CIWP Team & Schedules

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 ✍
Charlene Reynolds	Principal	crreynolds@cps.edu
Katherine Liao	Inclusive & Supportive Learning Lead	dmemami@cps.edu
Jasmyne Portee-Haywood	LSC Member	jtportee@cps.edu
Andrea Lane	Teacher Leader	ablane1@cps.edu
Paige Watkins	Teacher Leader	pdwatkins@cps.edu
Caitlin McCullough	Teacher Leader	cjmccullough3@cps.edu
Carmenlita Ingram	Teacher Leader	cingram16@cps.edu
Brooke Shaw	Curriculum & Instruction Lead	brshaw1@cps.edu
Lizette Hernandez	Parent	lhernandez238@cps.edu
Jennifer Burt Alexander	AP	jburt@cps.edu
	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	5/24/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	6/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	6/7/23
Reflection: Connectedness & Wellbeing	5/24/23	6/7/23
Reflection: Postsecondary Success	5/24/23	6/7/23
Reflection: Partnerships & Engagement	5/24/23	6/7/23
Priorities	6/12/23	6/13/23
Root Cause	6/12/23	6/13/23
Theory of Acton	6/12/23	6/15/23
Implementation Plans	6/12/23	8/7/23
Goals	6/12/23	8/7/23
Fund Compliance	6/12/23	6/15/23
Parent & Family Plan	6/12/23	6/15/23
Approval	8/7/23	

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/18/23
Quarter 2	12/20/23
Quarter 3	3/20/24
Quarter 4	6/5/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Celebration - ILT is effective and uses distributive leadership, every student gets grade level whole group instruction and small group intervention, Majority of grade level seen growth. Concern: No math intervention curriculum, Cultural responsiveness of curriculum, IAR attainment is not moving ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** -Need a math intervention program -more focus on Standards Based assessments vs Skills based assessments -progress monitoring of standard based mastery -cluster on curriculum cultrual responsiveness -ELA curriculum has grammar gaps -SS gaps in geography ✏️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** ELA unit planning that focuses on grade level priority standards. Being strategic with partnering DL and struggling students during Whole group instruction and meeting with the DL teacher to create interventions and scaffolds for whole group. ✏️	

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.

91% of students are not meetings attainment on IAR in math, 86% of students are not meeting attainment in IAR in ELA ✏️

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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.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Grow: Students at greatest risk of being impacted by gaps in MTSS and DL services seem to be black students and students in the STLS program. There is also a section of students where minimal intervention has been logged in Branching Minds. 83% of IEPs are past due and IEPs are frequently not being finalized. Celebration: We are moving towards proficiency on Access Testing. IEP team members recieved training on writing quality IEPs. Weekly meetings on Wednesdays are contributing to collaboration between General Education Teachers and Diverse Learner Teachers. Majority of students recieving IEP ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		services are in inclusive settings.		MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			- follow through with IEPs - Logging intervention in Branching Minds - Reminders to families		EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?**		
			Weekly Colaboration meetings with DL and Gen Ed Teacher, Ensuring STLS students recieve academic support needed		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.				

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.

STLS frequency in tier 3 intervention, but not making progress towards goals. IEPs out of compliance.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	We need a behavior health team. Make a team for chronic attendance issues	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** .We are going to create a behavior health team. This team will be the DL team and RST team to begin goal setting	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |
|---|---|---|---|

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

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

One problem that has surfaced is not using data to identify supports that students need for their social emotional wellbeing. According to the dashboard, only 1 percent of students have received teired mtss interventions and supports. Also, we have not created a system for re-entry for students with cornic absonteeism. We have 24% of students who are chronically absent.

We have a high functioning attendance team with incentives and biweekly meetings to identify high flyers and plan events. Beginning to use school wide restorative practices has been done this year.
SEL curriculum is available school wide.
Hired a restorative justice coordinator

Survey teachers to get thoughts around see if curriculum

Bring
Spork

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	We did not have a counselor - no system in place without a counselor	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track |
| Partially | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| No | 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). | Work Based Learning Toolkit | | 9th and 10th Grade On Track |
| 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). | | **What is the feedback from your stakeholders?**

consider partnerships and specialized days/speakers for career based activities   Counselor will set up Success Bound / Naviance DL transition plans | Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
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).	PLT Assessment Rubric	**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?**	
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).	Alumni Support Initiative One Pager	Hired a counselor, lean on experienced teachers, counselor will role out system/expectations at BOY PD, case manager will ensure all transition plans are in compliance and completed	

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 completed high school application process, but did not get proper guidance on good fit high schools. Students transition plans were not meaningful.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Leveraged PAC to foster strong relationships, held parent workshops and seminars, held school wide family nights, tea and talk with admin with low turnout ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** More intentional planning for main building parent involvement, Intentional planning of whole schools events, Seeking out input from families on what they are interested in attending, consider parent cohorts(8th grade, enrichment,ELL, tier 3), student voice committee/roll out, adding students to committees ✍️	

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.

Homework incompletion, Student-Teacher trust because students do not feel heard, student test scores ✍️

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?

PAC more involved, more parents are coming into the building, more parent volunteer in educational programming with Parent training, Student voice committee in works, 7th grade meetings for HS, ✍️

Partnership & Engagement

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

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

What are the takeaways after the review of metrics?

Celebration - ILT is effective and uses distributive leadership, every student gets grade level whole group instruction and small group intervention, Majority of grade level seen growth. Concern: No math intervention curriculum, Cultrual respononiveness of curriculum, IAR attainment is not moving

What is the feedback from your stakeholders?

-Need a math intervention program -more focus on Standards Based assessments vs Skills based assessments   -progress monitoring of standard based mastery -cluster on curriculum cultrual responsiveness -ELA curriculum has grammar gaps -SS gaps in geography

What student-centered problems have surfaced during this reflection?

91% of students are not meetings attainment on IAR in math, 86% of students are not meeting attainment in IAR in ELA

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?

ELA unit planning that focuses on grade level priority standards.   Being strategic with partnering DL and struggling students during Whole group instruction and meeting with the DL teacher to create interventions and scaffolds for whole group.

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Determine Priorities

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

Students...

91% of students are not meetings attainment on IAR in math, 55% of students are not meeting attainment on iReady

Resources: 🚀

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

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

As adults in the building, we...

- We lack an understanding of grade level math standards and how they interact with one another. -Teachers are not customizing the learning experience of students to increase the rigor of tasks to match that of state assessments. - Adults are lacking an intervention curriculum for small group instruction.

Resources: 🚀

5 Why's Root Cause Protocol

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....

build professional knowledge on unpacking grade level standards, increasing student discourse and a research based intervention program

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

targeted small group instruction paired with customized tier one instruction based on student needs. ✍️

which leads to...

Increased student attainment on benchmark assessments by 20% in three years. ✍️

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 ✍️

ILT/Brooke Shaw, Paige Watkins, Carmenlita Ingram, Andrea Lane

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	6/5/24

SY24 Implementation Milestones & Action Steps ✍️ | Who 👍 | By When ✍️ | Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By BOY, ILT will create a professional learning plan for unpacking grade level standards and increasing student discourse.	Shaw, Watkins, Ingram, Lane	8/11/2023	In Progress
Action Step 1	Create Professional Learning Plan for unpacking standards	Shaw, Watkins, Ingram, Lane	8/11	In Progress
Action Step 2	Create Professional Learning Plan for student discourse	Shaw, Watkins, Ingram, Lane	1/9	Not Started
Action Step 3	Creating a walk through tool for progress monitoring implementation	Shaw, Ingram, Watkins, Lane	11/1	Not Started
Action Step 4	Calendar Walkthroughs and PD's	Shaw, Ingram, Watkins, Lane	8/11	Not Started
Action Step 5	Implement PD's and progress monitor with tool	Shaw, Ingram, Watkins, Lane	10/20	Not Started
Implementation Milestone 2	All K-8 math teachers (including DL) will impliment the strategies from professional learning with 80% fidelity.	Shaw, Ingram, Watkins, Lane	12/21	Not Started
Action Step 1	List and define strategies	Shaw, Ingram, Watkins, Lane	8/11	Not Started
Action Step 2	Create Walkthrough Tool	Shaw, Ingram, Watkins, Lane	8/11	Not Started
Action Step 3	Ensure ALL math teachers attend PD's, including DL teachers	Shaw, Ingram, Watkins, Lane	12/21	Completed
Action Step 4	Twice a quarter complete a walkthrough	Shaw, Ingram, Watkins, Lane	10/20, 12/21, 3/22, 6/6	Not Started
Action Step 5	Coaching conversations after walkthrough about implementation	Shaw, Ingram, Watkins, Lane	10/20, 12/21, 3/22, 6/6	Not Started
Implementation Milestone 3	By MOY 12% of students will show attainment on the STAR state assessment and 48% will show attainment on the i-ready math assessment.	Math Teachers	2/1	Not Started
Action Step 1	BOY Data Analysis with intervention Plan	Shaw, Ingram, Watkins, Lane	9/11	Not Started
Action Step 2	IAR Day (provide IAR problem at beginning of class)- Word Problem a day in K-2	Math Teachers	8/28	Not Started
Action Step 3	Progress Monitoring of Intervention Plan Weekly	Math Teachers	9/25	Not Started
Action Step 4	Once a month data coaching session	Shaw	10/6	Not Started
Action Step 5	Ensure BOY reports are discussed with parents at RCPU	Math Teachers	10/26	Not Started
Implementation Milestone 4	By EOY 15% of students will show attainment on the STAR state assessment and 51% will show attainment on the i-ready math assessment	Math Teachers	5/24	Not Started
Action Step 1	Data family night after MOY data	All Teachers	2/8	Not Started
Action Step 2	MOY Data Analysis with intervention Plan	Math Teachers	2/4	Not Started
Action Step 3	Progress Monitoring of Intervention Plan Weekly	Math Teachers	2/13	Not Started
Action Step 4	Once a month data coaching session	Shaw	2/20	Not Started
Action Step 5	In cluster calendar from MOY - EOY with skills that are still needed	Shaw, Ingram, Watkins, Lane	2/9	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	20% of students Meeting Expectations on IAR and 55% showing attainment on i-Ready.	✍️
SY26 Anticipated Milestones	25% of students Meeting expecations on IAR and 60% showing attianment on i-Ready.	✍️

Jump to...
| Priority | TOA | Goal Setting | Progress |
Reflection | Root Cause | Implementation Plan | Monitoring

Select the Priority Foundation to pull over your Reflections here =>

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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 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
By MOY 12% of students will show attainment on the STAR state assessment and 48% will show attainment on the i-ready math assessment.	Yes	*Interim Assessment Data*	Overall	9	12	17	22
			Overall	45	48	52	57
By EOY 15% of students will show attainment on the STAR state assessment and 51% will show attainment on the i-ready math assessment	Yes	Interim Assessment Data	Overall	9	15	20	25
			Overall	45	50	55	60

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:2 Students experience grade-level, standards-aligned instruction.	Progress will be monitored through a walk through tool. 90% of students will receive grade level, standards aligned instruction.	Progress will be monitored through a walk through tool. 95% of students will receive grade level, standards aligned instruction.	Progress will be monitored through a walk through tool. 100% of students will receive grade level, standards aligned instruction.
C&I:5 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.	Focus on assessments measuring the depth and breadth of student learning in relation to grade-level standards. Measured by looking at EOU assessments and matching standards.	Focus on assessments providing actionable evidence to inform decision making. Teachers will create action plans based on EOU assessments using error analyis.	Focus on montioring progress towards end of year goals. Monitored by Standards checklist - When student shows mastery of standard they are green if they do not show mastery they are provided interventions
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will create, implement, and progress monitor academic intervention plans in Branding MInds consistently (weekly).	85% of teachers will create, implement, and progress monitor academic intervention plans in Branding MInds consistently (weekly)..	100% of teachers will create, implment, and progress monitor academic intervention plans in Branching MInds consistently (weekly)..

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By MOY 12% of students will show attainment on the STAR state assessment and 48% will show attainment on the i-ready math assessment.	Interim Assessment Data	Overall	9	12	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall	45	48	*Select Status*	*Select Status*	*Select Status*	*Select Status*
By EOY 15% of students will show attainment on the STAR state assessment and 51% will show attainment on the i-ready math assessment	Interim Assessment Data	Overall	9	15	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall	45	50	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Progress Monitoring

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Progress will be monitored through a walk through tool. 90% of students will receive grade level, standards aligned instruction.	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Focus on assessments measuring the depth and breadth of student learning in relation to grade-level standards. Measured by looking at EOU assessments and matching standards.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will create, implement, and progress monitor academic intervention plans in Branding MInds consistently (weekly).	Select Status	Select Status	Select Status	Select Status

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

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

What are the takeaways after the review of metrics?

Celebration - ILT is effective and uses distributive leadership, every student gets grade level whole group instruction and small group intervention, Majority of grade level seen growth. Concern: No math intervention curriculum, Cultrual responoiveness of curriculum, IAR attainment is not moving

What is the feedback from your stakeholders?

-Need a math intervention program -more focus on Standards Based assessments vs Skills based assessments -progress monitoring of standard based mastery -cluster on curriculum cultrual responsiveness -ELA curriculum has grammar gaps -SS gaps in geography

What student-centered problems have surfaced during this reflection?

91% of students are not meetings attainment on IAR in math, 86% of students are not meeting attainment in IAR in ELA

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?

ELA unit planning that focuses on grade level priority standards. Being strategic with partnering DL and struggling students during Whole group instruction and meeting with the DL teacher to create interventions and scaffolds for whole group.

Return to Top
Determine Priorities

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

Students...

85% of students are not meeting grade level expectations in ELA (as measured by the IAR).
56% of students are not meeting grade level expectations in ELA (as measured by iReady)

Resources: 🚀

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.

Return to Top
Root Cause

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

As adults in the building, we...

Do not deliver explicit or in depth instruction around Vocabulary/Word Morphology
Do not modify curriculum to best meet students' needs in Reading
Do not provide students with adequate feedback for growth
Do not engage students in higher-order tasks or student to student discussion often enough.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

Build professional knowledge around vocabulary, the science of reading, and higher-order thinking tasks. (including student discussion)..

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

Strategic planning of whole-group and small-group instruction around vocabulary and systematic phonics instruction, as well as facilitation of student tasks that increase discourse and require students to use higher-order thinking skills... ✍️

which leads to...

Explicit, high-quality instruction in vocabulary and phonics and students engaged in higher-order reading tasks, which will result in an increase in ELA attainment. by 10% each year ✍️

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 ✍️

ILT/Reynolds, Lioa, Portee,-Haywood, Mccullough,

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Science of Reading	ELA Teachers / Team	6/6/23	Not Started
Action Step 1	Lexia LETRS Professional Learning	ELA Teachers	August 17th, 2023 October 27th, 2023 December 22nd, 2023 February 9th, 2023	In Progress
Action Step 2	Phonics Scope & Sequence	Liao/Lane	Completed	Completed
Action Step 3	Rolling out implementation of Resources	Grade Level Team Leads	August 28th, 2023	In Progress
Action Step 4	Participate in Bridge of Practice discussions following each Unit during clusters	ELA teachers	October 9, 2023	Not Started
Action Step 5	Check ins / walkthroughs to provide teacher feedback	Admin/coaches	Weekly/biweekly	Not Started
Implementation Milestone 2	Vocabulary/Morphology	ELA Teachers / Team		In Progress
Action Step 1	Target date to intro expectations to teachers for Scholastic and Morphology Scope and Sequence (here are the resources, why we do the, what is morphology, example)	ILT ELA Team	August 28, 2023	Not Started
Action Step 2	How to use Scholastic WORD data to inform instruction	Grade Level Team Leads	September 11,2023	Not Started
Action Step 3	Progress Monitoring of Scholastic Word during Check In	Teachers/Coach	Weekly/biweekly	Not Started
Action Step 4				Not Started
Action Step 5				Not Started
Implementation Milestone 3	Depth of Knowledge / Higher-order thinking tasks	ELA Teachers / Team		Not Started
Action Step 1	Create Scope and Sequence of Learning for DOK/Discussion Protocol	Admin/Coaches	October 23rd 2023	Not Started
Action Step 2	Roll out depth of knowledge and student discussion protocol	Grade Level Team Leads	October 23rd 2023	Not Started
Action Step 3	Create walkthrough tool for observation	Admin/coaches	October 23rd 2023	Not Started
Action Step 4	Check ins / walkthroughs to provide teacher feedback (lesson planning & classroom observations)	Admin/coaches	Weekly/biweekly	Not Started
Action Step 5	Peer planning / Co Lab	ELA Teachers	January 8th	Not Started
Implementation Milestone 4				Not Started
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	45% of students will meet attainment in IAR ELA, 65% will meet attainment in iReady ELA	✍️

<div align="right">

Curriculum & Instruction

</div>

SY26 Anticipated Milestones	60% of students will meet attainment in IAR in ELA, 75% will meet attainment in iReady ELA

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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 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 ✏️	SY24	SY25	SY26
BY EOY, student attainment will increase by 10% each year on IAR ELA	Yes	IAR (English)	Overall	15	25	35	45
			Select Group or Overall				
BY EOY, student attainment will increase by 10% each year on iReady ELA	Yes	iReady (Reading)	Overall	44	54	64	74
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
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.	- Teachers will receive training on the Science of Reading through LETRS (targeted phonics instruction) throughout the year - ALL teachers will learn Science of Reading and strategies through LETRS PDs and have opportunties to practice following LETRS training throughout the year	- Teachers will use learned knowledge from LETRS training to inform teaching and instruction for teachers to implement with fidelity	- Teachers will tailor lessons and be responsive by providing on the spot interventions to ALL students needs using strategies from LETRS training
C&I:4 The ILT leads instructional improvement through distributed leadership.	- LETRS PDs will be provided during in person PDs and asynchronous pd - Teachers completion will be monitored following each session by coach - Teachers will be lead through "Bridge to Practice" during clusters to strengthen teachers learning and deepen connections between theory and practical application within the instructional day. - Support and feedback will take place during clusters and check ins - Teachers progress will be measured by walkthroughs using tool and followed up with feedback	- Teachers will receive more support on best practices on using supplemental phonics materials during instruction and independent work - Progress will continue to be measured by walkthroughs and observations using tool follow up with feedback - Clusters and coaching sessions will be focused on small group instruction lead by teachers sharing best practices	- Coaching sessions are more collaboration and co-planning
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
BY EOY, student attainment will increase by 10% each year on IAR ELA	IAR (English)	Overall	15	25	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
BY EOY, student attainment will increase by 10% each year on iReady ELA	iReady (Reading)	Overall	44	54	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	- Teachers will receive training on the Science of Reading through L - ALL teachers will learn Science of Reading and strategies through	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	- LETRS PDs will be provided during in person PDs and asynchron - Teachers completion will be monitored following each session by c - Teachers will be lead through "Bridge to Practice" during clusters t between theory and practical application within the instructional day - Support and feedback will take place during clusters and check ins	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Grow: Students at greatest risk of being impacted by gaps in MTSS and DL services seem to be black students and students in the STLS program. There is also a section of students where minimal intervention has been logged in Branching Minds. 83% of IEPs are past due and IEPs are frequently not being finalized.

Celebration: We are moving towards proficiency on Access Testing. IEP team members recieved training on writing quality IEPs. Weekly meetings on Wednesdays are contributing to collaboration between General Education Teachers and Diverse Learner Teachers. Majority of students recieving IEP services are in inclusive settings.

What is the feedback from your stakeholders?

- follow through with IEPs
- Logging intervention in Branching Minds
- Reminders to families

What student-centered problems have surfaced during this reflection?

STLS frequency in tier 3 intervention, but not making progress towards goals. IEPs out of compliance.

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?

Weekly Colaboration meetings with DL and Gen Ed Teacher, Ensuring STLS students recieve academic support needed

Determine Priorities

Return to Top

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

Students...

25% of K-8 students are Tier 3 in ELA, 19% are Tier 3 in Math at EOY SY22-23 based on Star360(district) and iReady

Resources:

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.

Root Cause

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

As adults in the building, we...

lack intervention resources and professional knowledge, lack of follow through and coaching/support/resources on intervention plans from PSP meetings, Lack of IEP compliance, learning curve of new assessments/curriculums, quality of instruction for Tier 3 students, adult to adult trust, teacher to parent communication

Resources:

5 Why's Root Cause Protocol

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

Return to Top

What is your Theory of Action?

If we....

ensure all adults (teacher, support staff, parent) who work with Tier 3 students participate in the MTSS PSP and receive year long support and progress monitoring

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....

regular progress monitoring of tier 3 interventions (logged in Branching Minds) that will inform the planning and execution of small group and whole group instruction for Tier 3 students

which leads to...

15% of tier 3 students moving into tier 2.

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

MTSS Leadership Team, Instructional Coaches

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	By end of September, 100% of tier 3 students will have an intervention plan logged and data entered in Branching Minds.	All Teachers with Tier 3	10/18	In Progress
Action Step 1	MTSS Interventions for ELA and Math are streamlined by ILT	ILT members	8/11	In Progress
Action Step 2	Branching Minds PD	Lane	8/18	Not Started
Action Step 3	Teachers input tier 3 student interventions plan into Branching Minds	All Teachers with Tier 3	9/29	Not Started
Action Step 4	Teachers input data weekly into branching minds	All Teachers with Tier 3	10/6	Not Started
Action Step 5	Instructional Coaches follow up on intervention plans	Shaw, Liao, Reynolds, Lane	10/13	Not Started
Implementation Milestone 2	By December 100% of Tier 3 students would have a PSP meeting.	MTSS team, All Stakeholders	12/21	Not Started
Action Step 1	Create MTSS On Watch list after BOY data	Shaw	9/11	Not Started
Action Step 2	Create calendar of PSP meetings based on Watch List	MTSS team	9/18	Not Started
Action Step 3	Hold the PSP Meetings Wednesdays After school	MTSS team, All Steakholders	12/21	Not Started
Action Step 4				Not Started
Action Step 5				Not Started
Implementation Milestone 3	Each month there will be a MTSS PSP follow up coaching meeting with the adults responsible for action plan	MTss team, Stakeholders	6/6	Not Started
Action Step 1	Create a template for follow up PSP check-ins	MTSS team	8/15	Not Started
Action Step 2	Create a calendar invite at the end of PSP meeting for check-in meeting	MTSS team	12/21	Not Started
Action Step 3	MTSS member observes the intervention at least once	Lane	12/21	Not Started
Action Step 4	MTSS lead checks Branching Minds is being updated weekly	MTSS team, Stakeholders	6/6	Not Started
Action Step 5	Have check in meetings based on observation data and update plan if needed	MTSS team, Stakeholders	6/6	Not Started
Implementation Milestone 4	By EOY 15% of ELA students will be in Tier 3 and 10% of math students will be in Tier 3 .	Students and Teachers	5/30	Not Started
Action Step 1	Create MTSS Math intervention plan	Lane, Shaw	8/11	Not Started
Action Step 2	PD around MTSS plans and expectations and progress monitoring	MTSS Team	8/16	Not Started
Action Step 3	After BOY data, teachers will pull tier 3 students at least 3x a week and PM them weekly in Branching MInds	Teachers	6/6	Not Started
Action Step 4	Analyze MOY data to ensure students are making progress / Update On Watch tracker	MTSS Team	2/8	Not Started
Action Step 5	Update intervention plan based on MOY data	MTSS Team	2/8	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	15% or less of students will be in tier 3	✍️
SY26 Anticipated Milestones	10% or less of students will be in tier 3	✍️

Inclusive & Supportive Learning Environment

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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
By the end of SY24 20% or less of students will be in tier 3	Yes	MTSS Academic Tier Movement	Other [Specify]	25	20	15	10
			Select Group or Overall				
By the end of SY24 75% of teachers will enter a plan in Branching Minds and track the plan consistently	Yes	*% of Students receiving Tier 2/3 interventions meeting targets*	Other [Specify]	38	75	85	100
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍ | Specify your practice goal and identify how you will measure progress towards this goal. ✍ | | |
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS teaming structures are strong, MTSS team meets regularlary, 100% of teachers participated in the PSP progress. Growth: goal setting, monthly follow up with an MTSS member to monitor effectivness of plan Create a plan to have 25% of parents participate in PSP meetings	Structures for goal setting and montly follow up with MTSS members to monitor effectivess of plan are strong and there is evidence of student growth as a result 35% of parents will particpate in PSP meeting and collaborate around goal setting and partner with teachers to ensure success	Structures for goal setting and montly follow up with MTSS members to monitor effectivess of plan are strong and there is evidence of continued student growth as a result 50% of parents will particpate in PSP meeting and collaborate around goal setting and partner with teachers to ensure success
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will create, implement, and progress monitor academic intervention plans in Branding MInds consistently (weekly).	85% of teachers will create, implement, and progress monitor academic intervention plans in Branding MInds consistently (weekly)..	100% of teachers will create, implment, and progress monitor academic intervention plans in Branching MInds consistently (weekly)..
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24 20% or less of students will be in tier 3	MTSS Academic Tier Movement	Other [Specify]	25	20	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
By the end of SY24 75% of teachers will enter a plan in Branching Minds and track the plan consistently	% of Students receiving Tier 2/3 interventions meeting targets	Other [Specify]	38	75				
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals		**Progress Monitoring**			

Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS teaming structures are strong, MTSS team meets regularlary Growth: goal setting, monthly follow up with an MTSS member to m Create a plan to have 25% of parents participate in PSP meetings	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will create, implement, and progress monitor acade	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

Partially — 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?

We need a behavior health team.
Make a team for chronic attendance issues

What is the feedback from your stakeholders?

.We are going to create a behavior health team. This team will be the DL team and RST team to begin goal setting

What student-centered problems have surfaced during this reflection?

One problem that has surfaced is not using data to identify supports that students need for their social emotional wellbeing. According to the dashboard, only 1 percent of students have received teired mtss interventions and supports. Also, we have not created a system for re-entery for students with cornic absonteeism. We have 24% of students who are chronically absent.

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 have a high functioning attendance team with incentives and biweekly meetings to identify high flyers and plan events.
Beginning to use school wide restorative practices has been done this year.
SEL curriculum is available school wide.
Hired a restorative justice coordinator

Survey teachers to get thoughts around see if curriculum

Bring
Spork

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Determine Priorities

Resources: 🚀

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

Students...

on average 91% of students were in school daily and there is a chronic absenteesim rate of 30%

[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...

Many students do not live in the neighborhood and that causes transportation issues, student sicknesses, and uniform compliance.

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

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....

leverage our PAC and SLT to be involved with increasing student attendance and provide high flyers with attendance contracts

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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.

then we see....

increased attendance percentage from chronically absent students ✍️

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...

an overall attendance rate of 96%. ✍️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Back to school event all parents will receive attendance contract to sign	Reynolds, Alexander	8/12	In Progress
Action Step 1	Create attendance contract	Reynolds, Alexander	8/9	Completed
Action Step 2	Ensure parents sign contract picnic	Poe/Peterson	8/12	Completed
Action Step 3	Remind blast/Email blast to promote and make parents aware	Reynolds, Liao	8/14	Completed
Action Step 4	Individual Phone Calls Home for Contracts still missing	Reynolds, Alexander	8/30	Not Started
Action Step 5	Promote Remind at Open House	Liao	9/13	Completed
Implementation Milestone 2	Increase attendance of Chronically Absent Students	SLT	6/6/24	In Progress
Action Step 1	Pull attendance data for all students 90% or below last year	Sheehan	8/21	In Progress
Action Step 2	Divide high flyers up between SLT members	Reynolds	9/5	Completed
Action Step 3	Create a tracker for SLT and attendance team to compile data	Lane	9/11	Not Started
Action Step 4	Check-in during SLT meeting	SLT	biweekly after 9/19	Not Started
Action Step 5	Set up time with homeroom teacher and attendance team to create plan for student	SLT/Teachers	9/11	Not Started
Implementation Milestone 3	Increase Parent Communication and Resources	PAC, Admin	6/6/24	Not Started
Action Step 1	Have designated PAC rep(s) reach out to parents (first meeting is by 9/21)	PAC	9/30	Not Started
Action Step 2	Identify barriers and needs through survey	Liao	8/9	In Progress
Action Step 3	Weekly newsletter to highlight grade levels attendance and celebrate students/parents	Peterson/Liao	Weekly after 9/30	Not Started
Action Step 4				Not Started
Action Step 5				Not Started
Implementation Milestone 4	Increase attendance on HOT days	SSC, Attendance Team	6/6/24	Not Started
Action Step 1	Identify HOT days based on last year's attendance	Reynolds, Alexander	8/24	Completed
Action Step 2	Survey all students to determine what incentive they would be interested in	Shaw	8/25	Not Started
Action Step 3	Survey high flyers to determine reasons for absences	Shaw	8/25	Not Started
Action Step 4	Attendance team monitors effectiveness of the events using tracker	Attendance Team	Quarterly	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY25 we will have an averaage attendance percentage of 96% and chronic absenteesim will be down to 24%	✍️
SY26 Anticipated Milestones	By the end of SY26 we will maintain an average attendance percentave of 96% or higher and chronic absenteesim will be down to 20% or below.	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Overall attendance will increase to 96% over the next 3 years	Yes	Increase Average Daily Attendance	Overall	91	94	96	96
			Select Group or Overall				
Chronic abenteesim will decrease from 30% to 20% over the next 3 years	Yes	Increased Attendance for Chronically Absent Students	Overall	30	27	24	20
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	After 5 consecutive days (excluding mental health days) students and parents will meet with the teacher, admin and/or counselor for a re-entry plan that incluses plan for making up missed work.	After 4 consecutive days (excluding mental health days) students and parents will meet with the teacher, admin and/or counselor for a re-entry plan that incluses plan for making up missed work.	After 3 consecutive days (excluding mental health days) students and parents will meet with the teacher, admin and/or counselor for a re-entry plan that incluses plan for making up missed work.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Overall attendance will increase to 96% over the next 3 years	Increase Average Daily Attendance	Overall	91	94	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Chronic abenteesim will decrease	Increased Attendance for Chronically Absent	Overall	30	27	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Select the Priority Foundation to
pull over your Reflections here =>

Connectedness & Wellbeing

from 30% to 20% over the next 3 years

Chronically Absent
Students

Select Group or Overall

| | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	After 5 consecutive days (excluding mental health days) students ar	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	**Interim Assessment Data : By EOY 15% of students will show attainment on the STAR state assessment and 51% will show attainment on the i-ready math assessment**	Overall	9	15	20	25
		Overall	45	50	55	60
Required Reading Goal	**IAR (English): BY EOY, student attainment will increase by 10% each year on IAR ELA**	Overall	15	25	35	45
		Select Group or Overall				
Optional Goal	**% of Students receiving Tier 2/3 interventions meeting targets: By the end of SY24 75% of teachers will enter a plan in Branching Minds and track the plan consistently**	Other [Specify]	38	75	85	100
		Select Group or Overall				

<div align="center">**Parent and Family Plan**</div>

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

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.

Parents will partiicpate in a data night where will discuss data with parents and activities they can do at home to partner in their success.

Parents will partipoate in the problem solving process during our MTSS meetings.

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