

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Shulunda Sullivan	LSC Member	shulanda.l.sullivan@outlook.com
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	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/23/23	6/12/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/23	6/12/23
Reflection: Connectedness & Wellbeing	5/23/23	6/12/23
Reflection: Postsecondary Success	5/23/23	6/12/23
Reflection: Partnerships & Engagement	5/23/23	6/12/23
Priorities	5/23/23	6/15/23
Root Cause	5/23/23	6/26/23
Theory of Acton	5/23/23	6/26/23
Implementation Plans	5/23/23	6/28/23
Goals	5/23/23	6/28/23
Fund Compliance	5/23/23	6/22/23
Parent & Family Plan	5/23/23	6/22/23
Approval	5/23/23	6/29/23

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	9/20/2023
Quarter 2	11/15/2023
Quarter 3	02/02/2024
Quarter 4	4/19/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Majority of students across grade bands did not meet math benchmark standards. MTSS should use targeted universalism based on student needs by providing equitable access where our students are falling short. Students should utilize inquiry based curriculum that enhances learning and fosters student agency.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>Students across grade bands demonstrated a deficiency in ELA and need implementation of rigorous instructional tasks as well as culturally relevant sustaining curriculum and MTSS intervention.</p>	<p>STAR (Math)</p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers are struggling with using Branching Minds with fidelity with is impacting MTSS effectiveness.</p> <p>Students are in need of culturally relevant instructional tasks.</p>	<p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</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>The improvement efforts are MTSS (Branching Minds), small group instruction, and use of Skyline curriculum with fidelity. In the future we will utilize the strategies to track student progress and academic growth.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Problems experienced by most students are student agency. Students struggle with the connection between academics and application of skills. Students need reinforcement in student discourse, argumentation, conversations relevant to the curriculum, and real world application.</p>			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Based on Math MTSS (Branching Minds) 55.9% of Frazier students demonstrated a need for intervention or urgent intervention.</p> <p>Based on Reading MTSS (Branching Minds) 55.1% of students were required intervention or urgent intervention.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers are struggling with logging interventions.</p> <p>Improvement efforts are not being used with fidelity and</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	appropriate grade level complexity. Students are not making adequate improvement in reading and math.	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<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>Improvement efforts in math are Khan Academy, Freckle Math, IXL. This will be used with fidelity and with appropriate grade level complexity. 📌</p>	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	Improvement efforts in reading are Achieve 3000, Newsela, Sadlier Vocabulary, Freckle ELA, and IXL. This will be used with fidelity and with appropriate grade level complexity. Platforms engage with text across a wide range of genres.	
<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>Students are not making adequate progress with MTSS, frequency and usage of online platforms, assessment, and online instructional tools. Students are not capitalizing on their ATL skills and learner profile attributes to maximize learning and academic potential. 📌</p>		Improvement efforts will be to reinforce ATL skills and learner profile attributes.	

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment SEL Teaming Structure</p>	Students have a 91% attendance rate and the staff has created a positive learning environment. 📌	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Students who are chronically tardy or absent are in need of Tier 2 and Tier 3 interventions. 📌</p> <p>Students have a positive response to Calm Classroom and student incentives.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a direct correlation between Tier 2 and Tier 3 students with excessive tardiness and chronic absenteeism with off track and on track data. 📌</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>This is evident through our attendance rating and usage of calm classroom and student incentives such as shining star and attendance rewards. The behavioral health team has implemented policies and procedures that have minimized suspensions and have fostered a sense of community within the school. 📌</p>	

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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

Yes	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)	<p>Students from grades 6-8 participate and complete a career interest curriculum and this is partnered with a success bound curriculum that aims to redesign the middle school experience to include specific goals and skills oriented for student preparation for high school readiness and beyond.</p> <p>What is the feedback from your stakeholders? Students enjoy working with the program Success Bound.</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? We strive to enhance student opportunities to gain exposure to high achieving high schools and increase college tours and post secondary opportunities.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes	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		
<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 centered problems are when students are not admitted to high schools of their choice.</p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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	<p>Students are well aware of community programs and enrichment opportunities both academic and recreational.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			Level of parent engagement in the ODLS Family Advisory Board (School Level Data)
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Students enjoy working with the afterschool programs in cooking, football, basketball, lego robotics, STEM, and Girls on the Run. 🍌</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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>Students struggle with technical and logistical issues in participating and completing projects. 🍌</p>	<p>The continued resources of community programs partnered with the school and our students continued interaction with community groups that fosters change within the community. This is exemplified through community and service projects. These projects engage students in practical explorations through a cycle of inquiry, action, and reflection. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Majority of students across grade bands did not meet math benchmark standards. MTSS should use targeted universalism based on student needs by providing equitable access where our students are falling short. Students should utilize inquiry based curriculum that enhances learning and fosters student agency.

Students across grade bands demonstrated a deficiency in ELA and need implementation of rigorous instructional tasks as well as culturally relevant sustaining curriculum and MTSS intervention.

What is the feedback from your stakeholders?

Teachers are struggling with using Branching Minds with fidelity with is impacting MTSS effectiveness.

Students are in need of culturally relevant instructional tasks.

What student-centered problems have surfaced during this reflection?

Problems experienced by most students are student agency. Students struggle with the connection between academics and application of skills. Students need reinforcement in student discourse, argumentation, conversations relevant to the curriculum, and real world application.

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

The improvement efforts are MTSS (Branching Minds), small group instruction, and use of Skyline curriculum with fidelity. In the future we will utilize the strategies to track student progress and academic growth.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students... need to enhance student agency.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we... will work on providing sufficient opportunity (via co-teaching and small group instruction) for all students. If we develop a targeted universalism approach that implements student action plans for tier 2 and 3 students that includes projected growth scenarios using IB standards and research-based strategies grounded in rigorous student tasks that support student agency and individual student learning needs.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we... Target and identify students who are not meeting Tier 1 expectations, create goals, align interventions, progress monitor, provide differentiated instruction, in alignment with IB standards and practices.




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... Significant improvement in students meeting and exceeding standards, students attaining academic growth and achievement, and the use of IB language and mindsets.




Resources:

which leads to...
 An increase in student IAR scores by 10% each year over the next 3 years. 

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Resources: 

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 
 ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students

Dates for Progress Monitoring Check Ins
 Q1 9/20/2023 Q3 02/02/2024
 Q2 11/15/2023 Q4 4/19/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Creation of Tiered Plans	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/15/2023	<input type="button" value="Not Started"/>
Action Step 1	Implement a universal screener for all students.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/1/2023	<input type="button" value="Not Started"/>
Action Step 2	Group students according to the results of the universal screener.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/8/2023	<input type="button" value="Not Started"/>
Action Step 3	Design tiered plans based on universal screener.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/15/2023	<input type="button" value="Not Started"/>
Action Step 4	Educational stakeholders vote to consensus on individual tiered plans.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/15/2023	<input type="button" value="Not Started"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 2	Implementation of Tiered Plans	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/18/2023	<input type="button" value="Not Started"/>
Action Step 1	Create tiered student groups using Branching Minds.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	9/18/2023	<input type="button" value="Not Started"/>
Action Step 2	Progress monitor students weekly to track progress.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing/weekly	<input type="button" value="Not Started"/>
Action Step 3	Schedule interim assessments using Branching Minds.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing every 5 weeks	<input type="button" value="Not Started"/>
Action Step 4	Document student progress.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	weekly	<input type="button" value="Not Started"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 3	Analysis of Tiered Plans	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing every 5 weeks	<input type="button" value="Not Started"/>
Action Step 1	Data analysis of Tier 2 and Tier 3 progress monitoring data	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing	<input type="button" value="Not Started"/>
Action Step 2	Provide professional development on MTSS quarterly learning targets.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	quarterly	<input type="button" value="Not Started"/>
Action Step 3	Analysis of Tier 2 and Tier 3 students progress.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing	<input type="button" value="Not Started"/>
Action Step 4	Regrouping Tier 2 and Tier 3 students based on progress.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing	<input type="button" value="Not Started"/>
Action Step 5				<input type="button" value="Select Status"/>

Implementation Milestone 4	Reflection of Tiered Plans	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	every 5 weeks	Not Started
Action Step 1	Revisit student data.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing	Not Started
Action Step 2	Discuss and refine strategies that worked well.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students	ongoing	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Administering schoolwide 5 week interim assessments with a focus of Tier 2 Tier 3 groups with 70% pass rate.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP				
			Overall				
Using our formative assessment techniques throughout the year we predict that students will achieve a 10% growth rate each year from SY 2024-2026 on math and reading IAR.	No	IAR (Math)	Overall				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
<i>C&I: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.</i>	Utilize formative, summative, and interim assessments to provide a more comprehensive picture of student learning. The use of diagnostic and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers. Students will show 5% growth and improvement.	Utilize formative, summative, and interim assessments to provide a more comprehensive picture of student learning. The use of diagnostic and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers. Students will show 15% growth and improvement.	Utilize formative, summative, and interim assessments to provide a more comprehensive picture of student learning. The use of diagnostic and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers. Students will show 40% growth and improvement.
<i>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</i>	Use multiple measures and a range of assessment types at multiple points in time to supplement district assessments. The use of diagnostic, formative, summative, and interim assessments to identify specific gaps and monitoring improvement for students within all tiers. Detailed review of work/assessment samples with the frequency of 1 per quarter.	Use multiple measures and a range of assessment types at multiple points in time to supplement district assessments. The use of diagnostic, formative, summative, and interim assessments to identify specific gaps and monitoring improvement for students within all tiers. Detailed review of work/assessment samples with the frequency of 2 per quarter.	Use multiple measures and a range of assessment types at multiple points in time to supplement district assessments. The use of diagnostic, formative, summative, and interim assessments to identify specific gaps and monitoring improvement for students within all tiers. Detailed review of work/assessment samples with the frequency of 3 per quarter.
<i>C&I:4 The ILT leads instructional improvement through distributed leadership.</i>	Implementation of 1 rigor walk per quarter, enable staff to prioritize unit planning and peer reviews, setting expectations and direction for all stakeholders to support the shared mission and vision throughout the entire school.	Implementation of 2 rigor walk per quarter, enable staff to prioritize unit planning and peer reviews, setting expectations and direction for all stakeholders to support the shared mission and vision throughout the entire school.	Implementation of 3 rigor walk per quarter, enable staff to prioritize unit planning and peer reviews, setting expectations and direction for all stakeholders to support the shared mission and vision throughout the entire school.

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SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administering schoolwide 5 week interim assessments with a focus of Tier 2 Tier 3 groups with 70% pass rate.	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Using our formative assessment techniques throughout the year we predict that students will achieve a 10% growth rate each year from SY 2024-2026 on math and reading IAR.	IAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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.	Utilize formative, summative, and interim assessments to provide a more comprehensive picture of student learning. The use of diagnostic and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers. Students will show 5% growth and improvement.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Use multiple measures and a range of assessment types at multiple points in time to supplement district assessments. The use of diagnostic, formative, summative, and interim assessments to identify specific gaps and monitoring improvement for students within all tiers. Detailed review of work/assessment samples with	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Implementation of 1 rigor walk per quarter, enable staff to prioritize unit planning and peer reviews, setting expectations and direction for all stakeholders to support the shared mission and vision throughout the entire school.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Based on Math MTSS (Branching Minds) 55.9% of Frazier students demonstrated a need for intervention or urgent intervention.

Based on Reading MTSS (Branching Minds) 55.1% of students were required intervention or urgent intervention.

What is the feedback from your stakeholders?

Teachers are struggling with logging interventions.

Improvement efforts are not being used with fidelity and appropriate grade level complexity.

Students are not making adequate improvement in reading and math.

What student-centered problems have surfaced during this reflection?

Students are not making adequate progress with MTSS, frequency and usage of online platforms, assessment, and online instructional tools. Students are not capitalizing on their ATL skills and learner profile attributes to maximize learning and academic potential.

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?

Improvement efforts in math are Khan Academy, Freckle Math, IXL. This will be used with fidelity and with appropriate grade level complexity.

Improvement efforts in reading are Achieve 3000, Newsela, Sadlier Vocabulary, Freckle ELA, and IXL. This will be used with fidelity and with appropriate grade level complexity. Platforms engage with text across a wide range of genres.

Improvement efforts will be to reinforce ATL skills and learner profile attributes.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students... need a broad range of multi-tiered supports.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

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

As adults in the building, we... Will reinforce rigorous instructional tasks, essential agreements, and behavioral expectations.



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... If we reinforce school-wide expectations with fidelity while providing necessary support to students and staff we will cultivate a culture of collective responsibility for the success of all students in the whole school and empower student agency.

Resources:



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see... more developed students and higher levels of authentic student engagement.



which leads to...
 an increased sense of student belonging and a sense of student agency in the school.

[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, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator

Dates for Progress Monitoring Check Ins

Q1	9/20/2023	Q3	02/02/2024
Q2	11/15/2023	Q4	4/19/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Creation of Essential Agreements	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/25/2023	Not Started
Action Step 1	Design cohesive agreements per grade band in accordance with student trends	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/25/2023	Not Started
Action Step 2	Consensus of language in essential agreement verified through stakeholders signature.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/25/2023	Not Started
Action Step 3	Revisit essential agreements through reflective practices bi-weekly.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/25/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Support ATL Skills	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/18/2023	Not Started
Action Step 1	Create and develop ATL skills visuals that encourage language that includes thinking, self-management, social, research, and communication skills.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	8/18/2023	Not Started
Action Step 2	Implementation of approaches to learning (ATL) skills through interdisciplinary and transdisciplinary learning.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/11/2023	Not Started
Action Step 3	Teacher implement self-assessment of ATL skills.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	10/20/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Examine the extent to which the learner profiles and approaches to learning impact student achievement.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/8/2023	Not Started
Action Step 1	Analysis of behavior patterns, student trends, and student work samples.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 2	Rigor walks to assess levels of learning in the classroom environment.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	10/06/2023	Not Started
Action Step 3	Teacher peer observation and collaborative planning for implementation of best practices.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	10/20/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4	Through MTSS we will use student data and build upon student deficiencies on a weekly/bi-weekly basis.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 1	Intensive support students will be progress monitored weekly.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 2	Strategic support students will be progress monitored bi-weekly.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 3	Intensive support students will receive small group instruction twice a week.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 4	Strategic support students will receive small group instruction once a week.	ILT, DLCC, Behavioral Health Team, Teachers, Head of School, IB Coordinator, students, parents, stakeholders	9/22/2023	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<i>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</i>	
SY26 Anticipated Milestones	<i>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</i>	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
The number of intensive support students will decrease by 5% each school year.	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				
Students will demonstrate mastery of ATL skills measurable through authentic assessment and IB progress reports.	Yes	Other	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Utilize multiple modes of communication to increase community and parent engagement measurable by a 50% rate of return on all school correspondence.	Utilize multiple modes of communication to increase community and parent engagement measurable by a 55% rate of return on all school correspondence.	Utilize multiple modes of communication to increase community and parent engagement measurable by a 60% rate of return on all school correspondence.
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.	Following the creation & implementation of intervention plans, we will measure progress by using a triangular system of data analysis such as branching minds, Star 360 data, and student work samples. 5% decrease in the amount of students needing intensive support.	Following the creation & implementation of intervention plans, we will measure progress by using a triangular system of data analysis such as branching minds, Star 360 data, and student work samples. 10% decrease in the amount of students needing intensive support.	Following the creation & implementation of intervention plans, we will measure progress by using a triangular system of data analysis such as branching minds, Star 360 data, and student work samples. 15% decrease in the amount of students needing intensive support.

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 foster a safe and supportive student centered environment, with strong norms through student behavior this will be evident via BHT data, 70% student attendance based on extracurricular and academic enrichment enrollment.	We will foster a safe and supportive student centered environment, with strong norms through student behavior this will be evident via BHT data, 75% student attendance based on extracurricular and academic enrichment enrollment.
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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
The number of intensive support students will decrease by 5% each school year.	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will demonstrate mastery of ATL skills measurable through authentic assessment and IB progress reports.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Utilize multiple modes of communication to increase community and parent engagement measurable by a 50% rate of return on all school correspondence.	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.	Following the creation & implementation of intervention plans, we will measure progress by using a triangular system of data analysis such as branching minds, Star 360 data, and student work samples. 5% decrease in the amount of students needing intensive support.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will foster a safe and supportive student centered environment, with strong norms through student behavior this will be evident via BHT data, 70% student attendance based on extracurricular and academic enrichment enrollment.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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 academic priorities will be the implementation of small group instruction and differentiation, high dosage tutoring and implementation of Wilson Reading system for tier 3 students to increase student proficiency in literacy and math. 

Our first and foremost goal is to develop a strong partnership with all of our parents to ensure that our students can be provided a 21st century global education. We will conduct monthly PAC meetings, continue to provide parent newsletter with instructional strategies, workshops on How to set-up the idea homework setting for your child, how to engage students in recreational reading, how to connect math with real world applications, parent training on understanding your child's assessment data, expand mindful practice workshop for parents for social emotional learning, training parents on the importance of rigor and inquiry in all disciplines, and how to provide academic and social emotional support for your middle school student and enhancing parents knowledge of the IB program. The parent involvement plan and policy will be accomplished through scheduled meetings (PAC) that will solicit input from parents/guardians regarding its contents. Topics of discussion and planning will include the scheduling of meetings, programs, and activities that will meet the needs of our parents.

The annual meeting and organizational meeting for parents will be held in October 2023 at 3:00 pm - 4:00 p.m. respectively. Members voted on officers discussed funds and developed a schedule for monthly meetings. Other ways to improve the parent involvement will be to involve as many parents as possible. The meetings are held after school when most parents are picking up students. The meetings were also adjusted to correspond with the dismissal time of the after school program to provide an opportunity for parents to attend who work. The meetings were also strategically adjusted to correspond with report card pick-up in the Fall and Spring.

Parents/Guardians will engage in scheduled meetings each month. In addition, parents/guardians will be afforded many opportunities to meet with teachers as well as the administration regarding information related to their children. Open discussions regarding parental suggestions for student learning will be welcome. Parents will share ideas and offer suggestions of educational activities for their children as well as voting to attend parenting workshops. The school will share this information with the I.L.T. and strategize ways to best implement the activities suggested. This information is then disseminated (action items) to the grade bands by the ILT members. Teacher teams will provide input. The information is then brought back to the ILT and efforts are made to implement. An example, parents requested that report pickup time not be changed to an earlier time to mimic school day hours.

Parents/Guardians will be notified, on a regular basis, of their child(ren)'s academic progress. State assessments (individual score report) and IAR, iReady, Star 360 ISA, ACCESS data will be distributed to parents/guardians as soon as they become available to the school. DIBELS reports will also be sent home for parents during quarterly report card distribution dates. Teachers will share students' strengths in reading, math, language arts and other subjects.

Parents/Guardians received a phone call and notifications from the Principal about teacher change and replacement. staff (i.e., cadre or substitute teacher, or staff assigned to assist). Parents were informed that their child(ren)'s teacher(s) were substitute teachers or current staff/teachers (i.e., not "highly qualified" status due to their credentials in accordance with Title I regulations). Classroom teachers are assigned in ASPEN based on their current Illinois State Board of Education credentials Paraprofessionals attached to classroom teachers are assigned based upon their Illinois State Board of Education credentials.

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for our parents/guardians in regard to the progress monitoring of their child(ren)'s academic standing. Through annual school-wide events, such as "open house" and other monthly family night events MYP parent meetings by the counselor, parents and teachers will collaborate on how to create a culture of high academic standards and learning, both at home and school. Additionally, this information is shared in the Family handbook. The monthly (sometimes bi-weekly) family newsletters provided to students and their families. The newsletter will explain to parents the importance of creating a partnership with teachers to monitor student's grades. Administration also hosts a family data night (state of school address) to explain achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I. This information is also shared at the annual Title I meeting.

Parents/guardians are provided with the family newsletter will highlight and reemphasize the curriculum (including IB framework) that is designed to meet the diverse learning style of all students. Teachers will also share the resources that they make available to students in their classrooms in their family newsletter and/or syllabus. Progress reports also serve as a way to communicate the resources that are available to students. The PAC meeting will feature individuals or organizations that will assist parents with literacy training, partners (i.e., UIC community collaboration) and SEL student support. We also provide parents with mailings that we receive from Title I Westside collaborative meetings. Families are also provided with information about Parent University.

Staff are provided with a weekly staff update which serves to educate and remind staff of the importance of establishing parent partnerships to ensure student success. Teachers are provided with information on the importance of these partnerships during weekly grade level meetings with administration. Staff are provided with research based information on the importance of engaging parents, (i.e., equity, trauma sensitive training) in the educational process so effect positive student learning outcomes. Staff participate in district Professional Development (i.e., ILT, Skyline Curriculum). School staff will use class websites and newsletters to communicate with parents. Student Led Conferences and other school events will resume to provided opportunities to further develop our home-school partnership. Teachers will maintain ongoing contact with parents through email, phone calls and face to face meetings

The family bulletin/newsletters will include opportunities that parents can avail themselves to that will assist with encouraging and supporting parents more fully in their children's education. We will offer two scheduled prospective parent open house events (fall, spring) for prospective parents/guardians to attend. Frazier international Magnet will conduct individual parent school tours, upon request, throughout the year. Information regarding Frazier programs and registration for kindergarten will be disseminated to families during these events. In addition, a fall "State of School address" event will be held to inform parents of the classroom curriculum for the year. Teachers and parents will formulate a working partnership to work in tandem toward targeted student academic goals. The Frazier website will also provide parents/guardians with useful academic resources, current school information, curriculum guidelines

academic goals. The Frazier website will also provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures

Our Title I Annual meeting and Title I PAC Organizational meeting for parents will be held Tuesday, September 19, 2023 at 4:30 pm and 5:00pm respectively. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events

School-Parent Compact

SCHOOL MISSION

Frazier International Magnet School encourages the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society.

SCHOOL VISION

All students at Frazier International Magnet school will model excellence through academic achievement in reading, math problem solving, science, technology, character development, and leadership. They will contribute to a global society by making a positive difference in the world.

Frazier International Magnet School will hold two Parent-Teacher Conferences in November, 2023 and April 2024. In addition, Frazier International School will hold one Curriculum Night event in September 2023. In addition, beginning in Fall 2023, these school counselor will hold one on one conferences with parents/guardians to guide them through the GoCPS high school application process.

All parents are required to sign up for Parent Portal. This electronic web-based vehicle allows parents to use the GradeBook parent portal to view student grades on a consistent basis. Parents can set a threshold for grade notification via parent portal. Faculty communicates with families regarding student academic progress via notes/letters, telephone calls, email, parent portal, agendas, parent meetings, and teacher-parent conferences. Faculty frequently provides families with teacher-generated classroom reports, assessment reports, six-week progress reports, and report cards. Teachers maintain a parent communication log to document all parental communications throughout the year.

Teachers are available to meet with parents by pre-arranged meetings. Parents and staff will meet in a private space (office/classroom). All parents are provided with teachers email and preferred contact information. Parents/Guardians will also have access to faculty members via student agendas, telephone, email, notices/letters, parent portal, school website to maintain consistent communication regarding student performance, academic achievement, absences/tardies, concerns and/or questions, and enrichment and extra-curricular opportunities throughout the year.

We ask that parents arrange the meeting time with teachers and upon arrival check in the office and obtain a name tag. Parents/Guardians are welcomed and encouraged to volunteer or observe in their child(s) classroom(s) upon request and with CPS approval. Our parent groups (PAC, LSC,), offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year. We look forward to parent returned participation in SY24.

Parents/Guardians will support their child(s) learning by monitoring their child(s) grades, attendance (at least 95%) and tardies via the Parent Portal. Student progress reports communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with teachers by viewing current school information via newsletters, parent bulletin and, school website, and attendance at monthly parent meetings. Teachers are also expected to make calls regarding student absences. Teachers will also reach out to the parents (via email, phone call) of students that do not complete homework and class assignments as required.

Parents are invited to share their ideas and suggestions during the monthly Advisory (PAC, LSC) board meetings. The principal is always open to parents concerns and suggestions for school improvement. Parents/Guardians will participate in decisions related to the education of their child(ren) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council will continue to collaborate with the administration, community members, and faculty regarding policies regarding student academic progress and achievement.

Students recite the expectations for expected behavior in the school creed on a daily basis. Students will exemplify the monthly International Baccalaureate Learner Profile that will be studied school-wide throughout the year. Students will maintain attendance above 95%. Students also set goals and monitor their assessment data of their Beginning of the year, (BOY) Middle of the year (MOY) and End of the year data (EOY). Students will also participate in the monthly Fine Dining with the principal for good attendance. Students with positive attitude are recognized by the monthly IB learner profile student of the month. Students with good grades receive honor recognition each quarter and at the annual awards assembly and positive behavior with bi-weekly special shining star recess.

Parent Budget

Our first and foremost goal is to develop a strong partnership with all of our parents to ensure that our students can be provided a 21st century global education. We will conduct monthly PAC meetings, continue to provide parent newsletter with instructional strategies, workshops on How to set-up the idea homework setting for your child, how to engage students in recreational reading, how to connect math with real world applications, parent training on understanding your child's assessment data, expand mindful practice workshop for parents for social emotional learning, training parents on the importance of rigor and inquiry in all disciplines, and how to provide academic and social emotional support for your middle school student and enhancing parents knowledge of the IB program.

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