, school counselor, postsecondary coach	Fall 2025	In Progress
<b>Action Step 1</b>	All MS teachers will be trained on Success Bound	Menoni, Gilliam, Heath, CPS Curriculum Leads	Fall 2023	In Progress
<b>Action Step 2</b>	Create a pacing guide and defined schedule for implementation of curriculum	Postsecondary Committee	Fall 2023	Not Started
<b>Action Step 3</b>	Progress monitor delivery of curriculum	Postsecondary Committee	Fall 2024	Not Started
<b>Action Step 4</b>	Assess students for understanding	MS teachers	Spring 2024	Not Started
<b>Action Step 5</b>	Adjust plan and/or curriculum as needed	MS teachers/postsecondary	Spring 2024	Not Started
<b>Implementation Milestone 2</b>	100% of 8th grade students have a career pathway plan before 8th grade graduation	MS Teachers, Counselor, Postsecondary Committee	Spring 2025	Not Started
<b>Action Step 1</b>	Receive Success Bound curriculum instruction	MS Teachers	Fall 2023	In Progress
<b>Action Step 2</b>	Students are exposed to various career paths	Postsecondary Committee	Spring 2024	In Progress
<b>Action Step 3</b>	Students align their high school choice to their personalized career path	MS Students	Fall 2024	Not Started
<b>Action Step 4</b>	Systematized 1 on 1 counseling	Counselor and Postsecondary Coach	Spring 2024	Not Started
<b>Action Step 5</b>	Monitor progress of each career pathway plan and report plan to parents	Counselor and Postsecondary Coach	Spring 2025	Not Started
<b>Implementation Milestone 3</b>	All students in Middle School receive a comprehensive "work-based toolkit plan" that includes, career-based curriculum, field trips, student resumes, mock interviews, and direct exposure to community member careers.	Middle School teachers, school counselor, postsecondary coach, community partners, Postsecondary Success Committee	Spring 2025	In Progress
<b>Action Step 1</b>	Committee will provide PD to teachers to support them in unit planning and entry points for implementation	School counselor, postsecondary coach	Spring 2024	In Progress
<b>Action Step 2</b>	School creates a committee represented of all stakeholders that reviews student interest data and ensures implementation of career readiness, curriculum, programming, and resources.	School counselor, postsecondary coach, Postsecondary Committee	Spring 2024	In Progress
<b>Action Step 3</b>	Teachers collaborate and review data to research community partnerships for career exploration in order to embed career based roles with in their current IB units.	Middle school teachers, school counselor, postsecondary coach	Spring 2024	Not Started
<b>Action Step 4</b>	All MS Teachers align their IB unit plans and/or assessments to career options within their specific subject matters in order to ensure in-school exposure to career activities: mock interviews, student resumes, field trips, community member interviews, etc.	Middle school teachers, IB Coordinator, Postsecondary Coach, School counselor	Spring 2025	Not Started

<b>Action Step 5</b>	Committee will develop a protocol to monitor fidelity of implementation across all MYP years and an aligned protocol to collect student feedback.	Postsecondary Success Committee, postsecondary coach, counselor, middle school teachers	Spring 2025	In Progress
<b>Implementation Milestone 4</b>	Student Voice Committee (SVC) forges student-adult partnerships by leveraging the perspectives and insights of students for educators to better understand their needs and preferences for career preparation programs and resources.	Student Voice Committee (Middle School Students) and postsecondary committee	Fall 2025	Not Started
<b>Action Step 1</b>	SVC holds regular meetings consistently with fidelity.	SVC and teacher lead	Spring 2024	In Progress
<b>Action Step 2</b>	Post Secondary Committee works with the student voice committee to identify specific goals and objectives related to career readiness.	Postsecondary committee and SVC	Spring 2024	Not Started
<b>Action Step 3</b>	SVC solicits feedback from students on existing curricula.	SVC and teacher lead	Fall 2024	Not Started
<b>Action Step 4</b>	SVC suggests improvements or additions for incorporating student career interests.	SVC and teacher lead	Fall 2024	Not Started
<b>Action Step 5</b>	Post Secondary Committee synthesis information gathered by SVC to improve upon curriculum as it relates to career paths.	Postsecondary committee and SVC	Fall 2025	Not Started

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Focus on C4 curriculum implementation (milestone 1), ensure that 8th grade students have a graduation career pathway (milestone 2), adjust workbase toolkit plans as needed (milestone 3), solidify our student voice committee (milestone 4).	
<b>SY26 Anticipated Milestones</b>	Use Learn Plan Succeed and Success Bound growth scale metrics to drive adjustments to milestones 1, 2, and 3 to ensure we are implementing high quality post secondary curriculum in our last year of the CIWP cycle.	

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
Our Success Bound Growth Scale average of all components will increase from 2.0 to 3.5 by SY25	Yes	Other	Overall	2	3	3.5	4
			Students with an IEP				
Schoolinks (Learn, Plan, Succeed) data will show a completion rate of 95% for students in 6th, 7th, and 8th grade by SY26	Yes	Learn, Plan, Succeed	Overall	0	66	80	95
			English Learners	0	50	75	95

**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
PS:1 An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	100% of MS teachers will be trained on a C4 curriculum (CPS Success Bound).	100% of CPS Success Bound curriculum is implemented for grades 6th-8th.	Success Bound Growth Scale will reflect a 4.0 average for all components.
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	100% of MS teachers will be trained on Schoolinks and required ILPs.	Schoolinks data/ILPs for MS students will show a completion rate of 80%.	Schoolinks data/ILPs for MS students will show a completion rate of 95%.



PS:3 Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Established postsecondary committee will train 100% of MS teachers on career readiness, curriculum, programming, and resources.	100% of MS teachers align their IB unit plans and/or assessments to career options within their specific subject matters.	100% of MS students will be exposed to multiple work based learning (WBL) activities that align with their postsecondary goals.
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Return to Top 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
Our Success Bound Growth Scale average of all components will increase from 2.0 to 3.5 by SY25	Other	Overall	2	3	Limited Progress	Select Status	Select Status	Select Status
		Students with an IEP			Limited Progress	Select Status	Select Status	Select Status
Schoolinks (Learn, Plan, Succeed) data will show a completion rate of 95% for students in 6th, 7th, and 8th grade by SY26	Learn, Plan, Succeed	Overall	0	66	On Track	Select Status	Select Status	Select Status
		English Learners	0	50	On Track	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:1 An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	100% of MS teachers will be trained on a C4 curriculum (CPS Success Bound).	On Track	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	100% of MS teachers will be trained on Schoolinks and required ILPs.	On Track	Select Status	Select Status	Select Status
PS:3 Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Established postsecondary committee will train 100% of MS teachers on career readiness, curriculum, programming, and resources.	On Track	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)**

**IL-Empower**

**IL-EMPOWER GRANT ASSURANCES**

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

Required Math Goal

**IAR (Math): IAR scores will show less than 30% of students in the orange at the end of SY 24-25 and less than 25% of students in the orange at the end of SY 25-26.**

Required Reading Goal

**IAR (English): IAR scores will show less than 20% of students in the red at the end of SY 24-25 and less than 15% of students in the red at the end of SY 25-26.**

Optional Goal

**Learn, Plan, Succeed: Schoolinks (Learn, Plan, Succeed) data will show a completion rate of 95% for students in 6th, 7th, and 8th grade by SY26**

Student Groups	Baseline	SY24	SY25	SY26
Overall	34	30	25	20
English Learners				
Overall	24	18	15	10
African American				
Overall	0	66	80	95
English Learners	0	50	75	95

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

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.

Monthly parent meetings: ELA, Math, SEL



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