

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 📌
Christine Hurley	Principal	cmroche2@cps.edu
Yanina Nevarez	AP	ynevarez@cps.edu
Maria Vargas	Teacher Leader - Intermediate	mavargas@cps.edu
David Salgado	Teacher Leader - PAC / BAC Facilitator	dsalgado80@cps.edu
Lissette Flores	Counselor	lflores78@cps.edu
Tammy Kennedy	Teacher Leader - Middle School	tkennedy@cps.edu
Cassandra Soto	Parent	csoto50@cps.edu
Deborah Sharp	Arts Lead/Liason	jajohnson1@cps.edu
Natalie Salazar	Teacher Leader - Diverse Learners	nsalazar@cps.edu
Keyanna Bridges	LSC Member	keyannabridges5@cps.edu
Ashley Magana	Teacher Leader - Primary	aimagana2@cps.edu
Briana Battista	Interventionist	bnbattista@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📌	Planned Completion Date 📌
Team & Schedule	7/11/23	7/11/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	9/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/17/23	9/11/23
Reflection: Connectedness & Wellbeing	7/17/23	9/11/23
Reflection: Postsecondary Success	7/17/23	9/11/23
Reflection: Partnerships & Engagement	7/17/23	9/11/23
Priorities	7/24/23	9/11/23
Root Cause	7/24/23	9/11/23
Theory of Acton	7/24/23	9/11/23
Implementation Plans	7/31/23	9/11/23
Goals	7/31/23	9/11/23
Fund Compliance	7/31/23	9/11/23
Parent & Family Plan	7/31/32	9/11/23
Approval	9/12/23	9/11/23

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	10-19-2023
Quarter 2	12-20-23
Quarter 3	3-21-24
Quarter 4	6-5-24

Indicators of a Quality CIWP: Reflection on Foundations


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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	As of SY23, Grissom has access to high quality curricular materials that are standards-aligned and culturally responsive in some grade levels and in some content areas, but not all. There needs to be a continued shift in Science and Social Science in Grades K-5 over the next year to ensure all grade levels are utilizing quality curricular materials. We also need to ensure that all curriculums are able to be supplemented as needed with culturally responsive materials and texts if needed. All students experience grade level instruction, even in the diverse learner classrooms. When analyzing the student perspective data, it is apparent that some of our classrooms are providing environments that meet the conditions and needs of our students. The work then is how do we get the ones who are not on board? What is the cause for the lag? Generally speaking, after this year, Grissom is laying down strong foundations around balanced assessment systems, standards-based instruction, and progress towards goals aligned to the vision/mission. However, we are not at 100%. So the work and the practice/learning is where those gaps exist and leveraging others who are demonstrating mastery in supporting those that are developing.	 IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions		
			What is the feedback from your stakeholders?	STAR (Math) iReady (Reading) iReady (Math)
			Feedback from stakeholders varies depending on preference. The ILT/PPLC agreed that it was time to implement shifts/changes in curriculum and in what instruction and assessment looked like. There was small contingent that was very content to use the reources they have been using and change nothing about their instruction. After looking at various data points - students perspective surveys, IAR scores	

Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

various data points - students perspective surveys, IAR scores, ACCESS scores, IEP goals, STAR and iReady data, it was clear that shifts were required. Generally speaking, feedback has been positive in the sense of buy-in for change.

- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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

Improvements that are in place are modifying the instructional structure of classroom instruction - small group instruction, differentiation, UDL. Resources are being purchased that are needed, new curriculum is being purchased with training for staff, and student perspective survey data is being reviewed and analyzed by all staff so that adjustments can be made to any area of need. Our efforts, especially the instruction shifts, address and support all students but especially those that lack opportunity for additional resources outside of the school. Students are now able to receive more targeted supports and interventions without having to rely on outside resources such as parents and tutors. The shifts address the needs of those who have learning disabilities or language barriers; it is a more equitable approach toward instruction that will best support our students.

What student-centered problems have surfaced during this reflection?

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

Student-centered problems that are present are having environments that support them - one size does not fit all and not all staff understand that. The data from the student perspective survey indicates that our students need SO much more SEL support and counseling. This is an area that we will be focusing on more in SY24.

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

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Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

Grissom has started a foundation in MTSS, progress monitoring. There are some teams that do it better than others. Moving forward, our interventionist/MTSS will be targeting those staff/teams that need more support to ensure they are doing what is expected with fidelity. Administration began giving feedback on IEPs in the SY23 school year. This must continue to ensure students are receiving high-quality IEPs in SY24 and beyond. We are very close to ensuring all teachers are developing language targets. Those that require additional support will receive support from the ELPT. Our ELLs struggle to exit programming via ACCESS - teams needs to analyze the data in the new school year and come up with a plan to target and support those students that are struggling with the assessment.



[Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What is the feedback from your stakeholders?

Generally, feedback regarding the IEP process is implemented as outlined by administration. Staff, especially in the middle school, do not like having to enter into Branching Minds - there is some buy-in that still needs to happen. Staff struggle to collaborate as needed across the grade levels and content areas in order to support learners. Learners are placed with staff as needed for services so that all students are receiving the supports that they need. There is general frustration around the ELL planning in terms of language targets and objectives and stakeholders stating they are still confused and need guidance.



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?

Students are being progress monitored through MTSS, intervention, iReady, Star360. Assessing for Grissom is new, so this is a huge growth area for our school -but one that is in place. We have had PLCs where the ELPT has supported teachers via PD and has provided examples around how to engage ELLs and what components need to be present for them to be engaged and supported. We will continue to work on this with staff. Instructional methods have shifted - we have imolemented small group instruction as well as



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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.

They aren't receiving the supports universally that they require to be successful, they are not engaged due to struggle or lack of understanding, instruction is not tailored to students - teachers expect students to move with them versus teachers moving with students. Due to these issues, students are struggling academically and on assessments like ACCESS. 📌

have implemented small group instruction as well as differentiation that will support and hopefully remove major barriers/obstacles for students. Grissom is also moving towards having all staff have an ESL endorsement so that all students are able to receive the supports in every classroom that they need.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially

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

[BHT Key Component Assessment](#)

[SEL Teaming Structure](#)

We have a very strong team for BHT and Attendance. The staff is dedicated to following policies and procedures in terms of implementing plans, progress monitoring and followup as needed. Our attendance data was low this year. We started out strong at around 96% but then trended in the 90-94% range. While we implemented attendance plans, incentives, etc. we still struggled to get our attendance up. This indicates that we need to do more outreach and possible training/incentives for parents and families. We are also in the works of setting up a Climate and Culture team. Our teams tend to be the same people, and what the leadership team is noticing is that we need to get more staff involved but also have a more formalized structure to all groups and implement that structure with fidelity. Our OST program is growing and we are utilizing student input and interest in our programs consistently while still maintaining the academic supports as needed. We will be continuing to build our programming and incorporating more arts options for students. Our SEL programming is strong. The Second Step curriculum is used with fidelity in every classroom and our counselor co-teaches with every class during the year at least once a week. Our discipline data on Dashboard is skewed in the sense that prior to new administration, incidents and consequences were not documented. After this year, however, we will be able to really see the impact of our programming. 📌

[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

Yes

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

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instruction, and restorative practices.

Yes

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

Partially

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

What 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.

In looking at the data, we noticed that families tended to be out at the same time. So if a brother or sister was out sick, the siblings stayed home. Or if a sibling had covid or was exposed to covid, everyone stayed home. We do have some students that require support getting to school so we have been working on arranging either older students to assist or walk with younger students or have staff meet students half way to school to supervise their walk. Generally, we do know that there are quite a few parents that vacation during the year and or allow students to stay home because they don't want to come for a day here or there. We need to get to the root cause of why student's don't want to come and that will help us address these absences.

...and support in our data - or at least be able to confidently determine if what we are doing is working or if we need to modify our approach. While we have attendance plans in place and do follow up with students, we don't formally have attendance re-entry plans in place except for when a student is gone for an extended period of time.

What is the feedback from your stakeholders?

In terms of attendance, the biggest push is the confirmation that we are following up with students and families. Staff have articulated that they would like to see plans in place to support the students academically when they are chronically absent. Administration is working with the interventionist to identify those students who require additional academic support at the start of the year based upon the previous year's attendance.



[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

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

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?

Improvements in progress are developing an intervention plan for students who are chronically absent or missed a large amount of school during the year, developing re-entry plans for students who do return after an extended absence, work around determining the root cause of students not wanting to come to school, and the formalization and consistent progress monitoring of students by the attendance team. We are also planning a lot of attendance incentives/parties to engage students.



that will help us address those absences.

engage students.

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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

<p>Yes</p>	<p>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).</p>	<p>College and Career Competency Curriculum (C4)</p>	<p>The takeaway for this component is that we are doing most of what is needed - the counselor is very engaged with students and their postsecondary training through Successbound, high school visits, college visits, etc. The growth area is around taking advantage of the guidance the WBL Toolkit offers and start either attending or hosting career days, job site visits, etc. We need to get the students more exposure to people and settings around the jobs or careers they are interested in. We also need to schedule more high school and college visits. We did do it last year, but it is a growth area.</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>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>		
<p>Partially</p>	<p>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).</p>	<p>Work Based Learning Toolkit</p>		

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


We will have to canvas to determine best times, provide incentives, etc.

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

We are currently planning our meetings for parents for the selective enrollment test, application, etc. We are going to offer some information at our Back to School Bash so that we can get parents in the know right away. We will continue to build out and provide opportunities for parents to engage in postsecondary opportunities and learning. 📌

What student-centered problems have surfaced during this reflection?

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

Students need to engage in 

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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?

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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](#)

Yes

Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

[Reimagining With Community Toolkit](#)

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

We are building relationships and leveraging partnerships within the community and will continue to do so. Administration is meeting with the alderman over the summer to discuss how we can be more involved in the community and how the community can be more involved at Grissom. All staff communicate frequently with parents and families via SnapConnect, email, phone calls, flyers, the website, etc. While we don't have a Student Voice Committee, we do have a Beta Club that serves as a Student Voice Committee. Students in the club garner the voices of the student body and then works with adults to drive work that is being done around the school in terms of academics and OST, etc. We had very low attendance for PAC (only 3 members consistently showing up). Our BAC attendance is greater (90-100% attendance consistently). We need to figure out how to leverage parents and get them more involved in the school community.

What is the feedback from your stakeholders?

The general feedback from parents is that some teachers communicate all the time and some not at all. We are not consistent in our communication as a staff. We use a variety of ways to communicate with parents including SnapConnect, parent newsletter, email, phone calls, and flyers. Some parents only want flyers...some parents don't like email....some parents like calls....we are doing what we can to differentiate our approach to communication to meet the needs of the community. Generally, the teachers like the SnapConnect and email as forms of communication.

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

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What student-centered problems have surfaced during this reflection?

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

Students are absent, missing out on opportunities, or are not receiving the same messages at home around expectations that they are receiving at school. Generally, the lack of parent involvement impacts students in that if there is no parent involvement or accountability at home, we struggle with academics and behaviors at school. Therefore, in order to avoid student impacts, we need to get parents more involved and actively engaged in the school so there will be more impact at home.



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

We are currently in the process of updating our website. Once done, everything we send home, email, etc. will also be available on the website. The goal is to centralize the information so that parents know they can go to one place and get what they need. We will have a Grissom calendar on the website so that all dates are posted. Generally, we are trying to streamline how communication is done and make it as efficient as possible.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

As of SY23, Grissom has access to high quality curricular materials that are standards-aligned and culturally responsive in some grade levels and in some content areas, but not all. There needs to be a continued shift in Science and Social Science in Grades K-5 over the next year to ensure all grade levels are utilizing quality curricular materials. We also need to ensure that all curriculums are able to be supplemented as needed with culturally responsive materials and texts if needed. All students experience grade level instruction, even in the diverse learner classrooms. When analyzing the student perspective data, it is apparent that some of our classrooms are providing environments that meet the conditions and needs of our students. The work then is how do we get the ones who are not on board? What is the cause for the lag? Generally speaking, after this year, Grissom is laying down strong foundations around balanced assessment systems, standards-based instruction, and progress towards goals aligned to the vision/mission. However, we are not at 100%. So the work and the practice/learning is where those gaps exist and leveraging others who are demonstrating mastery in supporting those that are developing.

What is the feedback from your stakeholders?

Feedback from stakeholders varies depending on preference. The ILT/PPLC agreed that it was time to implement shifts/changes in curriculum and in what instruction and assessment looked like. There was small contingent that was very content to use the reources they have been using and change nothing about their instruction. After looking at various data points - students perspective surveys, IAR scores, ACCESS scores, IEP goals, STAR and iReady data, it was clear that shifts were required. Generally speaking, feedback has been positive in the sense of buy-in for change.

What student-centered problems have surfaced during this reflection?

Student-centered problems that are present are having environments that support them - one size does not fit all and not all staff understand that. The data from the student perspective survey indicates that our students need SO much more SEL support and counseling. This is an area that we will be focusing on more in SY24.

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?

Improvements that are in place are modifying the instructional structure of classroom instruction - small group instruction, differentiation, UDL. Resources are being purchased that are needed, new curriculum is being purchased with training for staff, and student persepective survey data is being reviewed and analyzed by all staff so that adjustments can be made to any area of need. Our efforts, especially the instruction shifts, address and support all students but especially those that lack opportunity for additional resources outside of the school. Students are now able to receive more targeted supports and interventions without having to rely on outside resources such as parents and tutors. The

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

Curriculum & Instruction

shifts address the needs of those who have learning disabilities or language barriers; it is a more equitable approach toward instruction that will best support our students.

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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...

The student-centered problem that our school will address with this priority is exposure and inclusion of the inner-core (identity, community, relationships) to ensure that students are engaged in a culturally responsive learning environment that meets the requirements of a positive learning environment and ensuring that there is a balanced assessment practice in place so that students can demonstrate their learning and mastery authentically and in a way that is a true reflection of what they know.



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...

do not have culturally responsive learning environments in every classroom and do not engage all students in a system of balanced assessment that engages the student and is an authentic representation of student mastery.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

provide professional development and learning around co-teaching, collaboration, small group instruction, student voice and agency, primary instruction, and integration of the arts in all content areas and for all student stakeholders (English Language Learners, Diverse Learners, and General Education students)



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

teachers collaborating about instruction, co-teaching effectively, small group instruction implementation, and student voice and agency in the classroom/during instruction, strong primary/foundational instruction, and arts integration across content areas



which leads to...

individual needs of students being met, greater student engagement and academic growth and achievement, staff working together for/with students, and students able to articulate and support their thinking academically.



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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/Teacher Teams/Climate and Culture/Administration

Dates for Progress Monitoring Check Ins

Q1	10-19-2023	Q3	3-21-24
Q2	12-20-23	Q4	6-5-24

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

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

Curriculum & Instruction


Implementation Milestone 1	By 10-19-2023 all staff will have engaged in professional learning about small group instruction and collaboration with their co-workers as can be seen in the implementation of small group instruction and collaboration schedule while having access to and utilizing rigorous curriculum.	Teachers/ILT/Admin	6-5-2024	Not Started
Action Step 1	Identify root cause/needs per staff member.	ILT	10-19-2023	Not Started
Action Step 2	Plan / prepare learning for staff that is differentiated.	ILT/STaff	12-20-2023	Not Started
Action Step 3	Create small group instruction plans.	Staff	10-19-2023	Not Started
Action Step 4	Create collaboration schedules.	Staff	10-19-2023	Not Started
Action Step 5	Observe instruction and collaborative sessions, provide feedback, and progress monitor implementation of feedback.	ILT/Administration	12-20-2023	Not Started
Implementation Milestone 2	By 12-20-2023 students, as observed and per feedback, are demonstrating student voice and agency in all classrooms.	Teachers/ILT	3-21-2024	Not Started
Action Step 1	Survey students to determine what they need to be heard or what staff can do to support them.	ILT/Teachers	10-19-2023	Not Started
Action Step 2	Identify a root cause for lack of student voice - teacher facilitator versus teacher lecturer	ILT	12-20-2023	Not Started
Action Step 3	Provide professional learning and resources to staff on how to engage students and push student agency.	ILT	12-20-2023	Not Started
Action Step 4	Observe instruction, provide feedback, continue cycle for implementation of feedback and growth of student voice.	ILT/Administration	3-21-2024	Not Started
Action Step 5	Garner feedback from students and staff; at least 75% should have voice/agency.	ILT	3-21-2024	Not Started
Implementation Milestone 3	By 6-5-2024 arts integration will be incorporated in content instruction and planning monthly as measured by observation, lesson plans, grade level meeting/team collaboration.	Teachers	6-5-2024	Not Started
Action Step 1	Provide / outline expectations and meaning of arts integration.	ILT/Administration	6-5-2024	Not Started
Action Step 2	Provide PD around how to incorporate arts integration.	ILT/Administration	6-5-2024	Not Started
Action Step 3	Identify projects or areas in each content where the arts can be included.	ILT/Administration	6-5-2024	Not Started
Action Step 4	Review instruction and lesson plans for integration. Provide feedback.	ILT/Administration	6-5-2024	Not Started
Action Step 5	Progress monitor progress, provide additional PD as needed, observe, provide additional feedback, and ensure safe practice throughout the cycle.	ILT/Administration	6-5-2024	Not Started
Implementation Milestone 4				Select Status


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

Curriculum & Instruction

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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones  By June of 2025, teachers will be engaging in consistent and effective co-teaching models that include collaboration with co-workers as measured by observation, schedules, and standardized data indicating student growth in Reading and Math by 10% (from SY24). By June of 2025 teacher leaders will engage in consistent (monthly) teacher observation with feedback and progress monitoring as measured by observation schedules, feedback forms, ILT agendas, professional development plans and observation. By June 2025 students will be engaging in discourse centered around standards-based content weekly as measured by observation, student feedback forms, teacher lesson plans, and student discourse observed.

SY26 Anticipated Milestones  By June of 2026 arts integration will be present in all content areas (Reading, Science, Social Science, Math) as measured by observation, lesson plans, grade level meeting collaboration, and student learning artifacts. By June of 2026 instruction at the primary level will cohesively include all components of a balanced literacy instructional plan that will result in primary students reaching overall 70% proficiency/mastery in math and reading with all students making 5-10% growth in reading and math as measured by observation, lesson plans, collaboration notes, iReady assessment and progress monitoring data and Branching Minds data.

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Goal Setting

Resources: 

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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




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

IL-EMPOWER Goal Requirements

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

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
By June 2024 all students will make 5% growth on Star360 and iReady in Reading and Math as measured by EOY Star360 and iReady assessment data.	Yes		iReady (Reading)	Overall	TBD - end of week of 9/5/23				
				Overall	TBD - end of week of 9/5/23				
By June 2024 teachers will be implementing small group instruction with 85% fidelity across grade levels and contents as measured by observation, lesson planning, peer observation, student feedback, and collaboration schedules.	Yes		Other	Overall	85%				
				Overall	85%				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	By June 2024 instructional leaders will conduct teacher observations monthly, develop differentiated professional development for staff, and engage in an observation and feedback cycle around instructional practices as measured by observation, meeting agendas, collaboration schedule, PD documents, and progress monitoring data collected.	By June 2025 instructional leaders will conduct teacher observations monthly, develop differentiated professional development for staff, and engage in an observation and feedback cycle around instructional practices as measured by observation, meeting agendas, collaboration schedule, PD documents, and progress monitoring data collected.	By June 2026 instructional leaders will conduct teacher observations monthly, develop differentiated professional development for staff, and engage in an observation and feedback cycle around instructional practices as measured by observation, meeting agendas, collaboration schedule, PD documents, and progress monitoring data collected.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	By June 2024 teachers will implement Tier 1 and Tier 2 instruction that aligns to CCSS, utilizes Star360/iReady data to inform small group instruction, and intervention as measured by bi-weekly observations utilizing a set rubric, assessment data (Star, iReady, interim), meeting agendas, and student growth data.	By June 2025 teachers will implement Tier 1 and Tier 2 instruction that aligns to CCSS, utilizes Star360/iReady data to inform small group instruction, and intervention as measured by bi-weekly observations utilizing a set rubric, assessment data (Star, iReady, interim), meeting agendas, and student growth data.	By June 2026 teachers will implement Tier 1 and Tier 2 instruction that aligns to CCSS, utilizes Star360/iReady data to inform small group instruction, and intervention as measured by bi-weekly observations utilizing a set rubric, assessment data (Star, iReady, interim), meeting agendas, and student growth data.

[Jump to...](#)
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 Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

<p>PS:1 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).</p>	<p>By June of 2024 all students in grades 6-8 will engage in SuccessBound planning, learning, implementation, college/career readiness, real world experiences and field trips, and completion of curriculum as measured by observation, field trip plans, professional visit schedules, and completion of Success Bound activities.</p>	<p>By June of 2025 all students in grades 6-8 will engage in SuccessBound planning, learning, implementation, college/career readiness, real world experiences and field trips, and completion of curriculum as measured by observation, field trip plans, professional visit schedules, and completion of Success Bound activities.</p>	<p>By June 2026 all students in grades 6-8 will engage in SuccessBound planning, learning, implementation, college/career readiness, real world experiences and field trips, and completion of curriculum as measured by observation, field trip plans, professional visit schedules, and completion of Success Bound activities.</p>
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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June 2024 all students will make 5% growth on Star360 and iReady in Reading and Math as measured by EOY Star360 and iReady assessment data.	iReady (Reading)	Overall	TBD - end of week of 9/5/23		Select Status	Select Status	Select Status	Select Status
		Overall	TBD - end of week of 9/5/23		Select Status	Select Status	Select Status	Select Status
By June 2024 teachers will be implementing small group instruction with 85% fidelity across grade levels and contents as measured by observation, lesson planning, peer observation, student feedback, and collaboration schedules.	Other	Overall	85%		Select Status	Select Status	Select Status	Select Status
		Overall	85%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

[Jump to...](#)
 [Priority](#)
 [TOA](#)
 [Goal Setting](#)
 [Progress Monitoring](#)

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

Curriculum & Instruction

<p>C&I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>By June 2024 instructional leaders will conduct teacher observations monthly, develop differentiated professional development for staff, and engage in an observation and feedback cycle around instructional practices as measured by observation, meeting agendas, collaboration schedule, PD documents, and progress monitoring data collected.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>By June 2024 teachers will implement Tier 1 and Tier 2 instruction that aligns to CCSS, utilizes Star360/iReady data to inform small group instruction, and intervention as measured by bi-weekly observations utilizing a set rubric, assessment data (Star, iReady, interim), meeting agendas, and student growth data.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>PS:1 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).</p>	<p>By June of 2024 all students in grades 6-8 will engage in SuccessBound planning, learning, implementation, college/career readiness, real world experiences and field trips, and completion of curriculum as measured by observation, field trip plans, professional visit schedules, and completion of Success Bound activities.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We have a very strong team for BHT and Attendance. The staff is dedicated to following policies and procedures in terms of implementing plans, progress monitoring and followup as needed. Our attendance data was low this year. We started out strong at around 96% but then trended in the 90-94% range. While we implemented attendance plans, incentives, etc. we still struggled to get our attendance up. This indicates that we need to do more outreach and possible training/incentives for parents and families. We are also in the works of setting up a Climate and Culture team. Our teams tend to be the same people, and what the leadership team is noticing is that we need to get more staff involved but also have a more formalized structure to all groups and implement that structure with fidelity. Our OST program is growing and we are utilizing student input and interest in our programs consistently while still maintaining the academic supports as needed. We will be continuing to build our programming and incorporating more arts options for students. Our SEL programming is strong. The Second Step curriculum is used with fidelity in every classroom and our counselor co-teaches with every class during the year at least once a week. Our discipline data on Dashboard is skewed in the sense that prior to new administration, incidents and consequences were not documented. After this year, however, we will be able to really see the impact of our programming and support in our data - or at least be able to confidently determine if what we are doing is working or if we need to modify our approach. While we have attendance plans in place and do follow up with students, we don't formally have attendance re-entry plans in place except for when a student is gone for an extended period of time.

What is the feedback from your stakeholders?

In terms of attendance, the biggest push is the confirmation that we are following up with students and families. Staff have articulated that they would like to see plans in place to support the students academically when they are chronically absent. Administration is working with the interventionist to identify those students who require additional academic support at the start of the year based upon the previous year's attendance.

What student-centered problems have surfaced during this reflection?

In looking at the data, we noticed that families tended to be out at the same time. So if a brother or sister was out sick, the siblings stayed home. Or if a sibling had

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?

Improvements in progress are developing an intervention plan for students who are chronically absent or missed a large amount of school during the year, developing re-entry

covid or was exposed to covid, everyone stayed home. We do have some students that require support getting to school so we have been working on arranging either older students to assist or walk with younger students or have staff meet students half way to school to supervise their walk. Generally, we do know that there are quite a few parents that vacation during the year and or allow students to stay home because they don't want to come for a day here or there. We need to get to the root cause of why student's don't want to come and that will help us address those absences.

plans for students who do return after an extended absence, work around determining the root cause of students not wanting to come to school, and the formalization and consistent progress monitoring of students by the attendance team. We are also planning a lot of attendance incentives/parties to engage students.

[Return to Top](#) **Determine Priorities**

Resources: 

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

[Determine Priorities Protocol](#)

Students...

who are chronically absent do not show consistent growth in attendance. Attendance might improve across one to two weeks, however, it declines again. A root cause must be done to determine the cause of the chronic absentism (lack of transportation, clothes, bullying, home support, etc.). Once the different root causes are determined a plan can be developed for each student to improve their attendance. Overall our attendance rate from last year was roughly 90%. Our goal this year is 95%. A root cause must be determined as to why only about 79% of our students have strong attendance (95% and above) while the other other students are trending below 95%.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) **Root Cause**

Resources: 

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

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

As adults in the building, we...

need to ensure we are sending out attendance nudge letters, calling parents of all students absent with fidelity, developing and implementing attendance plans with fidelity, developing re-entry plans as needed, providing incentives for students per student, class, and school, are engaging students in rigorous tasks that build interest, and creating a climate and culture where student voice is heard and they have ownership in their environment. While we have done pieces of all the aforementioned actions and tasks, we have not always maintained our practice with fidelity at the classroom or whole school level. The first step is for us to develop a plan that is sustainable, implement the plan with fidelity and modify and adjust the plan as needed.



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....

provide professional development around SEL instruction, arts integration; develop a student advisory committee, develop a wellness and climate and culture team; provide parent trainings; develop a strategic attendance plan



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.

Resources:

then we see....

increased student voice and agency in the classroom during instruction, increased parent understanding and involvement in school academics and goal meeting, increased programming and supports for students around socio-emotional health and well-being, and attendance rates rise



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...

increased growth and attainment of students as well as increased socio-emotional health of students and staff.



[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/Teacher Teams/Climate and Culture/Administration



Dates for Progress Monitoring Check Ins

Q1	10-19-2023	Q3	3-21-24
Q2	12-20-23	Q4	6-5-24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By June of 2024 a Wellness and Climate and Culture Team will be established and in practice.		6-5-2024	Not Started
Action Step 1	Register for teams via Google Forms/CPS.	Administration	10/19/2023	Select Status
Action Step 2	Develop/identify team members.	CCT Lead	10/19/2023	Select Status
Action Step 3	Hold organizational meeting.	CCT Lead	10/19/2023	Select Status
Action Step 4	Review and determine priority actions and next steps.	CCT/Wellness Team	10/19/2023 (ongoing)	Select Status
Action Step 5	Implement action plans; progress monitor.	CCT/Wellness Team	6/5/2024 (ongoing)	Select Status
Implementation Milestone 2	By June of 2024 the overall student attendance rate will be at 95% or higher as measured by daily, weekly, monthly attendance reports.	Attendance Team	6/5/2024	Not Started
Action Step 1	Set attendance goal and share with school stakeholders.	Attendance Team	10/19/2023	Select Status
Action Step 2	Develop specific attendance plan for school and individuals.	Attendance Team	10/19/2023	Select Status
Action Step 3	Implementation of attendance plans, incentives, check-ins, survey, etc.	Attendance Team	10/19/2023	Select Status
Action Step 4	Monitor attendance and course correct plans based upon the rise or fall of attendance; determine root cause of what is not working and adjust for positive change and impact.	Attendance Team	12/20/2023 (ongoing)	Select Status
Action Step 5	Garner student and parent feedback around attendance and support any struggles or issues that are occurring in order to support student attendance and meeting of goal; enlist support/thought partnering from Network/co-workers as needed.	Attendance Team	3/21/2024 (ongoing)	Select Status
Implementation Milestone 3	By June of 2024 parents will engage in no less than 2 learning events/trainings as measured by agendas, observation, participation/attendance and feedback forms.	PAC/BAC/ILT	6/5/2024	Not Started
Action Step 1	Establish parent teams: PAC, BAC, PTA, etc.	PAC/BAC/ILT	10/19/2023 (due by 11/2023)	Select Status
Action Step 2	Hold organizational meetings	PAC/BAC/ILT	10/19/2003 (scheduled)	Select Status
Action Step 3	Hold meetings; get stakeholder input around what trainings would be impactful and how they would align to the work their students are doing.	PAC/BAC/ILT	12/20/2023	Select Status
Action Step 4	Facilitate trainings/events.	PAC/BAC/ILT	3/21/2024	Select Status
Action Step 5	Garner feedback, identify next parent training/learning, get feedback from stakeholders; establish plan for the following learning.	PAC/BAC/ILT	6/5/2024	Select Status

Implementation Milestone 4	By June 2024 a student advisory council will be established with a minimum of 4 members who will have a minimum of one meeting monthly (minimum 6 yearly) with identified staff members to provide feedback, input and suggestions for growth, climate and culture, attendance, etc. as measured by observation, agendas, meeting calendars, anecdotal notes from meetings, and implementation of feedback and input.	ILT/Administration	6/5/2024	Not Started
Action Step 1	Identify students / survey students who would like to be a part of the advisory committee.	Advisory Committee	10/19/2023	Select Status
Action Step 2	Establish an organizational meeting with students.	Advisory Committee	10/19/2023	Select Status
Action Step 3	Identify 3 priority areas of focus for the advisory committee.	Advisory Committee	10/19/2023	Select Status
Action Step 4	Schedule meetings and develop agendas.	Advisory Committee	10/19/2023	Select Status
Action Step 5	Develop an action plan of events and next steps, implement action plan, progress monitor and adjust as needed.	Advisory Committee	11/2023 - 5/2024, Ongoing	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By June of 2025 an established student advisory group will work with staff members to develop priority areas of focus for the student body by holding no less than one meeting a month and addressing no less than one area of growth a monthly with 80% effectiveness as measured by observation, student input/feedback forms, meeting agendas, and as observed implementation of events/activities/strategies. By June of 2025 parents will engage in no less than 3 learning opportunities that align to student learning as measured by meeting agendas, meeting anecdotes, parent feedback forms, observation. By June of 2025 overall student attendance will be 96% as measured by daily, weekly and monthly attendance reports.	
SY26 Anticipated Milestones	By June of 2026 an established student advisory group will work with staff members and students to develop priority areas of focus for the student body by holding no less than two meetings a month and addressing no less than two areas of growth a monthly with 80% effectiveness as measured by observation, student and staff input/feedback forms, meeting agendas, and as observed implementation of events/activities/strategies. By June of 2026 parents will engage in no less than 3 learning opportunities that align to student learning as measured by meeting agendas, meeting anecdotes, parent feedback forms, observation. By June of 2026 overall student attendance will be 97% as measured by daily, weekly and monthly attendance reports.	

[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: 

<p>IL-EMPOWER Goal Requirements</p> <p>For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:</p> <ul style="list-style-type: none"> -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
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Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
By June of 2026 overall student attendance will be 97% as measured by daily, weekly, and monthly attendance reports.	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	90%	95%	96%	96%
			Overall	90%	95%	96%	96%
By June of 2026 a Wellness and Climate and Culture Team will be established and active, with bi-weekly meetings and SEL instruction will be done weekly with fidelity across grade levels as measured by agendas, schedules, meeting anecdotes, observation and feedback.	Yes	Other	Team Documents/Schedule	0 teams	1/month	2/month	2/month
			Master schedule/Observation	8/10 classes	10/10 classes	10/10 classes	10/10 classes

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By June 2024 Grissom will establish a functioning Wellness and Climate and Culture Team and meeting monthly per an established schedule.	By June of 2025 Grissom will have bi-monthly Wellness and Climate and Culture Team meetings with monthly initiatives.	By June of 2026 Grissom will have Wellness and Climate and Culture teams with various stakeholders that meet monthly and establish monthly initiatives.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By June of 2024 no less than 5 school-wide attendance incentives will be established with no less than 1 attendance incentive present in 80% of classrooms.	By June of 2025 no less than 6 school-wide attendance incentives will be established with no less than 2 attendance incentive present in 90% of classrooms.	By June of 2026 no less than 7 school-wide attendance incentives will be established with no less than 3 attendance incentives present in 90% of classrooms.

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Connectedness & Wellbeing

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By June of 2024 teachers will provide SEL instruction weekly utilizing Second Step.	By June of 2025 teachers will provide SEL instruction twice a week utilizing Second Step.	By June of 2026 teachers will provide SEL instruction three times a week, utilizing Second Step no less than twice a week.
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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June of 2026 overall student attendance will be 97% as measured by daily, weekly, and monthly attendance reports.	Enrichment Program Participation: Enrollment & Attendance	Overall	90%	95%	Select Status	Select Status	Select Status	Select Status
		Overall	90%	95%	Select Status	Select Status	Select Status	Select Status
By June of 2026 a Wellness and Climate and Culture Team will be established and active, with bi-weekly meetings and SEL instruction will be done weekly with fidelity across grade levels as measured by agendas, schedules, meeting anecdotes, observation and feedback.	Other	Team Documents/Schedule	0 teams	1/month	Select Status	Select Status	Select Status	Select Status
		Master schedule/Observation	8/10 classes	10/10 classes	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By June 2024 Grissom will establish a functioning Wellness and Climate and Culture Team and meeting monthly per an established schedule.	Select Status	Select Status	Select Status	Select Status

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Connectedness & Wellbeing

<p>C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>By June of 2024 no less than 5 school-wide attendance incentives will be established with no less than 1 attendance incentive present in 80% of classrooms.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>By June of 2024 teachers will provide SEL instruction weekly utilizing Second Step.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

We are building relationships and leveraging partnerships within the community and will continue to do so. Administration is meeting with the alderman over the summer to discuss how we can be more involved in the community and how the community can be more involved at Grissom. All staff communicate frequently with parents and families via SnapConnect, email, phone calls, flyers, the website, etc. While we don't have a Student Voice Committee, we do have a Beta Club that serves as a Student Voice Committee. Students in the club garner the voices of the student body and then works with adults to drive work that is being done around the school in terms of academics and OST, etc. We had very low attendance for PAC (only 3 members consistently showing up). Our BAC attendance is greater (90-100% attendance consistently). We need to figure out how to leverage parents and get them more involved in the school community.

What is the feedback from your stakeholders?

The general feedback from parents is that some teachers communicate all the time and some not at all. We are not consistent in our communication as a staff. We use a variety of ways to communicate with parents including SnapConnect, parent newsletter, email, phone calls, and flyers. Some parents only want flyers...some parents don't like email...some parents like calls...we are doing what we can to differentiate our approach to communication to meet the needs of the community. Generally, the teachers like the SnapConnect and email as forms of communication.

What student-centered problems have surfaced during this reflection?

Students are absent, missing out on opportunities, or are not receiving the same messages at home around expectations that they are receiving at school. Generally, the lack of parent involvement impacts students in that if there is no parent involvement or accountability at home, we struggle with academics and behaviors at school. Therefore, in order to avoid student impacts, we need to get parents more involved and actively engaged in the school so there will be more impact at home.

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

We are currently in the process of updating our website. Once done, everything we send home, email, etc. will also be available on the website. The goal is to centralize the information so that parents know they can go to one place and get what they need. We will have a Grissom calendar on the website so that all dates are posted. Generally, we are trying to streamline how communication is done and make it as efficient as possible.

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Partnership & Engagement

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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 engage in activities that align to the following foci: arts, SEL, rigorous curriculum, agency and discourse, etc. There is a need for additional partnerships so students can participate in civic engagements within the community and be exposed to opportunities outside the community. Parents will be exposed to experiences to enhance student academic opportunities, cultural awareness, civic engagement and the arts.



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...

have many ideas to support and increase student engagement with partnerships, however we understand that the staff alone is only one stakeholder of our community and we need to involve all stakeholders, specifically parents and guardians. Historically, parent engagement has been a challenge and we acknowledge the importance of this partnership to student success. We need to provide parents the tools and resources on how community and civic engagement can help students make academic growth, expand their knowledge and awareness to post-secondary options and develop the necessary social emotional skills to become productive members of society and the community.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

have partnerships through professional development opportunities within our school, focus on post-secondary exposure and if we educate students and parents on the availability and opportunities for post secondary opportunities and learning.; extend our partnerships with outside agencies and vendors that focus on academics ,Arts,SEL, Health and Well-being, and Athletics



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 parent engagement and collaboration with teachers/staff, students self advocating and taking ownership in their education and parents supporting and advocating for their child.; more supplemental resources for the development of SEL and academic curriculum; develop health and sportsmanship and exposure to cultures and diversity through the arts



which leads to...

student achievement, relationship building and improved attendance, student achievement, setting goals and parents having higher expectations for their children beyond whats within their community which will result in active, well rounded healthy citizens in the global community.



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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/Administration/Teachers/Staff

Dates for Progress Monitoring Check Ins

Q1 10-19-2023

Q3 3-21-24

Q2 12-20-23

Q4 6-5-24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

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

Partnership & Engagement

Implementation Milestone 1	By November 2024 the BETA Team/Student Voice Committee will be established with set priorities for the school year as measured by meeting agendas, student surveys, engagement activities and events.	ILT/Beta Club Sponsor	12/20/23	In Progress
Action Step 1	Register for Beta Club, access Student Voice Committee curriculum	Beta Club/Beta Club Sponsor	9/2023	Select Status
Action Step 2	Organize vote for members, host election	Beta Club/Beta Club Sponsor	9/2023	Select Status
Action Step 3	Team hosts organizational meeting; set calendar	Beta Club/Beta Club Sponsor	10/2023	Select Status
Action Step 4	Beta surveys students	Beta Club/Beta Club Sponsor	10/2023	Select Status
Action Step 5	Beta organizes first event per student input from survey	Beta Club/Beta Club Sponsor	11/2023	Select Status
Implementation Milestone 2	By November 2024 no less than 2 parent events will be scheduled / hosted as measured by parent survey, meeting agendas, event flyers, feedback forms from parents, and calendar of events.			In Progress
Action Step 1	Host organizational meetings for PAC/PTA/BAC	PAC/BAC/PTA Team	10/1/2023	Select Status
Action Step 2	Survey all parents about what events/trainings they would prefer/need.	PAC/BAC/PTA Team	10/31/2023	Select Status
Action Step 3	Establish calendar of meetings with first 2 events for parents.	PAC/BAC/PTA Team	10/31/2023	Select Status
Action Step 4	Host events, get parent feedback, utilize feedback to inform future planning.	PAC/BAC/PTA Team	11/15/2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	By June 2024 Grissom will have no less than 2 new partnerships established in either the academics or the arts as measured by partnership agreements, events and learning schedule, meeting agendas, student learning artifacts.			In Progress
Action Step 1	Administration to set up meetings with desired partners.	Administration		Select Status
Action Step 2	Engage the partnership.	ILT		Select Status
Action Step 3	Schedule a series of learning or events for students and / or parents.	ILT		Select Status
Action Step 4	Instruction / engage learning for stakeholders.	ILT		Select Status
Action Step 5	Progress monitor, get feedback and make adjustments as needed.	ILT		Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status

Action Step 5 Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 By June of 2025 stakeholders will engage in no less than 1 event/learning/training per quarter as measured by meeting agendas, scheduled events / activities, stakeholder feedback forms, and completed learning tasks/artifacts.

SY26 Anticipated Milestones
 By June of 2026 stakeholders will engage in no less than 1 event/learning/training per quarter as measured by meeting agendas, scheduled events / act

[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
By June 2024 students will engage in no less than 1 arts/academic partnership activity per month as	Yes	Enrichment Program Participation:	Overall	0	1	2	3

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Partnership & Engagement				
Reflection	Root Cause	Implementation Plan								
partnership activity per month as measured by schedule, learning task completion and feedback.			yes		Enrollment & Attendance	Overall	0	1	2	3
By June 2024 parents will engage in no less than 1 arts/academic partnership activity per month as measured by schedule, learning task completion and feedback.			Yes		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	0	1	2	3
						Overall	0	1	2	3

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
P&E:3 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).	Beta Club/Student Voice committee will be established and clubs will have regular meetings, meeting agendas, schedules/plans for events, and garner student feedback and input at least 3 times a year.	Beta Club/Student Voice committee will be established and clubs will have regular meetings, meeting agendas, schedules/plans for events, and garner student feedback and input at least 4 times a year.	Beta Club/Student Voice committee will be established and clubs will have regular meetings, meeting agendas, schedules/plans for events, and garner student feedback and input at least 5 times a year.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	80% of staff will consistently communicate with parents and stakeholders via email, phone and Snap!Connect.	90% of staff will consistently communicate with parents and stakeholders via email, phone and Snap!Connect.	100% of staff will consistently communicate with parents and stakeholders via email, phone and Snap!Connect.
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parent engagement in school learning opportunities, trainings, etc will grow 5% from SY23.	Parent engagement in school learning opportunities, trainings, etc will grow 10% from SY23.	Parent engagement in school learning opportunities, trainings, etc. will grow 15% from SY23.

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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
By June 2024 students will engage in no less than 1 arts/academic partnership activity per month as measured by schedule, learning task completion and feedback.	Enrichment Program Participation: Enrollment & Attendance	Overall	0	1	Select Status	Select Status	Select Status	Select Status
		Overall	0	1	Select Status	Select Status	Select Status	Select Status
By June 2024 parents will engage in no less than 1 arts/academic partnership activity per month as measured by schedule, learning task completion and feedback.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	0	1	Select Status	Select Status	Select Status	Select Status
		Overall	0	1	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 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).	Beta Club/Student Voice committee will be established and clubs will have regular meetings, meeting agendas, schedules/plans for events, and garner student feedback and input at least 3 times a year.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	80% of staff will consistently communicate with parents and stakeholders via email, phone and Snap!Connect.	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Parent engagement in school learning opportunities, trainings, etc will grow 5% from SY23.	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)**





<p data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.



At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.



Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.



Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.



Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.



Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.



Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.



Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.



Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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



The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.



The school will hold parent-teacher conferences.



The school will provide parents with frequent reports on their children's progress.



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The Title 1 Parent & Family Engagement funds will be used and inalignment with goals established in Curriculum and Instruction and Connectedness and Well-Being. Funds will be utilized to provide learning opportunities around post-secondary success, primary instruction and academic supports, and learning around arts integration across grade level and content areas. 🍌

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