

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Christopher Robbins	Principal	crobbins@cps.edu
Adrienne Head	AP	aahead1@cps.edu
Kathryn Doyle	Curriculum & Instruction Lead	kjdoyle@cps.edu
Shawnton Mickles	Postsecondary Lead	samickles@cps.edu
Stephanie Dombek	Teacher Leader	sdombek@cps.edu
Nai Colton	Teacher Leader	nvcolton@cps.edu
Liliana Logli	Partnerships & Engagement Lead	llogli@cps.edu
Victoria Jackson	Inclusive & Supportive Learning Lead	vljackson@cps.edu
Tamika Mahone	Teacher Leader	ysoutherlan@cps.edu
D'Andrea Clark	Support Staff Lead	dcclark6@cps.edu
	Select Role	tnhucthinson@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/6/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/28/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/28/23	7/28/23
Reflection: Connectedness & Wellbeing	7/28/23	7/28/23
Reflection: Postsecondary Success	7/28/23	7/28/23
Reflection: Partnerships & Engagement	8/3/23	8/3/23
Priorities	8/3/23	8/3/23
Root Cause	8/3/23	8/3/23
Theory of Acton	8/10/23	8/10/23
Implementation Plans	8/18/23	8/18/23
Goals	9/7/23	9/7/23
Fund Compliance	9/7/23	9/7/23
Parent & Family Plan	9/7/23	9/7/23
Approval	9/8/23	9/12/2023

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	11/2/23
Quarter 2	1/11/24
Quarter 3	4/4/24
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	Our data shows that our students are scoring well below proficiency in reading in math on benchmark and district assessments. Primary students (Pre-k to 1st grade) did not have learning loss due to the pandemic. 62% of students grades K-2 (i-Ready) were one grade level or more below for ELA and Math. Grades 3-8 (Star 360) 20% attainment in ELA and 22% attainment in Math. 68% of students are at Intervention/Urgent Intervention in ELA and 60% Intervention/Urgent Intervention for Math. 	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	<h3>What is the feedback from your stakeholders?</h3> We didnt' see Math growth at the rate of ELA growth in IAR. We need to focus on the vocabulary in Math. We need more math interventions and possibly a Math night per school year. More focus is on ELA for our academic after school programs, we need a math after school program. Our small group interventions need to begin earlier this school year. We saw larger growth last school year in our primary grade band, as they have had in person classroom instruction. 	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		

				ACCESS
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.	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	<p>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?</p> <p>Last school year we purchased a new Math Curriculum (Savvas) that is aligned to the CCSS. All classrooms received a classroom set of manipulatives for each student. There is also an online component with various activities (remediation and enrichment) for the students. We also purchased a new Science Curriculum (Interactive Science-Savvas) with online interactive programs. This school year we are purchasing a new ELA Curriculum (My View-Savvas) that is standards aligned and culturally responsive for the K-5 classrooms. Grades 6-8 have the curriculum already (My Perspectives). We are adopting Skyline Foundations for Pre-K to 5 and Social Science for K-8. We have also purchased the entire i-Ready Suite for all classrooms K-8. We plan to do more math interventions in the classrooms. Tutor Corp will focus on math for our middle school students. We also plan on having a math night and more math enrichment and remediation classes in our after school programs. Our summer programs included math instruction as well as a specific middle school math program.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Our student-center problems at our school is the amount of rigor in the classroom, the rigor instruction did not match the rigor in the standards based assessments our students experienced. We were not consistent in implementing small group interventions daily. Teachers need to differentiate their instruction based on the student needs in their classrooms. There is not a school-wide consistent data review process to drive daily instruction.</p>				

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	We do not have a regular progress monitoring system in place. We do not have the same amount of intervention for math. Not all teachers are putting interventions in Branching Minds. We do not use Branching Minds data to teach small	Unit/Lesson Inventory for Language Objectives (School Level Data)

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No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
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.	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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

groups. We are not tracking interventions in Branching Minds.

What is the feedback from your stakeholders?

We have to implement a consistent system of progress monitoring and entering it in Branching Minds as well as using it to drive classroom interventions. Professional development is needed for the teachers (Branching Minds, Small Group Instruction, i-Ready, Data Review and Analysis, and Differentiation). 

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 making progress in utilizing branching minds for interventions. We are creating a culture of regularly using data to drive our interventions. 

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [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.

The student-centered problems that have surfaced during this reflection are that we have many students who have major academic deficits, especially those who have transferred in to our school. We have many students with social emotional needs and trauma that are affecting them academically as well as affecting their attendance. We currently have roughly 25% of our students who are diverse learners. Students are not regularly receiving Tier 2 interventions.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

We ended SY23 with an overall student attendance rate was 88% and chronic absenteeism is at 38.16%. We have a large population of transient families that transfer in and out and sometimes will return. The rise in infectious diseases caused our attendance rates to fluctuate. We also noticed hot days were Mondays, Fridays, days before holidays and after breaks.

- [% 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](#)

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 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 that are chronically absent are absent for various reasons that are out of their control. Unlike being absent because of personal illness, our chronic absences usually happen due to family member illnesses. Additionally, families have transportation issues that cause major absences.



What is the feedback from your stakeholders?

We need to collaborate with families to find the root cause of absenteeism and help develop solutions to improve attendance. We also need to incentivize families and connect them with additional resources and supports.



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 currently have an attendance team that meets monthly and facilitates daily, weekly and monthly school-wide incentives. We have special events on hot days and dispatch Attendance Angels that conduct daily check-ins. We provide before/after school programming that targets at risk 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](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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)
Yes	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
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).	Work Based Learning Toolkit
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).	
	Industry Recognized Certification Attainment is	ECCE Certification List

The success of 100% graduation rate is an example of the collaboration of all Drake staff commitment to our students. Staff members are working as a team to educate the whole student and their families. The graduate rate is a reflection of student success and their readiness for high school. The data shows that Drake needs to recruit and prepare students to successfully master the curriculum and pass the test. We need to share with families and students the benefits of participating programs/curriculum that will advance their post-secondary success. The ILP has to be a 6th-8th collaboration that is integrated into academic curriculum. We have to create schedule that is integrated into the monthly schedule that allows opportunities for to complete their ILP with consistency and the understanding of how it relates to self-awareness and development. Using College and Career Curriculum that assist with early post-secondary awareness, interest inventory that allows students to set personal and academic goals.



What is the feedback from your stakeholders?

We have to increase our partnerships with community and workforce in Chicago to increase WBL opportunities for students. Connect academics curriculum with work-based learning. Help students identify their strength and weakness and match them with career inventory tools. Use more technology applications to research careers, identify interest, and salaries. Develop quarterly work-based opportunities outside of school that students can bring back into the classroom. Create WBL instructions that promotes critical thinking, analysing, and hands-on demonstrates that is relatable to student interests and academics



- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [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).	
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
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

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?

[impact on most students; impact on specific student groups] 📌

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.

Student-centered problems include students pay-into the benefits of WBL learning opportunities, student's knowledge of terminology used in college and career instruction, and families participation. 📌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	On the 5-essentials survey we scored Strong with a 73 in Involved Families and Strong with a 73 in Effective Leaders. The data states that our Top 3 Learning Conditions are Feedback for Growth, Student Voice and Supportive Teaching. 📌	Cultivate 5 Essentials Parent Participation Rate

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Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Yes	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?

Although we scored in the strong category, we would like to increase the amount of families members that take the survey so that we have a more accurate representation of stakeholder needs. 📌

[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)

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.

We have a low parent involvement which directly correlates with parent participation in events such as Town Hall Meetings, Parent/Teacher Conferences and STEM Nights. We believe if we increase parental involvement, student achievement will increase. 📌

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?

Our LSC and PAC host two events celebrating parents (Muffins for Moms and Donuts for Dads) that are our highest attended school events. Other events such as our Open House/State of 📌

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the School Address brings in large numbers of family participation.

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

What are the takeaways after the review of metrics?

Our data shows that our students are scoring well below proficiency in reading in math on benchmark and district assessments. Primary students (Pre-k to 1st grade) did not have learning loss due to the pandemic. 62% of students grades K-2 (i-Ready) were one grade level or more below for ELA and Math. Grades 3-8 (Star 360) 20% attainment in ELA and 22% attainment in Math. 68% of students are at Intervention/Urgent Intervention in ELA an 60% Intervention/Urgent Intervention for Math.

What is the feedback from your stakeholders?

We didnt' see Math growth at the rate of ELA growth in IAR. We need to focus on the vocabulary in Math. We need more math interventions and possibly a Math night per school year. More focus is on ELA for our academic after school programs, we need a math after school program. Our small group interventions need to begin earlier this school year. We saw larger growth last school year in our primary grade band, as they have had in person classroom instruction.

What student-centered problems have surfaced during this reflection?

Our student-center problems at our school is the amount of rigor in the classroom, the rigor instruction did not match the rigor in the standards based assessments our students experienced. We were not consistent in implementing small group interventions daily. Teachers need to differentiate their instruction based on the student needs in their classrooms. There is not a school-wide consistent data review process to drive daily instruction.

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?

Last school year we purchased a new Math Curriculum (Savvas) that is aligned to the CCSS. All classrooms received a classroom set of manipulatives for each student. There is also an online component with various activities (remediation and enrichment) for the students. We also purchased a new Science Curriculum (Interactive Science-Savvas) with online interactive programs. This school year we are purchasing a new ELA Curriculum (My View-Savvas) that is standards aligned and culturally responsive for the K-5 classrooms. Grades 6-8 have the curriculum already (My Perspectives). We are adopting Skyline Foundations for Pre-K to 5 and Social Science for K-8. We have also purchased the entire i-Ready Suite for all classrooms K-8.

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

We plan to do more math interventions in the classrooms. Tutor Corp will focus on math for our middle school students. We also plan on having a math night and more math enrichment and remediation classes in our after school programs. Our summer programs included math instruction as well as a specific middle school math program.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not reaching attainment in IAR for reading and math. Grades 3-8 (Star 360) 20% attainment in ELA and 22% attainment in Math.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

are not spending enough time planning Tier 1 and differentiating Tier 2/Tier 3 instruction/grouping. We are not actively progress monitoring and analyzing the data to drive instruction.



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....

Resources: 

provide professional learning and supports for the staff, and increase rigorous tasks (vocabulary, reading, mathematics), effectively and consistently plan, implement, and monitor differentiated small group instruction (Tier 2/Tier 3)



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

increased classroom rigor; solid Tier 1 instruction, consistent small group differentiated Tier 2 instruction, and specific Tier 3 instruction



which leads to...

increased student attainment in Reading and Math.



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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	11/2/23	Q3	4/4/24
Q2	1/11/24	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Learning on all new curriculum (My View, Skyline and Foundational Skills K-5), and Social Studies (K-8)	Teachers	End of Quarter 1	Not Started

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

Curriculum & Instruction

Action Step 1	Summer Professional Development (My View, Skyline and Foundational Skills K-5), and Social Studies (K-8).	Teachers	Start of school year	Not Started
Action Step 2	Providing the curriculum for planning.	Doyle Teachers	Week 1	Not Started
Action Step 3	Provide extra support for teachers in Grade Level Meetings. Teachers plan with support staff.	Administration Teachers Support staff ISLs	End of Quarter 1	Not Started
Action Step 4	Monitor curriculum training and implementation.	Administration	Weeks 2-8	Not Started
Action Step 5	Identify and provide more support for teachers that need it.	Administration Teachers	Weeks 9 & 10	Not Started
Implementation Milestone 2	Implement a new learning cycle on student discourse	All Staff	End of Quarter 2	Not Started
Action Step 1	Professional development on student discourse (hook and math talks)	All Staff	Week 0	Not Started
Action Step 2	Continued Professional development on student discourse	All Staff	End of Quarter 2 (Oct. 27th PD)	Not Started
Action Step 3	During grade levels look at how the curriculum incorporates discourse.	All Staff	Week 13	Not Started
Action Step 4	Safe practice time for teachers.	Teachers	Weeks 17 & 18	Not Started
Action Step 5	Informal walkthroughs on learning cycle. Provide feedback and additional s	Administration	Weeks 19 & 20	Not Started
Implementation Milestone 3	Implementing rigorous tasks across all content areas school wide.	All Staff	End of Quarter 3	Not Started
Action Step 1	Assess and Identify the teachers who need professional development on rigorous tasks and differentiate support.	Administrations	Week 21	Not Started
Action Step 2	Review/PD/Support how to pull rigorous tasks from the curriculum or supplement if needed.	Teachers	Weeks 21 - 23	Not Started
Action Step 3	Monitor and provide feedback.	Administration/ILT	Weeks 24-26	Not Started
Action Step 4	Provide additional support where needed.	Administration/ILT	Weeks 27 - 30	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status

Action Step 5 Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] Full implementation of small group instruction with fidelity.

SY26 Anticipated Milestones
[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Develop a culture of high expectations around small group instruction and rigor with implementation beginning week 1.

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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 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
Increase attainment in reading (IAR)	Yes	IAR (English)	Overall				

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here => IAR (English)	Curriculum & Instruction				
from SY23 to SY24.		yes				Select Group or Overall				
Increase attainment in math (IAR) from SY23 to SY24.		Yes		IAR (Math)		Overall				
						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.	K-5 will receive high quality ELA Curriculum and training by Week 0. K-5 teachers are being trained and will implement Skyline Foundations. K-8 teachers will have access and training in the i-Ready Suite. Training and implementation will be monitored by admin.	Teachers will navigate through the curriculum and use it with fidelity. We will measure progress toward this goal by peer observations and informal/formal walkthroughs.	Teachers will be able to assess and modify the curriculum to best fit the needs of their students. We will measure progress toward this goal by peer observations and informal/formal walkthroughs.
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.	All teachers will be trained and utilize Branching Minds for small group instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently.	All teachers will use the Branching Minds platform with fidelity to guide and level instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently. Ongoing training will be provided as needed.	All teachers will continue to use the Branching Minds platform with fidelity to guide and level instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently. Ongoing training will be provided as needed.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will continue to increase the rigor of the learning targets/tasks in the classroom and that they are aligned to the Common Core State Standards. This will be monitored via weekly learning plans and walkthroughs.	Teachers will be proficient in increasing the rigor of the learning targets/tasks in the classroom and that they are aligned to the Common Core State Standards across all content areas. This will be monitored via weekly learning plans and walkthroughs.	All classrooms across content areas will exhibit rigorous learning targets and tasks that are aligned to the Common Core State Standards. Feedback will be ongoing.

[Jump to... Reflection](#)

[Priority Root Cause](#)

[TOA Implementation Plan](#)

[Goal Setting](#)

[Progress Monitoring](#)

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

Curriculum & Instruction

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase attainment in reading (IAR) from SY23 to SY24.	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase attainment in math (IAR) from SY23 to SY24.	IAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		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.	K-5 will receive high quality ELA Curriculum and training by Week 0. K-5 teachers are being trained and will implement Skyline Foundations. K-8 teachers will have access and training in the i-Ready Suite. Training and implementation will be monitored by admin.	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.	All teachers will be trained and utilize Branching Minds for small group instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will continue to increase the rigor of the learning targets/tasks in the classroom and that they are aligned to the Common Core State Standards. This will be monitored via weekly learning plans and walkthroughs.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We do not have a regular progress monitoring system in place. We do not have the same amount of intervention for math. Not all teachers are putting interventions in Branching Minds. We do not use Branching Minds data to teach small groups. We are not tracking interventions in Branching Minds.

What is the feedback from your stakeholders?

We have to implement a consistent system of progress monitoring and entering it in Branching Minds as well as using it to drive classroom interventions. Professional development is needed for the teachers (Branching Minds, Small Group Instruction, i-Ready, Data Review and Analysis, and Differentiation).

What student-centered problems have surfaced during this reflection?

The student-centered problems that have surfaced during this reflection are that we have many students who have major academic deficits, especially those who have transferred in to our school. We have many students with social emotional needs and trauma that are affecting them academically as well as affecting their attendance. We currently have roughly 25% of our students who are diverse learners. Students are not regularly receiving Tier 2 interventions.

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 are making progress in utilizing branching minds for interventions. We are creating a culture of regularly using data to drive our interventions.

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not consistently progress monitored and grouped appropriately, within the classroom setting



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources: 

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

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

As adults in the building, we...

are not effectively using classroom data to drive instruction, create small groups and more support for students with social emotional needs



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....

Resources: 

Inclusive & Supportive Learning Environment

provide professional learning and supports around the usage of classroom data to drive instruction (Tiers 1-3)

then we see....

evidence of progress monitoring and effective small grouping in Branching Minds

which leads to...

teachers using Branching Minds to progress monitor and effectively create small groups, based on data.



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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	11/2/23	Q3	4/4/24
Q2	1/11/24	Q4	6/5/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide Professional Learning on Branching Minds (K-8)	Teachers	End of Quarter 1	Not Started

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

Inclusive & Supportive Learning Environment

Action Step 1	Professional Development on Branching Minds	Teachers	Week 4	Not Started
Action Step 2	Implement i-Ready Assessment (K-8)	Teachers	Week 4	Not Started
Action Step 3	Analyze i-Ready data	Teachers	Week 5	Not Started
Action Step 4	Create groups in Branching Minds	Teachers	Week 5	Not Started
Action Step 5	Review/PD/support for Branching Minds	Teachers	Week 6-10	Not Started

Implementation Milestone 2

Implementation of small group instruction (K-8)	Teachers	End of Quarter 1	Not Started
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Action Step 1	Professional Development on small group instruction	Teachers	Week 4	Not Started
Action Step 2	Full implementation of small group instruction in Math and Reading	Teachers	Week 5	Not Started
Action Step 3	Grade Level Meeting Check-in	Teachers	Week 6	Not Started
Action Step 4	Leadership teams walkthroughs	ILT	Weeks 7-8	Not Started
Action Step 5	Extra support as needed	ILT and Grade Band Teams	Week 8-10	Not Started

Implementation Milestone 3

Full implementation of Leader In Me (SEL) for K-8	Teachers	By EOY	Not Started
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Action Step 1	Begin utilizing Leadership Binders	Teachers	Week 1	Not Started
Action Step 2	Monitor use and utilization of Leadership Binders	Admin	Ongoing	Not Started
Action Step 3	Grade Level Meeting Check-in	Grade Band Teams and Admin	Quarterly	Not Started
Action Step 4	Implement new student leader tasks	Lighthouse Team	Week 5	Not Started
Action Step 5	Launch Service Learning Project	Lighthouse Team	Dec and March	Not Started

Implementation Milestone 4

			Select Status
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Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action? Branching Minds and Small Group Instruction will be implemented with fidelity. We will reach Lighthouse Status for Leader in Me.]* 

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] We will see growth in school-wide data for IAR and i-Ready in Reading and Math. This will ultimately increase our on-track data. 

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




Resources: 

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

- The CIWP includes a reading Performance goal
- The CIWP includes a math Performance goal
- The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
- Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 		
				Baseline 	SY24	SY25
Increase growth in reading (i-Ready) from SY23 to SY24.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="text"/>			
			Select Group or Overall <input type="text"/>			
Increase growth in math (i-Ready) from	Yes <input type="checkbox"/>	iReady (Math)	Overall <input type="text"/>			

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan	yes		
SY23 to SY24.					

Inclusive & Supportive Learning Environment

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>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</i>	All teachers will be trained and utilize Branching Minds for small group instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently.	All teachers will use the Branching Minds Platform to guide and level instruction. Admin will follow the progress monitoring schedule to ensure teachers are using the Branching Minds Platform consistently. Ongoing training will be provided as needed.	All teachers will continue to use the Branching Minds platform with fidelity to guide and level instruction. Admin will be following the progress monitoring schedule to ensure teachers are using the Branching Minds platform consistently. Ongoing training will be provided as needed.
<i>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.</i>	All teachers will create, implement and progress monitor small groups in Reading and Math. This will be monitored via weekly learning plans and informal/formal observations. Feedback/additional training will be provided.	All teachers will create, implement and progress monitor small groups in Reading and Math. This will be monitored via weekly learning plans and informal/formal observations.	All teachers will create, implement and progress monitor small groups in Reading and Math. This will be monitored via weekly learning plans and informal/formal observations.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase growth in reading (i-Ready) from SY23 to SY24.	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase growth in math (i-Ready) from SY23 to SY24.	iReady (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers will be trained and utilize Branching Minds for small gro	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.	All teachers will create, implement and progress monitor small grou	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below



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

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

If Checked:

No action needed



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

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:

- q) 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

Select a Goal

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Parent and Family Plan

If Checked:
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections



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.

If Checked:
No action needed



Our school is a non-Title I school that does not receive any Title I funds. (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.

A large, empty rectangular box with a light gray background, intended for identifying academic priority areas. A small pencil icon is located in the top right corner of the box.

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