



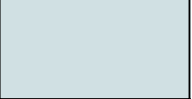




How to Use the Template	
Step 1	Complete the "Team & Schedule" tab.
Step 2	Complete the "Reflection on Foundations" tab.
Step 3	<p>After you have identified your priorities, go to the Priority 1 tab. Use the drop down at the top right to identify your first selected Priority. The Reflection on Foundation information you entered for that priority will automatically populate. Complete the remaining sections in the Priority 1 tab.</p> <p>Do this for each Priority.</p>
Step 4	Complete the "Fund Compliance" tab.
Step 5	Complete the "Parent & Family Plan" tab.
Step 6	Submit your approval form through the "Approval" tab.
The District Supports tab shows supports that you have opted into as well as guidance for choosing your learning pathway for the SY24 Universal PL Plan	

Template Features	
Review the Indicators of a Quality CIWP for each section, which are in boxes outlined like this:	
Go to the CI LaunchPad for associated protocols, guidance, and resources by clicking the rocket ship:	
Only type in cells that are this color and have the pencil:	
Cells this color without a pencil will have a dropdown or check box	
Cells that are this color will be pre populated:	
Cells that are this color do not need to be filled in :	
Use links at the top left of the template in this color to jump to specific sections:	

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Regina Latimer	Principal	RDLatimer@cps.edu
Kimberly Sykes	Partnerships & Engagement Lead	kasykes@cps.edu
Luevinia Morgan	Other [Stem Coach]	lhughes2@cps.edu
Sharon Yokley	Teacher Leader	sldouglas@cps.edu
TShenna Finley	Other [Stem Coach]	tfinley4@cps.edu
Angela Flores Garcia	Other MTSS Lead	alflores13@cps.edu
Anne Hully	Teacher Leader	ahully1@cps.edu
Lamonica Lacy	Other [interventionist	lracy@cps.edu
Tonya Sims	Curriculum & Instruction Lead	Tysims@cps.edu
Darlene Obanner	LSC Member	dobannersuttle@gmail.com
Carla Henry	Connectedness & Wellbeing Lead	chenry6@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/29/23	5/29/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/26/23	6/26/23
Reflection: Postsecondary Success	6/26/23	6/26/23
Reflection: Partnerships & Engagement	6/26/23	6/26/23
Priorities	7/12/23	7/12/23
Root Cause	7/12	7/12
Theory of Acton	7/13/23	7/13/23
Implementation Plans	7/13/23	7/13/23
Goals	7/14/23	7/14/23
Fund Compliance	7/17/23	7/17/23
Parent & Family Plan	7/17/23	7/17/23
Approval	8/4/23	8/4/23

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	10/27/2023
Quarter 2	12/20/2023
Quarter 3	4/1/2023
Quarter 4	6/7/2023

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
Partially	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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

K-2 iready 52% of students performed at early on/Mid Above reading 48% of students made growth within the content area of ELA on the iready k-2 assessment. Overall 5% of students are at mid or above gradelevel. 14% early on grade level, 24% 1 grade level below, 20% 2 grade levels below, and 37 3 or more grade levels below for ELA. Math 31% of students are Early on/mid above grade level, 28% growth rate for K-2 students. 5% of students are mid or above grade level. 12% are on grade level, 35 one grade level below. 19 two grade levels below, and 29% 3 or more grade levels below. IAR Data tells us 8.22% of students met expectations, 18.49% approached expectations, 37.67% partially met expectations, and 35.62% did not meet expectations within the content area of ELA. IAR Math Data shows that 2.80% of students met expectations. 10.49% approached expectations, 37.06% partially met expectations, and 49.55% of students did not meet expectations on the IAR Math Assessment. We closed out the school year with an ontrack rate of 57%.

What is the feedback from your stakeholders?

Although there was some positive movement within the content area of English Language Arts, there is still a lot of work to be done to move students to reach proficiency. Adoption of a high quality curriculum (Skyline) helped foster the positive results in ELA. However for Math, we adopted the curriculum in the middle of the year therefore the growth and proficiency rates are slower. Staffing issues also impacted mathematical growth rates and proficiency.

We've learned that exposing students to grade level content is critical, however there has to be a strong emphasis on teacher facilitation moves. We have to train and coach teachers on how to incorporate the appropriate scaffolds and just in time supports according to the standards as well as student needs. Teachers have to be taught how to plan strategically by knowing the standards above grade level and below grade level.

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?

Earle STEM is currently working with a NTN Math Coach to improve academic performance and growth rates within the content areas of Mathematics to ensure improved student performance. Collaborate with teachers and curriculum specialists to design engaging and age-appropriate STEM activities and projects that align with the standards and learning objectives. Given that 100% of ELL students did not reach proficiency on the access test we will hire an ELPT that will and push in to support those students. We will also leverage city year to provide targeted tutoring to students within grades 4th-8th and continue our partnership with CPS tutor corp for grades K-5. Small group instruction will be leveraged to support tier 1 instruction. Interventionist will be leveraged to support our tier 3 students with closing those foundational skill gaps. Earle STEM has a full time STLS coordinator that uses resources and data to improve students attendance and academic achievement.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment 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.

While students are making progress, we are still struggling with within the content area of mathematics. Students need more support by way of tutoring. Students stamina & resiliency has to be improved in order to make appropriate progress. Based on the reflection we noticed the need to prioritize direct instruction (math), balanced assessments and use the information gained to work with students in small groups to push their achievement. Students are unable to independently access grade-level content. Students lack access to high-quality foundational skills curriculum.

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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

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

-MTSS was leveraged however, teachers struggled with updating academic branching minds learning plans. 89% of students had SEL plans imputed into branching minds. 53% of students received an Academic intervention plan.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	
Partially	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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

- ILT rolled out and SGI tracker to progress monitor small groups coupled with interventivists providing supports for students falling below the 26% on I-ready diagnostic.
 - Tutor Corps is leveraged to pull students below grade-level
 -Earle was just given a .5 ELPT, actively hiring
 -Diverse Learner Teachers struggled with consistently collaborating with general education teachers when developing and implementing specialized instruction.

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?

-Earle is actively working to ensure student recieve instruction in their Least Restrictive Environment, DL students saw a large increase in testing data. The ILT rolled out and SGI tracker to progress monitor small groups coupled with interventivists providing supports for students falling below the 26% on I-ready diagnostic.. Tutor Corps is leveraged to pull students below grade-level. Earle was just given a .5 ELPT, actively hiring

- [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.

Students are struggling with foundational skills needed to access grade level material. Students lack consistent access to differentiated small group instruction. Students lack access to cohesive, intentional co-teaching experiences in the general education classroom taught by both special education teachers and general education teachers. Students lack an ELL endorsed teacher to monitor and provide ELL supports for our students.

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

89% of students had SEL plans inputted into branching minds. According to CPS dashboard, 53% of plans reflected Academics. 100% of Tier 3 students had branching minds plans. With this data in mind, it is evident that a plan needs to be put into place to improve MTSS and small group instruction. Based on the Cultivate survey, 66% of students feel motivated at Earle and 79% of students feel a sense of belonging. Earle closed out the year with 82.3% attendance rate which was substantial growth from the year previous.

What is the feedback from your stakeholders?

There needs to be a deeper emphasis on MTSS, a MTSS team needs to be built. Scheduled and planned time during GLT should be put into place to support teachers with understanding how to use the branching minds platform and how to log interventions. Coaching needs to happen around how to refer students, how to provide intervention lessons, what resources to use and how to support at risk students. i.e (modeling and providing feedback to support all teachers around students that are exhibiting at risk behavior. Based on the Cultivate data, we know that student voice is going to be an area of growth. We know that teachers will need to support our students with positive and effective feedback that emphasizes work effort and normalizes mistakes, especially with 7th and 8th graders. The need to gain student and family buy-in and internalize goals and be motivated to have high expectations. Prioritize Growth Mindset, Academic Risk Taking and Belonging based on student Cultivate data. Attendance plan needs to be revisited for grows and glows based and key stakeholders need to be identified to ensure the implementation of plan. Work to engage with parents, families, and the local community to foster support for STEM education. Organize STEM-related events, showcases, and family learning opportunities to strengthen the school's connection with the community.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased](#)
 - [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](#)

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 do not feel they have a voice in their learning, and lack a feeling of safety and belonging.
 Students are not consistently receiving tier 1, 2 & 3 SEL supports.
 Students lack motivation and struggle with growth mindset.
 Students struggle with emotional regulation and lack the skills necessary to help them persevere through productive struggle and increase their academic resilience.
 Student attendance needs to improve to ensure all students are receiving necessary 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?

Currently Earle has partnerships with tutor core, City year, and two academic interventionist. The aforementioned supports will ensure that all students are supported within all tiers and have a designated point of contact for attendance. Earle also adopted skyline interim assessments which will provide more opportunities to measure students progress in relation to grade level standards. To support students with improving their sense of belonging teachers will leverage morning meetings to increase student connectedness. Classroom jobs, roles and responsibilities, student facing clubs will be implemented to create a greater sense of community and engagement.



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Postsecondary Success

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

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

References

What are the takeaways after the review of metrics?

Metrics

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
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
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).	
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
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

The 3rd-8th grade on track rate is 57% we have a 100% success bound and naviance completion rate for grades 6th-8th. 100% graduation rate. Based on the Cultivate survey, 64% of students believe that their classes prepare them for college and 70% of students see relevance to the future in their daily classroom lives.



[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](#)

What is the feedback from your stakeholders?

Based on the Cultivate data our high leverage strategies are: Growth Mindset, Academic Risk Taking and Belonging. Students would like more real world experiences



[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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?

Communicating the vision for postsecondary success Continue hosting College and Career Panels and College/University visits. Moving forward there will be emphasis on building motivation through student centered activities.



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.

Our students need a higher level of exposure as it relates to what high schools, colleges and or trade schools that are available to them. This could be accomplished through providing students and parents with HS informational meetings, as well as opportunities to go and visit high schools and or colleges so that scholars are aware of the opportunities and requirements necessary to get into selective enrollment schools. Students lack exposure and the skills necessary to persevere in the face of problems.



Partnership & Engagement

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	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	<i>Involved families Very Strong, Collaborative Teachers Very Strong, Effective leaders Very Strong, Supportive environment neutral. Earle has a fully functioning PAC that collaborates with external partners to provide programming to students. LSC is non functioning.</i>	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate
Partially	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		SE: Involved Families
			<p>What is the feedback from your stakeholders?</p> <p>While Earle has some community partners, there is a need for more partnerships connected to stem and student interest. Student safety is also a concern within and around the building. There is also a need for increased parent participation around STEM instructional initiatives. Student voice and scholarly academic clubs are also lacking. There is also a need for increased teacher top parent communication.</p>	SE: Supportive Environment
	<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>Student voice and Student Council committee needs a revamping. increased communication is heavily needed to support students and families.</p>		<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>Currently the website is under construction to increase parent communication, additionally we will use smores to send out a parent newsletter to increase parent teacher communication. Social media will also be leveraged more strategically to target parents and various audiences.</p>	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)

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

What are the takeaways after the review of metrics?

K-2 iready 52% of students performed at early on/Mid Above reading 48% of students made growth within the content area of ELA on the iready k-2 assessment. Overall 5% of students are at mid or above gradelevel. 14% early on grade level, 24% 1 grade level below, 20% 2 grade levels below, and 37 3 or more grade levels below for ELA. Math 31% of students are Early on/mid above grade level, 28% growth rate for K-2 students. 5% of students are mid or above grade level. 12% are on grade level, 35 one grade level below. 19 two grade levels below, and 29% 3 or more grade levels below. IAR Data tells us 8.22% of students met expectations, 18.49% approached expectations, 37.67% partially met expectations, and 35.62% did not meet expectations within the content area of ELA. IAR Math Data shows that 2.80% of students met expectations, 10.49% approached expectations, 37.06% partially met expectations, and 49.55% of students did not meet expectations on the IAR Math Assessment. We closed out the school year with an ontrack rate of 57%.

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Earle STEM is currently working with a NTN Math Coach to improve academic performance and growth rates within the content areas of Mathematics to ensure improved student performance. Collaborate with teachers and curriculum specialists to design engaging and age-appropriate STEM activities and projects that align with the standards and learning objectives. Given that 100% of ELL students did not reach proficiency on the access test we will hire an ELPT that will and push in to support those students. We will also leverage city year to provide targeted tutoring to students within grades 4th-8th and continue our partnership with CPS tutor corp for grades K-5. Small group instruction will be leveraged to support tier 1 instruction. Interventionist will be leveraged to support our tier 3 students with closing those foundational skill gaps. Earle STEM has a full time STLS coordinator that uses resources and data to improve students attendance and academic achievement.

Return to Top Determine Priorities

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

Students...
Students lack access to consistent, STEM focused and rigorous grade-level instruction that is engaging and they find value in.

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...
are not teaching the designated curriculum including STEM practices with fidelity and consistency. We are not unpacking the learning standards when engaging in the lesson planning process. We do not effectively anticipate student misconceptions in preparation to lesson.

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....
analyze unit assessments and identify distinct components, including STEM practices, that teachers need to annotate in their daily lessons

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

then we see....

teachers who have internalized lessons prior to instructional delivery; facilitating rigorous culturally responsive lessons, using appropriate scaffolds, leveraging standards-based questions and giving students opportunities to engage in academic risk taking, and increased student engagement through the use of the four Cs (collaboration, communication, critical thinking, and creativity)



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

which leads to...

80% of students demonstrating mastery in Common Core and Next Generation State Standards on Skyline interim, informal and standardized assessments.



[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


Dates for Progress Monitoring Check Ins


Q1 10/27/2023 Q3 4/1/2023
 Q2 12/20/2023 Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers lesson plan using the annotation guide and the backwards design method.	Lead Coach/ILT	September 22, 2023	Completed
Action Step 1	Provide PD centered on Skyline Unit planning and the backwards design method.	ILT	September 22, 2023	Completed
Action Step 2	Engage teachers in co-planning using the lesson annotation guide	Coaches	September 22, 2023	In Progress
Action Step 3	Coaches provide feedback on annotated lesson plans	Coaches	September 22, 2023	In Progress
Action Step 4	Develop explicit classroom look-fors ie MBCs, Anchor charts, and Standard Task alignment	ILT	September 22, 2023	Not Started
Action Step 5	Engage in the lesson study cycle rooted in teacher annotations	Teachers & Coaches	September 22, 2023	Not Started
Implementation Milestone 2	100% of teachers will facilitate all components of skyline within all content areas with fidelity.	Coaches/Admin	October 27, 2023	Not Started
Action Step 1	Provide teachers with consistent weekly lesson plan feedback	Coaches/Admin	October 27, 2023	Not Started
Action Step 2	Provide teachers with weekly observation feedback aligned to skyline lookfors	Coaches/Admin	October 27, 2023	Not Started
Action Step 3	100% of teachers will provided opportunities to engage in peer observations connected to Math & ELA Content.	Teachers, Staff, Admin	October 27, 2023	Not Started
Action Step 4	Provide teachers with Professional development around modeling best practices (GRR)	ILT	October 27, 2023	Not Started
Action Step 5	Provide teachers with PD around navigating the TFG	ILT	October 27, 2023	Not Started
Implementation Milestone 3	Teachers engage in the lesson study cycle analyzing student work and reflect	Coaches/Admin	December 8, 2023	Not Started
Action Step 1	Identify the specific needs and abilities of your students through assessments to determine what type of scaffolds are needed.	ILT	December 8, 2023	Not Started
Action Step 2	Set Clear goals for self and learning objectives and outcomes for students.	ILT	December 8, 2023	Not Started
Action Step 3	With team consider and select appropriate scaffolds, which can include modeling, prompting, and chunking	ILT	December 8, 2023	Not Started
Action Step 4	Explicit Instruction, modeling, adapting, and GRR to provide students with supports to mastery	Coaches/Admin	December 8, 2023	Not Started
Action Step 5	Teachers engage in the lesson study cycle analyzing student work.	ILT	December 8, 2023	Not Started
Implementation Milestone 4	100% of teachers will implement the 4 C's to create STEM based learning experiences	ILT	August 14, 2023	Completed
Action Step 1	Professional Learning centered around the 21st Century skills	STEM Coaches	August 14, 2023	Completed
Action Step 2	Professional Learning centered around Kagan strategies and accountable talk to promote cooperation and communication in the classroom	Coaches	August 14, 2023	Completed
Action Step 3	Lesson Plan and classroom looks fors around student discourse strategies	STEM Coaches	October	Not Started

Action Step 4	School develops universal language for collaborative learning through the use of accountable talk, kagan and 4 Cs in practice anchor charts and signage.	ILT	October	Not Started
Action Step 5	Coaches provide observation feedback on student discourse.	Coaches	October	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 100% of teachers will leverage the backwards design method to annotate the TFG, and differentiate instruction incorporating 4C's (collaboration, communication, critical thinking, and creativity) . 

SY26 Anticipated Milestones 100% of teachers will leverage the backwards design method to annotate the TFG, differentiate instruction and incorporate Project based learning tasks, while increasing the opportunities for students to explore a variety of STEM career pathways through curriculum content and in-school experiences. 

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




Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
% of students 80% mastery or higher on Skyline interim math assessment	Yes <input type="checkbox"/>	Interim Assessment Data	Overall <input type="checkbox"/>	50	65	70	75
			All <input type="checkbox"/>	50	65	70	75
% of students earning 80% mastery or higher on Skyline interim ELA assessment	Yes <input type="checkbox"/>	Interim Assessment Data	Overall <input type="checkbox"/>	50	65	70	75
			Students with an IEP <input type="checkbox"/>	50	65	70	75

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.	100% of teachers are observed as effectively planning using backwards design annotating while incorporating 21st century skills, and interim assessments. As observed by classroom observations, coaching support, and network rigor walks.	100% of teachers are observed planning effectively by way of the backwards design annotation process while differentiating instruction for the needs of the students through the use of 4Cs. As observed by classroom observations, coaching supports, and	100% of teachers will teach interdisciplinary lessons, implementing Project based learning guided by student interest.
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.	100% of teachers will administer and analyze interim assessments.	100% of teachers will develop and implement a reteach plan with appropriate scaffolds based off of the interim analysis.	Stay the course with 100% of teachers will develop and implement a reteach plan with appropriate scaffolds based off of the interim analysis.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will plan and lead GLT, Coaches will develop consistent coaching cycles aligned to the schools instructional priorities. Teacher mentors will support newer teachers with implementation.	Teacher Leaders are apart of the ILT, Coaches lead ILT while Teacher Leaders facilitate gradeband.	Teacher leaders develop protocols and engage in peer observations and feedback cycles.

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students 80% mastery or higher on Skyline interim math assessment	Interim Assessment Data	Overall	50	65	Select Status	Select Status	Select Status	Select Status
		All	50	65	Select Status	Select Status	Select Status	Select Status
% of students earning 80% mastery or higher on Skyline interim ELA assessment	Interim Assessment Data	Overall	50	65	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50	65	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:2 Students experience grade-level, standards-aligned instruction.	100% of teachers are observed as effectively planning using backwards design annotating while incorporating 21st century skills, and interim assessments. As observed by classroom observations, coaching support, and network rigor walks.	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.	100% of teachers will administer and analyze interim assessments.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will plan and lead GLT, Coaches will develop consistent coaching cycles aligned to the schools instructional priorities. Teacher mentors will support newer teachers with implementation.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-MTSS was leveraged however, teachers struggled with updating academic branching minds learning plans. 89% of students had SEL plans imputed into branching minds. 53% of students received an Academic intervention plan.

What is the feedback from your stakeholders?

- ILT rolled out and SGI tracker to progress monitor small groups coupled with interventists providing supports for students falling below the 26% on I-ready diagnostic.
 - Tutor Corps is leveraged to pull students below grade-level
 -Earle was just given a .5 ELPT, actively hiring
 -Diverse Learner Teachers struggled with consistently collaborating with general education teachers when developing and implementing specialized instruction.

What student-centered problems have surfaced during this reflection?

Students are struggling with foundational skills needed to access grade level material.
 Students lack consistent access to differentiated small group instruction.
 Students lack access to cohesive, intentional co-teaching experiences in the general education classroom taught by both special education teachers and general education teachers.
 Students lack an ELL endorsed teacher to monitor and provide ELL supports for our students.

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?

-Earle is actively working to ensure student receive instruction in their Least Restrictive Environment, DL students saw a large increase in testing data. The ILT rolled out and SGI tracker to progress monitor small groups coupled with interventists providing supports for students falling below the 26% on I-ready diagnostic.. Tutor Corps is leveraged to pull students below grade-level. Earle was just given a .5 ELPT, actively hiring

Return to Top **Determine Priorities**

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

Students...
 Students lack foundational skills in ELA and Math needed to access grade level material.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top **Root Cause**

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

As adults in the building, we...
 did not effectively give just-in-time supports, provide multiple types of assessments to inform MTSS. Our failure to administer five-week assessments with consistency resulted in our inability to identify gaps in vertical alignment to provide students with accurate and effective interventions. Teachers struggled to maintain accurate progress monitoring data as well as implement systems to effectively execute small group instruction with fidelity for ELA & Math.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 If we facilitate consistent data driven small group instruction for ELA & Math across all MTSS Tiers



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

Inclusive & Supportive Learning Environment

then we see....
 teachers and students using routines and procedures to engage in differentiated small group instruction with consistent progress monitoring data. Teachers facilitating targeted standards based mini lessons, and students using academic software with intentionality.

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

which leads to...
 improvements on student assessment outcomes and tasks in relation to grade-level standards.

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
 Teachers, ILT, Administration, MTSS Team

Dates for Progress Monitoring Check Ins
 Q1 10/27/2023 Q3 4/1/2023
 Q2 12/20/2023 Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish a well-organized MTSS team	ILT	10/27/2023	In Progress
Action Step 1	Identify key stakeholders	Interventionist	August 4, 2023	Completed
Action Step 2	Develop MTSS Expectations	MTSS Team	August 11 2023	Completed
Action Step 3	Develop a MTSS rolling agenda	MTSS Team	August 18 2023	Completed
Action Step 4	MTSS Team analyzes teacher progress monitoring data and provides feedback	MTSS Team	December 20 2023	Not Started
Action Step 5	MTSS Team develops an MTSS PD Plan	MTSS Team	September 15 2023	Not Started
Implementation Milestone 2	Provide Professional Development to teachers around MTSS	MTSS Team	September 22, 2023	Not Started
Action Step 1	Provide PD to teachers on MTSS	MTSS Team	September 22, 2023	Not Started
Action Step 2	Branching minds PD	MTSS Team	September 22, 2023	Not Started
Action Step 3	Research-based educational technology and supplemental tools	MTSS Team	September 22, 2023	Not Started
Action Step 4	structures for success	MTSS Team	September 22, 2023	Not Started
Action Step 5	progress monitoring	MTSS Team	October 20, 2023	Not Started
Implementation Milestone 3	80% of teachers are consistently implementing small group instruction in ELA and Math as measured by interventionist observations	MTSS Team	December 21, 2023	Not Started
Action Step 1	Teachers establish a designated time for SGI	MTSS Team	October 27, 2023	Not Started
Action Step 2	Teachers establish routines and procedures for small group instructions	MTSS Team	October 27, 2023	Not Started
Action Step 3	Teachers create data-driven groups	MTSS Team	October 27, 2023	Not Started
Action Step 4	Teachers create differentiated rotations during SGI block	MTSS Team	October 27, 2023	Not Started
Action Step 5	Teachers and support staff receive coaching and feedback centered around SGI	MTSS Team	December 21, 2023	Not Started
Implementation Milestone 4	80% Utilizing Progress Monitoring to implement small group instruction	MTSS Team	March 22, 2024	Not Started
Action Step 1	Establish a system for collecting data and progress monitoring tools	MTSS Team	October 20, 2023	Not Started
Action Step 2	provide teachers with explicit instruction centered around progress monitoring	MTSS Team	December 21, 2023	Not Started
Action Step 3	Teachers collect progress monitoring data on all students in homeroom	MTSS Team	December 21, 2023	Not Started
Action Step 4	Coaches provide feedback on progress monitoring data	MTSS Team	December 21, 2023	Not Started
Action Step 5	Provide teachers with feedback on observations with a focus on how teachers are using progress monitoring data to adjust small group instruction	MTSS Team	December 21, 2023	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 90% of teachers implement data driven small groups in relation to tier 1, 2 and 3 instruction within the content areas of ELA & Math with fidelity

SY26 Anticipated Milestones	100% of Teachers implement data driven small groups in relation to tier 1, 2, and 3 instruction within the content areas of ELA & Math with fidelity.
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[Return to Top](#) **Goal Setting**

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% of K-2 students will be at or above grade level	Yes	iReady (Reading)	Overall	52% Early On/Mid Above Proficiency	60	65	75
			English Learners	60% (3/5) Early On/Mid Above	65	70	80
25% of 3rd through 8th grade students will be at or above grade level	Yes	STAR (Math)	Overall	17% attainment	25	35	45
			English Learners	.18% attainment via iReady	25	35	45

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: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.	85% of teachers are observed as implementing data driven small group instruction	90% of teacher are observed using SGI data to make informed decisions for instruction.	100% of teacher are observed using SGI data to make informed decisions for instruction.
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 Team has been established with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team rates as "foundational or higher 90% of components as measured by the MTSS Continuum.	MTSS Team and Lead leverage the strengths of a variety team members represented at each meeting and how to explore areas for sharing leadership opportunities to promote equity based decision making. MTSS team rates as "developed" or higher 90% of components as measured by the MTSS Continuum.	MTSS Team makes a concerted effort to reach out to diverse populations, incorporating the unique needs for context, culture, and the needs of all staff. MTSS team rates as "Operational" 90% of components as measured by the MTSS Continuum.
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.	100% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandem with interventionists to ensure data is tracked in branching minds.	100% of teacher collect SGI data and input in branching minds.	100% of teachers will utilize branching minds in order to communicate, annotate, and support student needs.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of K-2 students will be at or above grade level	iReady (Reading)	Overall	52% Early On/Mid Above	60	Select Status	Select Status	Select Status	Select Status
		English Learners	60% (3/5) Early On/Mid	65	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

25% of 3rd through 8th grade students will be at or above grade level	STAR (Math)	Overall	17% attainment	25	Select Status	Select Status	Select Status	Select Status
		English Learners	.18% attainment via Iready	25	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: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.	85% of teachers are observed as implementing data driven small group instruction	Select Status	Select Status	Select Status	Select Status
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 Team has been established with an identified MTSS Lead with who facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team rates as "foundational or higher 90% of components as measured by the MTSS Continuum.	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.	100% of teachers use a designated tool to record and analyzes SGI data. Teachers work in tandem with interventionists to ensure data is tracked in branching minds.	Select Status	Select Status	Select Status	Select Status

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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

89% of students had SEL plans inputted into branching minds. According to CPS dashboard, 53% of plans reflected Academics. 100% of Tier 3 students had branching minds plans. With this data in mind, it is evident that a plan needs to be put into place to improve MTSS and small group instruction. Based on the Cultivate survey, 66% of students feel motivated at Earle and 79% of students feel a sense of belonging. Earle closed out the year with 82.3% attendance rate which was substantial growth from the year previous.

What is the feedback from your stakeholders?

There needs to be a deeper emphasis on MTSS, a MTSS team needs to be built. Scheduled and planned time during GLT should be put into place to support teachers with understanding how to use the branching minds platform and how to log interventions. Coaching needs to happen around how to refer students, how to provide intervention lessons, what resources to use and how to support at risk students. i.e (modeling and providing feedback to support all teachers around students that are exhibiting at risk behavior. Based on the Cultivate data, we know that student voice is going to be an area of growth. We know that teachers will need to support our students with positive and effective feedback that emphasizes work effort and normalizes mistakes, especially with 7th and 8th graders. The need to gain student and family buy-in and internalize goals and be motivated to have high expectations. Prioritize Growth Mindset, Academic Risk Taking and Belonging based on student Cultivate data. Attendance plan needs to be revisited for grows and glows based and key stakeholders need to be identified to ensure the implementation of plan. Work to engage with parents, families, and the local community to foster support for STEM education. Organize STEM-related events, showcases, and family learning opportunities to strengthen the school's connection with the community.

What student-centered problems have surfaced during this reflection?

Students do not feel they have a voice in their learning, and lack a feeling of safety and belonging.
 Students are not consistently receiving tier 1, 2 & 3 SEL supports.
 Students lack motivation and struggle with growth mindset.
 Students struggle with emotional regulation and lack the skills necessary to help them persevere through productive struggle and increase their academic resilience.
 Student attendance needs to improve to ensure all students are receiving necessary supports.

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?

Currently Earle has partnerships with tutor core, City year, and two academic interventionist. The aforementioned supports will ensure that all students are supported within all tiers and have a designated point of contact for attendance. Earle also adopted skyline interim assessments which will provide more opportunities to measure students progress in relation to grade level standards. To support students with improving their sense of belonging teachers will leverage morning meetings to increase student connectedness. Classroom jobs, roles and responsibilities, student facing clubs will be implemented to create a greater sense of community and engagement.

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Determine Priorities

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

Students...

Students are not receiving consistent tier 1, 2 & 3 SEL supports and interventions and do not feel motivated, and as a result students struggle with growth mindset and a sense of belonging while at school

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...

did not have effective behavior management plans in place, nor did we consistently provide SEL supports and interventions. Because there was not an effective system, teachers were not fully knowledgeable on how to log behavior data, and students were not receiving consistent supports and interventions

Resources: 

[5 Whys 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....

Resources: 

build strong classroom communities that embody robust systems and supports and attendance, academic, and emotional constancy goal setting that focus on SEL skill building and crisis management



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....
 teachers effectively and confidently providing daily tier 1, while collaboratin with counselors, interventionists, external partners and social workers to provide tier 2 and 3 interventions supports. We will also see students advocating and utilizing the supports and strategies provided throughout their day to day. Each classroom will be a restorative space where students feel safe and supported and teacher will have systems in place to document behavior data.



which leads to...
 improvements in students growth mindsets, motivation, self-advocacy, attendance and the ability to cope and manage their emotions safely and appropriately.



[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

Teachers/BHT/Admin

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 4/1/2023
 Q2 12/20/2023 Q4 6/7/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Have teams in place that provide routines and structures that guide healing centered supports	ILT/Admin	October 27, 2023	In Progress
Action Step 1	Establish BHT and Culture and Climate team	Climate CultureTeam	October 27, 2023	In Progress
Action Step 2	Develop the systems and structures	Climate CultureTeam	October 27, 2023	In Progress
Action Step 3	Provide culture and climate PD	Climate CultureTeam	October 27, 2023	In Progress
Action Step 4	Provide SEL tier 1 interventions PD	Climate CultureTeam	October 27, 2023	In Progress
Action Step 5	Provide PD on restorative practices	Climate CultureTeam	October 27, 2023	In Progress
Implementation Milestone 2	Stakeholders have developed schoolwide systems and structures that provide school community with SEL and crisis supports, as well as, community engagement events	Climate & Culture Team	October 27, 2023	In Progress
Action Step 1	Teachers develop clear SEL support plan that includes behavior management systems, clear routines and procedures that are shared with the school community	Climate and Culture Team	October 27, 2023	In Progress
Action Step 2	Build SEL scope & sequence (Second Step) and build SEL instruction look for tool	Climate and Culture Team	October 27, 2023	In Progress
Action Step 3	Organize STEM-related events, showcases, and family learning opportunities to strengthen the school's connection with the community	STEM Coaches	October 27, 2023	In Progress
Action Step 4	Develop action plan for developing consistent, ongoing communication with school families	ILT	October 27, 2023	In Progress
Action Step 5	Establish partnerships with community based organizations	ILT	October 27, 2023	In Progress
Implementation Milestone 3	Increase schoolwide attendance to 96%	ILT/Attendance Team	October 27, 2023	In Progress
Action Step 1	Create a cohesive school-wide attendance plan.	ILT/Attendance Team	October 27, 2023	In Progress
Action Step 2	Identify key stakeholders to monitor and ensure the integrity of the attendance plan	ILT/Attendance Team	August 14, 2023	Completed
Action Step 3	Develop a system for Follow-up communication with parents/guardians.	ILT/Attendance Team	October 27, 2023	In Progress
Action Step 4	Develop a a calendar for weekly and monthly attendance incentives	ILT/Attendance Team	October 27, 2023	In Progress
Action Step 5	Develop a plan for monitoring and improving On-Track data through the means of appropriate interventions	ILT/Attendance Team	October 27, 2023	In Progress
Implementation Milestone 4	100% of Tier 2 & 3 Students receive interventions		October 27, 2023	In Progress
Action Step 1	Tier Students & Assign stakeholders to provide interventions	Teacher/BHT	October 27, 2023	In Progress
Action Step 2	Build a system to monitor & track interventions	Teacher/BHT	October 27, 2023	In Progress
Action Step 3	Build a intervention schedule	Teacher/BHT	October 27, 2023	In Progress
Action Step 4	Progress monitor interventions	Teacher/BHT	October 27, 2023	In Progress
Action Step 5	BHT assess & modify interventions	BHT	October 27, 2023	In Progress

Anticipated Milestones
 Engage stakeholders, including teachers, parents, and community members, in the development of schoolwide social-emotional learning (SEL) programs that foster emotional intelligence, empathy, and healthy relationships in order to improve attendance and increase positive behavior.

Anticipated Milestones
 Engage stakeholders, including teachers, parents, and community members, in the development of schoolwide (SEL) programs that foster emotional intelligence, empathy, and healthy relationships, while exposing students to successful individuals in STEM fields as role models can inspire students and show them potential educational/career paths in order to improve attendance and increase positive behavior.

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

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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 Schoolwide attendance	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall	92.3	95	96	97%
			STLS		95	96	97
Increase Overall Student Motivation	Yes <input type="checkbox"/>	Cultivate	Overall	66	75	80	85
			African American Male		75	80	85

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will establish an organized BHT that scores partly or better on 80% of the components in the Key Components Assessment & Monitoring Tool	We will establish an organized BHT that scores yes on 80% of the components in the Key Components Assessment & Monitoring Tool	We will establish an organized BHT that scores yes on 90% of the components in the Key Components Assessment & Monitoring Tool
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of students will demonstrate increased emotional intelligence, improved interpersonal skills, and a reduction in disruptive behaviors as a result of actively participating in tier 1 healing-centered supports, including SEL curricula (Second Step) and Skyline integrated SEL instruction and restorative practices.	85% of students will demonstrate increased emotional intelligence, improved interpersonal skills, and a reduction in disruptive behaviors as a result of actively participating in tier 1 healing-centered supports, including SEL curricula (Second Step) and Skyline integrated SEL instruction and restorative practices.	90% of students will demonstrate increased emotional intelligence, improved interpersonal skills, and a reduction in disruptive behaviors as a result of actively participating in tier 1 healing-centered supports, including SEL curricula (Second Step) and Skyline integrated SEL instruction and restorative practices.
P&E:1 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.	Emphasis on STEM Practices that promotes science, technology, engineering, and mathematics education. By involving families and the community in the efforts, the school reinforces the importance of STEM skills in the modern world and prepares students for future challenges and opportunities following the STEM Standards for Success (SSS)	Emphasis on STEM Practices that promotes science, technology, engineering, and mathematics education. By involving families and the community in the efforts, the school reinforces the importance of STEM skills in the modern world and prepares students for future challenges and opportunities by quarterly career out-of-school experiences (field trips, internships or other) that explore STEM career pathways.	Emphasis on STEM Practices that promotes science, technology, engineering, and mathematics education. By involving families and the community in the efforts, the school reinforces the importance of STEM skills in the modern world and prepares students for future challenges and opportunities by monthly career out-of-school experiences (field trips, internships or other) that explore STEM career pathways.

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 Schoolwide attendance	Increase Average Daily Attendance	Overall	92.3	95	Select Status	Select Status	Select Status	Select Status
		STLS		95	Select Status	Select Status	Select Status	Select Status
Increase Overall Student Motivation	Cultivate	Overall	66	75	Select Status	Select Status	Select Status	Select Status
		African American Male		75	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will establish an organized BHT that scores partly or better on 80% of the components in the Key Components Assessment & Monitoring Tool	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of students will demonstrate increased emotional intelligence, improved interpersonal skills, and a reduction in disruptive behaviors as a result of actively participating in tier 1 healing-centered supports, including SEL curricula (Second Step) and Skyline integrated SEL instruction and restorative practices.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	Emphasis on STEM Practices that promotes science, technology, engineering, and mathematics education. By involving families and the community in the efforts, the school reinforces the importance of STEM skills in the modern world and prepares students for future challenges and opportunities following the STEM Standards for Success (SSS)	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:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **Interim Assessment Data : % of students 80% mastery or higher on Skylin...**

Required Reading Goal **Interim Assessment Data : % of students earning 80% mastery or higher o...**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	50	65	70	75
All	50	65	70	75
Overall	50	65	70	75
Students with an IEP	50	65	70	75

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The School will use Parent & Family Engagement funds for workshops geared to improve the ability to support their students. Workshops will be rooted in how to support their students academically, SEL supports, Cooking and healthy living courses. 

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

Approval

Directions: Please download and complete the Approval Form. When the form is completed, upload it as a PDF at the "Click here to submit your approval form" link below. For further guidance on approving authorities, see [CIWP Approval Guidance for School Leaders](#).

[Click Here to Download the Approval Form](#)

[Click Here to Submit Your Approval Form](#)

Selected District Supports

The below lists represent the District supports that your school has opted into that have required registration. If you have not yet filled out the survey, you can do so here: [School names A-G](#), [School names H-O](#), [School names P-Z](#).

	Program Name	Program Description	Start	End
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SY24 Universal Professional Learning Plan

Required for ALL schools

As a district, we are focused on our Instructional Core Vision, and ensuring that every student is actively engaged in culturally responsive, grade-level curriculum and instruction. While all schools will be working towards this unified goal, each will take a different approach based on the unique needs of their school community. To support this, the universal professional learning plan will offer three distinct pathways for schools to impact their highest leverage improvement strategy as identified during the CIWP process. These pathways will focus on supporting schools to:

- Increase student access to high quality, culturally responsive curriculum (*Curriculum Implementation*)
- Increase fidelity of implementation of grade-level curriculum and instruction (*Instructional Practice*)
- Build the ILT's capacity to lead instructional improvement through distributed leadership (*Distributed Leadership*)

Using your Curriculum & Instruction Foundation reflection, please select the pathway most connected to your school's development needs and CIWP. The Universal PL Plan ILT Institutes and Instructional Summits will be differentiated to meet your needs.

Review Curriculum and ILT Ratings to decide which Universal PL Plan pathway is most appropriate for your school. Supports and guidance will be provided at Summer Leadership Institute and Summer ILT Institute to help inform your decision. Selections are due by 7/13

Review your Curriculum and ILT Ratings....

Choose a PL Pathway

Resources

- PL Plan Pathways Overview
- [SY24 School Professional Learning Plan Calendar](#)