

## 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 
Dr. Michelle R. Willis	Principal	mrwillis@cps.edu
Gwendolyn Kindred	Curriculum & Instruction Lead	gkroby@cps.edu
Amy DelGatto	Curriculum & Instruction Lead	adelgatto@cps.edu
Kelly LoConte	Inclusive & Supportive Learning Lead	kllconte@cps.edu
Bertha Flint	Parent	<a href="mailto:berthafint22@gmail.com">berthafint22@gmail.com</a>
Carol Carter	LSC Member	aka_cc@yahoo.com
Valerie Shannon	LSC Community Member	vrshannon@cps.edu
Gloria Pittman	LSC Member	gbpittman@comcast.net
Deanna Rainer	Partnerships & Engagement Lead	dmrainer@cps.edu
William Gates	Connectedness & Wellbeing Lead	
	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	7/1/23	7/13/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	7/26/23
Reflection: Connectedness & Wellbeing	7/26/23	8/2/23
Reflection: Postsecondary Success	8/2/23	8/9/23
Reflection: Partnerships & Engagement	8/9/23	8/16/23
Priorities	8/16/23	8/23/23
Root Cause	8/16/23	8/23/23
Theory of Acton	8/16/23	8/23/23
Implementation Plans	8/16/23	8/23/23
Goals	8/16/23	8/23/23
Fund Compliance	8/23/23	8/30/23
Parent & Family Plan	8/23/23	8/30/23
Approval	8/30/23	9/7/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/26/2023
Quarter 2	12/22/23
Quarter 3	3/19/2024
Quarter 4	6/7/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

**Resources** 

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

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

**References**


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

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	Students in PreK-5th are using the Skyline Foundational Skills curriculum. Gillespie students are using the following instructional materials: K-5th- Reading Street and Go Math and Skyline for science and social science. 6th-8th students use Skyline for all four core subject areas: reading, math, science and social science. 	<a href="#">IAR (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	All classroom teachers received a new culturally relevant library, foundational skills materials package & decodables library and comprehensive math manipulatives package in August 2023. Teachers are utilizing all of these materials daily to successfully employ standards-based instruction in their classroom.  Additionally, Gillespie purchased the I-Ready personalized learning pathways for all K-8 students to utilize this school year. During grade level collaboration meetings, we discuss the critical standards they are addressing in reading and math in their classrooms. We focus on the taxonomy of the material and how to best increase the level of student engagement throughout all lessons.	<a href="#">IAR (English)</a>  Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b>  Gillespie has made a concerted effort to enhance all classroom learning environments to ensure that they are student-centered and conducive to learning. Gillespie has employed a Distributed Leadership Model since 2007. 	<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>	Gillespie teams triangulate data from multiple assessment sources to make academic decisions in the best interest of students. Decisions may focus on: beginning the MTSS process, changing tiers, making decisions/changes about interventions and at times implementing an IEP.	<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>  Gillespie will provide professional development for teachers on test-taking strategies to teach their students how to be proficient test takers. 	<a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	Students in K-8 have the new IReady personalized learning pathway which will give students additional exposure to the types of questions that are utilized in online assessments in addition to daily practice of tech tools they can use during assessments.	

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

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

Student problem-solving and test-taking strategies have surfaced as a problem. 

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**Inclusive & Supportive Learning Environment**

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

**References**

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


**Metrics**

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	MTSS has been a priority focus for several years. The use of Branching Minds has assisted staff in being consistent in focusing on individual student needs. 	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
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Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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


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

Student attendance is the main concern that has surfaced during this reflection. We recognize that some students should be evaluated based on their grades and present level of achievement; however, the question arises as to if their attendance is the reason for their lack of achievement. 

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



Students are receiving instruction in their Least Restrictive Environment. The challenge is the evaluation process and students qualifying for services. Student attendance is a barrier in many cases. 

**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?**

Student attendance is a barrier. As such, the SY24 attendance procedures and plan have been enhanced to progress monitor student attendance weekly to increase student attendance. 

- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

[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	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Teaming structures are in place.  Teachers are implementing Calm Classroom and Second Step for Tier 1 – whole group instruction. Skyline SEL curriculum is interwoven with classroom read alouds and teachers are engaging students in collaborative conversations based on these topics. Mentoring programs that will in place this year are Polished Pebbles, Girls on the Run and Concerned Christian Men. Students who need more intensive support will be a part of small group behavioral mentoring led by our dean and counselor. The OST program at Gillespie is offered to every student in the building. Students in OST get a blend of academic support, sports and the arts. The OST program at Gillespie runs from mid-fall to late spring.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<b>What is the feedback from your stakeholders?</b> Students would like additional opportunities to share their thoughts and opinions regarding school decisions. 	<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
We are actively seeking ways to incorporate more student voice.	Teachers are implementing Calm Classroom and Second Step for Tier 1 – whole group instruction. Skyline SEL curriculum is interwoven with classroom read alouds and teachers are engaging students in collaborative conversations based on these topics. Mentoring programs that will in place this year are Polished Pebbles, Girls on the Run and Concerned Christian Men.  Students who need more intensive support will be a part of small group behavioral mentoring led by our dean and counselor.		

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





Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>  An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Counselor attends Success Bound training through CPS. Counselor facilitates Success Bound lessons to students in grades sixth, seventh and eighth.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>
No	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>
No	<a href="#">Work Based Learning Toolkit</a>  Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<b>What is the feedback from your stakeholders?</b> Students want access to career building opportunities prior to HS.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</a>  There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
N/A	<a href="#">Alumni Support Initiative One Pager</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).	The team is planing a career day, a high school fair, and virtual college tour. The team will also conduct an interest inventory to drive the direction of our improvement efforts.	

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

We want to deliver educationally rich and authentic work-based learning experiences that connect students to future opportunities.

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Students want a greater sense belonging and their perspectives valued. </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Some stakeholders indicated they would like more opportunities to provide input on major school decisions. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>Opportunities for student voice are under construction. </p>		<p>Our student council is a group of elected student leaders that work with school administration to address needs, concerns and provide feedback. This allows a student voice infrastructure that fosters a positive student/admin/ staff/ community relationships. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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?

Students in PreK-5th are using the Skyline Foundational Skills curriculum. Gillespie students are using the following instructional materials: K-5th- Reading Street and Go Math and Skyline for science and social science. 6th-8th students use Skyline for all four core subject areas: reading, math, science and social science.

All classroom teachers received a new culturally relevant library, foundational skills materials package & decodables library and comprehensive math manipulatives package in August 2023. Teachers are utilizing all of these materials daily to successfully employ standards-based instruction in their classroom.

Additionally, Gillespie purchased the I-Ready personalized learning pathways for all K-8 students to utilize this school year. During grade level collaboration meetings, we discuss the critical standards they are addressing in reading and math in their classrooms. We focus on the taxonomy of the material and how to best increase the level of student engagement throughout all lessons.

What is the feedback from your stakeholders?

Gillespie has made a concerted effort to enhance all classroom learning environments to ensure that they are student-centered and conducive to learning. Gillespie has employed a Distributed Leadership Model since 2007.

Gillespie teams triangulate data from multiple assessment sources to make academic decisions in the best interest of students. Decisions may focus on: beginning the MTSS process, changing tiers, making decisions/changes about interventions and at times implementing an IEP.

What student-centered problems have surfaced during this reflection?

Student problem-solving and test-taking strategies have surfaced as a problem.

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?

Gillespie will provide professional development for teachers on test-taking strategies to teach their students how to be proficient test takers.

Students in K-8 have the new IReady personalized learning pathway which will give students additional exposure to the types of questions that are utilized in online assessments in addition to daily practice of tech tools they can use during assessments.

Return to Top Determine Priorities

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

Students...  
Students need to receive instruction and practice on problem solving and test taking strategies in order to demonstrate acquisition of learning through the use of iReady Personalized Pathways.

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...  
As adults in the building, we need to meet weekly and create a rolling calendar of problem solving and test taking strategies for students. Teachers will have opportunities to teach strategies and provide feedback on the effectiveness. This will allow students to build their toolkit of useful strategies.

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....  
If we focus on rigorous student learning tasks by implementing a standards-aligned, personalized learning model that provides targeted instruction based on individual student needs.

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....

Individual student needs being met by a tailored curriculum of rigorous tasks that include the learner's preferences and interests.



which leads to...

an increase in student achievement, attainment, self-efficacy and agency.



[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**

Principal, Instructional Coaches, Interventionist, ILT, Teachers

**Dates for Progress Monitoring Check Ins**

Q1 10/26/2023

Q3 3/19/2024

Q2 12/22/23

Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Increase teacher capacity.	Admin, Coaches, Teachers	on-going	In Progress
<b>Action Step 1</b>	Teachers will hone their repertoire of instructional strategies by participating in monthly, school-based, job-embedded professional development.	Admin, Coaches, Teachers	on-going	In Progress
<b>Action Step 2</b>	Instructional coaches will develop a menu of research-based, rigorous, instructional strategies that will be taught to the teachers according to the Professional Development Plan for the year.	Instructional Coaches	August 2023	In Progress
<b>Action Step 3</b>	Teachers will participate in peer observations of instructional strategies in action.	Admin, Coaches, Teachers	on-going	In Progress
<b>Action Step 4</b>	Utilize inter-rater reliability in the examination of student work samples during grade level meetings.	Coaches, Teachers	on-going	In Progress
<b>Action Step 5</b>	Teachers will participate in Network 12 collaborative cycles.	Coaches, Teachers	on-going	In Progress
<b>Implementation Milestone 2</b>	One hundred percent of teachers will effectively implement a high quality standards-based curriculum.	Admin, Coaches, Teachers	on-going	In Progress
<b>Action Step 1</b>	A-Team will monitor gradebooks weekly and provide teachers with written feedback to enhance instruction.	A-Team	On-going	In Progress
<b>Action Step 2</b>	A-Team will monitor lesson plans weekly and provide teachers with written feedback to enhance instruction.	A-Team	on-going	In Progress
<b>Action Step 3</b>	Snapshot visits and Rigor Walks will be conducted by members of the ILT.	ILT	on-going	In Progress
<b>Action Step 4</b>	Teachers will maintain a classroom environment of academic integrity conducive to learning.	Teachers	on-going	In Progress
<b>Action Step 5</b>	Coaches will provide support to teachers that is deemed necessary as a result of snap shot visits and rigor walk feedback.	Insructional Coaches	on-going	In Progress
<b>Implementation Milestone 3</b>	Implement a Personalized Learning Framework	Admin, Coaches, Teachers	on-going	In Progress
<b>Action Step 1</b>	Implement Personalized Learning through the use of the I-Ready learning platform in reading and math.	Teachers	on-going	In Progress
<b>Action Step 2</b>	Teachers will utilize the I-Ready comprehension checks and personalized growth reports to document and triangulate data in Branching Minds.	Admin/Instructional Coaches	On-Going	In Progress
<b>Action Step 3</b>	Teachers will meet during weekly grade level meetings to analyze practice data and plan upcoming lessons.	Admin/Instructional Coaches	on-going	In Progress
<b>Action Step 4</b>	Teachers will implement the "Habits of Success" to promote student independence and perseverance.	Teachers	on-going	In Progress
<b>Action Step 5</b>	Teachers will continually analyze student work weekly and adjust instruction as needed.	Teachers	on-going	In Progress
<b>Implementation Milestone 4</b>	100% of teachers and students participate in the goal-setting process based on BOY data; setting growth goals for the school year to ensure mastery of grade level standards.	Teachers, Coaches	October 2023	In Progress
<b>Action Step 1</b>	Classroom teachers will conduct BOY goal-setting conferences with their students indicating their growth goals for the year.	Teachers, Coaches	October 2023	In Progress
<b>Action Step 2</b>	Teachers will participate in BOY goal-setting conferences with administration based on their BOY data. and REACH results.	Teachers, Coaches	October 2023	In Progress
<b>Action Step 3</b>	Teachers will update their data walls for their student in reading and math. Instructional coaches will monitor the maintenance of the data walls and progress towards growth targets in conjunction with the DDI cycles.	Teachers, Coaches	on-going	In Progress

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

<b>Action Step 4</b>	Participate in the competency based framework to ensure mastery of all grade level standards.	Teachers, Coaches	October 2023/on-going	In Progress
<b>Action Step 5</b>	ILT will monitor student mastery of standards.	ILT	on-going	In Progress

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Milestone 3- Implement a Personalized Learning Framework	
<b>SY26 Anticipated Milestones</b>	Milestone 1- Increase teacher capacity.	

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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:**

<b>IL-EMPOWER Goal Requirements</b>
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
100% of students will meet or exceed their growth goal in reading.	Yes <input type="checkbox"/>	STAR (Reading)	African American Male	45	50	75	100
			African American Female	48	50	75	100
100% of students will meet or exceed their growth goal in math.	Yes <input type="checkbox"/>	STAR (Math)	African American Male	43	50	75	100
			African American Female	45	50	75	100

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will follow critical standard unit plans with fidelity. Teachers will increase the amount of time students are engaged in dialogue as well as use all newly delivered materials for foundational skills, reading and math.	Teachers will follow critical standard unit plans with fidelity. Teachers will increase the amount of time students are engaged in dialogue as well as use all newly delivered materials for foundational skills, reading and math.	Teachers will follow critical standard unit plans with fidelity. Teachers will increase the amount of time students are engaged in dialogue as well as use all newly delivered materials for foundational skills, reading and math.
Select a Practice			
Select a Practice			

[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
100% of students will meet or exceed their growth goal in reading.	STAR (Reading)	African American Male	45	50	Select Status	Select Status	Select Status	Select Status
		African American Female	48	50	Select Status	Select Status	Select Status	Select Status
100% of students will meet or exceed their growth goal in math.	STAR (Math)	African American Male	43	50	Select Status	Select Status	Select Status	Select Status
		African American Female	45	50	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will follow critical standard unit plans with fidelity. Teachers will increase the amount of time students are engaged in dialogue as well as use all newly delivered materials for foundational skills, reading and math.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS has been a priority focus for several years. The use of Branching Minds has assisted staff in being consistent in focusing on individual student needs.

What is the feedback from your stakeholders?

Students are receiving instruction in their Least Restrictive Environment. The challenge is the evaluation process and students qualifying for services. Student attendance is a barrier in many cases.

What student-centered problems have surfaced during this reflection?

Student attendance is the main concern that has surfaced during this reflection. We recognize that some students should be evaluated based on their grades and present level of achievement; however, the question arises as to if their attendance is the reason for their lack of achievement.

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?

Student attendance is a barrier. As such, the SY24 attendance procedures and plan have been enhanced to progress monitor student attendance weekly to increase student attendance.

Return to Top Determine Priorities

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

Students...  
 Students need to set attendance goals and confer with attendance team to track and monitor progress.



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.

Resources:

[Determine Priorities Protocol](#)

Return to Top Root Cause

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

As adults in the building, we...  
 The adults in the building need to monitor attendance weekly; revamp incentives for attendance growth; utilize attendance contracts; conduct home visits after 3 consecutive absences. Continue to monitor transportation for students in special education or temporary living situations to make sure they are arriving/dismissing on time.



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.

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 If we focus on MTSS by providing high-quality academic and behavioral research-based interventions with a school-wide progress monitoring calendar



Indicators of a Quality CIWP: Theory of Action

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

Resources:

## Inclusive & Supportive Learning Environment

then we see....  
 an increase in student achievement growth, an increase in student attendance, an increase in student conflict resolution skills, and an increase in student self-efficacy and agency.



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...  
 an overall positive increase in student academic, social and emotional performance.



### 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**

Principal, Instructional Coaches, Interventionist, ILT, Teachers

**Dates for Progress Monitoring Check Ins**

Q1 10/26/2023      Q3 3/19/2024  
 Q2 12/22/23      Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	School will continue to inform instruction and provide real-time interventions through the consistent use of Branching Minds.	All Staff	ongoing	In Progress
<b>Action Step 1</b>	Coaches will lead experienced staff through refresher training & new staff through a more detailed training.	Coaches, Teachers	end of day on 9/22/23	In Progress
<b>Action Step 2</b>	GLCM will address the cadence of responsibilities on a weekly basis.	Coaches, Teachers	ongoing	In Progress
<b>Action Step 3</b>	Coaches/teachers will discuss and collaborate on research based interventions.	Coaches, Teachers	ongoing	In Progress
<b>Action Step 4</b>	Tutor Corp. will be utilized to support tier 3 reading students in K-5.	Coaches, 3 Tutor Corp Amplify Tutors	ongoing - their assessments begin week of 9/18/23	In Progress
<b>Action Step 5</b>	The team will triangulate data during the process of decision making.	Administration, BHT, Coaches and Teachers	ongoing - decisions will be made at the end of each of the four intervention cycles	In Progress
<b>Implementation Milestone 2</b>	Progress monitoring will be used to assess students' performance, to quantify a student's rate of improvement or responsiveness to instruction or intervention, and to evaluate the effectiveness of instruction using valid and reliable measures	Administration, coaches and teachers	ongoing	In Progress
<b>Action Step 1</b>	Teachers participate in ongoing professional learning related to progress monitoring.	Administration, coaches and teachers	ongoing - PD will be held on 9/22	In Progress
<b>Action Step 2</b>	The team will develop student progress monitoring plans that include the selected measure, frequency of data collection, and data review dates.	Coaches and grade level teams	ongoing - first plans will be in Branching Minds by the week of 10/2 and then more will take place at the end of each intervention cycle	In Progress
<b>Action Step 3</b>	The team will develop a clear plan for ensuring fidelity of the progress monitoring process.	Coaches	by 9/22 when yearly MTSS intervention calendar is shared with staff	In Progress
<b>Action Step 4</b>	Grade level and MTSS teams use progress monitoring data to make decisions about student responsiveness to interventions and supports and make adjustments when needed.	MTSS team, Coaches and Teachers	ongoing	In Progress
<b>Action Step 5</b>	MTSS team will review data patterns and compare students' rate of improvement to growth necessary to meet their goals.	MTSS team	ongoing	In Progress
<b>Implementation Milestone 3</b>	The school will continue to implement school-wide SEL and emphasize wrap around services for the whole child.	BHT team, Administration, Coaches and Teachers	ongoing	In Progress
<b>Action Step 1</b>	Coaches/teachers will receive refresher training on Second Step regarding online tools and lesson resources.	Coaches, Teachers	Week of 8/14/23	Completed
<b>Action Step 2</b>	Coaches/teachers will receive training for our newly adopted Calm Classroom program.	Coaches, Teachers	Beginning 9/22/2023	In Progress
<b>Action Step 3</b>	Teachers will collaborate and share ideas regarding their weekly Second Step lessons.	Coaches, Teachers	ongoing	In Progress
<b>Action Step 4</b>	The dean and counselor will lead small groups for tiered behavior students.	Dean, Counselor	ongoing	In Progress
<b>Action Step 5</b>	After-school mentoring programs (Polished Pebbles, Girls on the Run and Concerned Christian Men).	Admin, After-school leaders and Mentoring program leaders	Fall 2023	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Learning Environment			
Reflection	Root Cause	Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>					
<b>Implementation Milestone 4</b>	Create a culture of attendance by taking a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance is important.			All Staff	ongoing	In Progress		
<b>Action Step 1</b>	Attendance team will revamp incentives for attendance growth			Attendance team	ongoing	In Progress		
<b>Action Step 2</b>	Attendance team will utilize attendance contracts.			Attendance Team and Teachers	ongoing	In Progress		
<b>Action Step 3</b>	Home visits will be conducted after 3 consecutive absences.			Administration, Dean, Coaches, Counselor	ongoing	In Progress		
<b>Action Step 4</b>	Attendance team will monitor transportation for students in special education or temporary living situations to make sure they are arriving/dismissing on time.			Attendance team, case manager, special education teachers	ongoing	In Progress		
<b>Action Step 5</b>	Attendance team will monitor attendance weekly to tracks patterns and progress.			Attendance team	ongoing	In Progress		

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Milestone 4- Creating a culture of attendance.	
<b>SY26 Anticipated Milestones</b>	Milestone 4- School will continue to implement school-wide SEL and emphasize wrap around services for the whole child.	

## 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
95% or better school-wide attendance	Yes	Increase Average Daily Attendance	Overall	88.6	92	93.5	95
			Students with an IEP	87.5	92	93.5	95
Increase the On-Track rate of 3rd-8th G	Yes	3 - 8 On Track	Overall	35	50	60	65
			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.	92% or better school-wide attendance	93% or better school-wide attendance	95% or better school-wide attendance
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	On-Track rate of 50% or better	On-Track rate of 60% or better	On-Track rate of 65% or better
Select a Practice			

[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
95% or better school-wide attendance	Increase Average Daily Attendance	Overall	88.6	92	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	87.5	92	Select Status	Select Status	Select Status	Select Status
Increase the On-Track rate of 3rd-8th Grade students to 65%.	3 - 8 On Track	Overall	35	50	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.	92% or better school-wide attendance	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.	On-Track rate of 50% or better	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
  - 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** STAR (Math): 100% of students will meet or exceed their growth goal in ...

**Required Reading Goal** STAR (Reading): 100% of students will meet or exceed their growth goal ...

**Optional Goal** Increase Average Daily Attendance: 95% or better school-wide attendance

Student Groups	Baseline	SY24	SY25	SY26
African American Male	43	50	75	100
African American Female	45	50	75	100
African American Male	45	50	75	100
African American Female	48	50	75	100
Overall	88.6	92	93.5	95
Students with an IEP	87.5	92	93.5	95

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

1) Increase parent involvement in all school-wide activities including Family Curriculum Nights (Reading, Math, IAR and Technology) 2) Increase parent involvement in parent groups at the school 3) Increase parent attendance at PAC workshops and activities. The SY24 parent involvement funds have been budgeted as follows: Supplies- \$386.00; Food Supplies for Parent Workshops- \$712.00; and Consultants for Parent Training- \$1,750.00.



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