CIWP Team & Schedules

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).

Name ✍	Role ✍	Email ✍
Kristin Blathras	Principal	kblathras@cps.edu
Heather Banu	Inclusive & Supportive Learning Lead	hrbanu@cps.edu
Jennifer Toomey	Curriculum & Instruction Lead	jrtoomey@cps.edu
Lynda Gardner	Connectedness & Wellbeing Lead	lterry@cps.edu
Miriam Burch	LSC Member	alnally@cps.edu
Erin Bassett	LSC Member	erinmariebassett@gmail.com
Liza Illuzzi	Parent	liza.illuzzi@gmail.com
Julie Simon	Teacher Leader	jbsimon@cps.edu
Laura Knutson	Teacher Leader	lknutson@cps.edu
Tony Bissen	Teacher Leader	hjnak4@gmail.com
Taryn Eichhorn	Teacher Leader	mburch20@yahoo.com
Adria Beasley	Teacher Leader	aabeasley1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/24/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/20/23
Reflection: Connectedness & Wellbeing	6/1/23	6/20/23
Reflection: Postsecondary Success	NA	NA
Reflection: Partnerships & Engagement	6/1/23	6/20/23
Priorities	7/1/23	7/7/23
Root Cause	7/5/2023	7/14/23
Theory of Acton	7/17/23	7/21/23
Implementation Plans	7/24/23	8/11/23
Goals	8/14/23	9/1/23
Fund Compliance	8/14/23	9/1/23
Parent & Family Plan	9/1/23	9/8/23
Approval	9/27/23	

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/10/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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	**INCLUDE METRICS** ✏️ While the majority of our student population is at or above grade level standards, there is a population of students who need further rigor and challenge to avoid a plateau in their learning.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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?** Additional communication with students and parents on the grading policies, rubric and syllabus to improve understanding and set standards. ✏️ Grade Level/Team Level standards for grading and retake policies.	STAR (Math) iReady (Reading) iReady (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** 2022-2023 School Year MTSS Coordinator Position to support students with need of extra support at the elementary level. ✏️ There were Middle School students who would have benefited from Tier 3 MTSS. Growth - what will this look like for the 2023-2024 school year? Staff needs more professional development on Branching Minds for MTSS. 2022-2023 Fundations (Phonics) and Heggerty (Phonemic Awareness) Kindergarten - 2nd Grade - systematic phonics and phonemic awareness program. Third Grade will use Fundations starting the 2023-2024 school year. 2022-2023 Middle School now has a Social Studies Position.	

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.

- Need for productive struggle/rigor/enrichment ✏️
- Access to Tier 1 instruction
- Scope and Sequence, gaps and overlaps exist (ELA specific)
- Lack of ELA assessment (K-5)
- All Algebra Students passed this year
- Students are unaware of expectations

Inclusive & Supportive Learning Environment

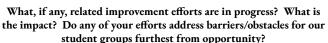| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Strong foundation in literacy ✏️ Only some teachers are trained in Branching Minds Need to make sure that our interventions are research based, especially in math, need a consistent language Math - we need to explore more interventions for fluency - 23-24 grades 3-5 will pilot Illustrative math - when we implement a new curriculum we need to have pd to wash away old practices. - need math screeners grades 1-3 for gaps in foundational knowledge Branching Minds - interventionists enter data Build a communication team Identify spaces for information sharing (parents and teachers) Whole Staff PD's on: Best practices, Specific Disabilities, ESL strategies, Teacher-Student Communication that will support productive struggle	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
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		Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
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	**What is the feedback from your stakeholders?** Teachers do not recieve ongoing Professional Development regarding how to write IEP's. ✏️	EL Program Review Tool

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

Training / pds / for parents or book clubs to educate / round table

Who are the kids flying under the radar? Misconceptions about what to target, recurring misunderstandings, myth busting pd. Girls with ADHD, teachers who haven't been taught about. What kind of masking happens?

How do we train all adults (teachers, secas...) to be part of the IEP / EL inclusive plan? Such as Targeted Best Practices that benefit your EL / DLs such as anchor charts.

Need more EL certified teachers.

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 have an interventionist and are identifying Tier 2 and Tier 3 students. This has helped addressed gaps in foundation skills.

We have implmented Fundations to teach phonics explicity to K-2 students. Third grade will be using the curriculum next year. This has given more students access to these foundation skills.

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

Students that mask needs, foundational skill gaps in grades 4-8, consistency in academic language,. Supporting adults in the building to better communicate with students, use best practices to support learning (multimodal), students with writing deficits, telling kids exactly what they needs.

Connectedness & Wellbeing

Return to Top

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	Data shows a need for teacher collaboration, grade level collaboration. Partially hitting in a lot of areas, but there is room from growth.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** More productive struggle, enrichment, more course clarity. Students need help with executive functioning, community building, working on conflict resolution.	Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Reduction in number of students with dropout codes at EOY

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

Students would benefit from learning more about time managment, conflict resolution, community building. Students would benefit from enrichment. Access to quality SEL instruction at every gradelevel in every classroom. Students having access to programming that both provides mirrors as well as windows to their own identity.

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?

BHT is in progress, can be better utilized. Offering more OST programming and scholarships for students in need. PatriotPalooza. Out door learning space that provides students with a calm, safe, enviroment to build community.

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
Select Rating — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	NA ✏️	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track |
| *Select Rating* — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| *Select Rating* — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**
[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ | 9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| *Select Rating* — 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). | | | |
| *Select Rating* — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| *Select Rating* — 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 | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
[impact on most students; impact on specific student groups] ✏️ | |
| *Select Rating* — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

What 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.

[problems experienced by most students; problems experienced by specific student groups] ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Hamilton has strong relationships with families and community members. The 5 Essential's Data shows our family relationships are strong. We will continue our partnerships and work with our parent group to ensure continued support. ✏️

We will not choose Partnerships & Engagment as one of our foundations. | Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Yes — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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)
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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️

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

[problems experienced by most students; problems experienced by specific student groups] ✏️

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

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

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

INCLUDE METRICS

While the majority of our student population is at or above grade level standards, there is a population of students who need further rigor and challenge to avoid a plateau in their learning.

What is the feedback from your stakeholders?

Additional communication with students and parents on the grading policies, rubric and syllabus to improve understanding and set standards.
Grade Level/Team Level standards for grading and retake policies.

What student-centered problems have surfaced during this reflection?

- Need for productive struggle/rigor/enrichment
- Access to Tier 1 instruction
- Scope and Sequence, gaps and overlaps exist (ELA specific)
- Lack of ELA assessment (K-5)
- All Algebra Students passed this year
- Students are unaware of expectations

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?

2022-2023 School Year MTSS Coordinator Position to support students with need of extra support at the elementary level.
There were Middle School students who would have benefited from Tier 3 MTSS. Growth - what will this look like for the 2023-2024 school year?
Staff needs more professional development on Branching Minds for MTSS.

2022-2023 Fundations (Phonics) and Heggerty (Phonemic Awareness) Kindergarten - 2nd Grade - systematic phonics and phonemic awareness program. Third Grade will use Fundations starting the 2023-2024 school year.

2022-2023 Middle School now has a Social Studies Position.

Determine Priorities

Resources: 🚀

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

Students...

Students self-reported in 5 Essentials Survey, they did not feel connections to the curriculum or challenged consistently. According to the rubric some of our elementary curriculums are no longer standards-aligned nor culturally responsive. As a Fine and Performing Arts school students are not provided sufficient opportunities to integrate arts in their core subject areas which will connect the content to their learning in ways that are meaningful to them.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

1. Lack teacher training and support. If teachers lack the necessary training, resources, or support to implement effective instructional strategies, it can impact students' experience and hinder their connection to the curriculum.

2. Have not provided consistent challenges to students: Consistent challenges are necessary to keep students motivated and engaged in their learning. If the curriculum lacks appropriately challenging tasks or fails to differentiate instruction based on students' abilities, it can lead to a sense of boredom or disinterest among students.

3. Have Insufficient Integration of Arts: As a Fine and Performing Arts school, integrating arts across core subject areas is essential to engage students and make learning more meaningful to them. When arts education is not integrated into other subjects, students may struggle to see the connections between different disciplines and fail to fully grasp the content.

4. Lack of Cultural Responsiveness: We have not engaged in culturally responsive learning opportunities. This impacts all students from diverse backgrounds. When the curriculum does not reflect the students' cultural identities, experiences, or perspectives, it can lead to a disconnection and disengagement from the material.

5. Outdated or Inadequate Curriculum: If the elementary curriculums are no longer standards-aligned, it means they may not reflect the current educational standards and expectations. Outdated or inadequate curriculum can fail to engage students or provide them with relevant and meaningful learning experiences. Teachers then feel the need to find suitable material that may not b e researched based.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

ensure every person in the building appreciates how art enhances our lives and our learning, engage teaching staff in current, research based professional development that supports relevant and challenging curricular materials, and develop a strong distributed leadership structure that is able to support a high quality curriculum that focuses on the inner core ✏️

then we see....

students and teachers using the arts to develop a deeper understanding of our inner core priorities of identity, community, and relationships, teachers engaging and challenging students with culturally responsive lessons under a fully developed school wide scope and sequence, and trust and collaboration developed throughout the building ✏️

which leads to...

well rounded, accomplished, and curious students who are prepared to continue learning throughout their lives, relate to and engage with various communities and teachers who are proud of the culture they're creating at Hamilton. ✏️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️		**Dates for Progress Monitoring Check Ins**		
Jennifer Toomey, Laura Knutsen, Adria Beasley		Q1 10/27/2023	Q3 4/1/2024	
		Q2 12/22/2023	Q4 6/10/2024	

SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1 — Access to high quality curricular materials	Admin, ILT, Teaching Staff		In Progress
Action Step 1 — Arts Integration			Select Status
Action Step 2 — Scope and Sequence			Select Status
Action Step 3 — Math Curriculum			Select Status
Action Step 4 — ELA Curriculum			Select Status
Action Step 5 —			Select Status
Implementation Milestone 2 — Classrooms are focused on the Inner Core	Admin, ILT, Teaching Staff		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
Implementation Milestone 3 — ILT: Distributed Leadership	Admin & ILT		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
Implementation Milestone 4 —			Select Status
Action Step 1 —			Select Status
Action Step 2 —			Select Status
Action Step 3 —			Select Status
Action Step 4 —			Select Status
Action Step 5 —			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* ✏️
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✏️

Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting	IL-EMPOWER Goal Requirements

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

Curriculum & Instruction

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.

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

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

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.			
Select a Practice			
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Strong foundation in literacy

Only some teachers are trained in Branching Minds

Need to make sure that our interventions are research based, especially in math, need a consistent language

Math - we need to explore more interventions for fluency
- 23-24 grades 3-5 will pilot Illustrative math - when we implement a new curriculum we need to have pd to wash away old practices.
- need math screeners grades 1-3 for gaps in foundational knowledge

Branching Minds - inteventionists enter data

Build a communication team

Identify spaces for information sharing (parents and teachers)

Whole Staff PD's on: Best practices, Specific Disabilities, ESL strategies, Teacher-Student Communication that will support productive struggle

What is the feedback from your stakeholders?

Teachers do not recieve ongoing Professional Development regarding how to write IEP's.

Training / pds / for parents or book clubs to educate / round table

Who are the kids flying under the radar? Misconceptions about what to target, recurring misunderstandings, myth busting pd. Girls with ADHD, teachers who haven't been taught about. What kind of masking happens?

How do we train all adults (teachers, secas...) to be part of the IEP / EL inclusive plan? Such as Targeted Best Practices that benefit your EL / DLs such as anchor charts.

Need more EL certified teachers.

What student-centered problems have surfaced during this reflection?

Students that mask needs, foundational skill gaps in grades 4-8, consistency in academic language,. Supporting adults in the building to better communicate with students, use best practices to support learning (multimodal), students with writing deficits, telling kids exactly what they needs.

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 have an intereventionist and are identifiying Tier 2 and Tier 3 students. This has helped addressed gaps in foundation skills.

We have implmented Fundations to teach phonics explicity to K-2 students. Third grade will be using the curriculum next year. This has given more students access to these foundation skills.

Resources: 🖍️

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

Students...

Students are moving on to higher and more rigorous concepts, but they're struggling to learn basic concepts they should have learned earlier. This indicates that they have gaps in their foundational skills, like fact fluency and number sense, literacy skills, and writing abilities. The current data used to measure their progress isn't showing all the areas where they're struggling with these basic skills, which are important for them to keep up with the higher-grade work.

Furthermore, the students who need extra help might not be getting the right kind of support to improve these foundational skills. This means they're not getting the necessary interventions that could help them catch up. As a result, these students have not mastered reading and math skills to do well in their current grade-level subjects.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Priorities are determined by impact on students' daily experiences.

Resources: 🖍️

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

As adults in the building, we...

The root cause of this student problem can be attributed to several factors:

1. Incomplete Foundational Learning: Students haven't fully grasped essential skills in earlier grades, which are crucial building blocks for more advanced concepts. This is due to ineffective teaching methods, missed classes (COVID), or a lack of individualized attention.

2. Insufficient Assessment: The tools and methods used to assess students' progress, specifically screeners are not comprehensive enough to identify all the areas where they are struggling. This leads to a false sense of their proficiency and lead to a lack of targeted support.

3. Lack of Effective Interventions: Even if certain students are identified as needing extra help, there is not appropriate consistent school-wide interventions in place to address their specific learning gaps. Teachers do not provide targeted interventions.
4. Inequitable Access: Some students, especially those from disadvantaged backgrounds, might not have the same resources or opportunities to access additional support outside of the regular classroom setting. This can exacerbate their learning gaps.

5. Teaching Methodology: The teaching methods in higher grade levels might assume that students have already acquired certain foundational skills. If those skills are lacking, students can quickly fall behind in more complex subjects.

6. Lack of Individualized Learning: Students have diverse learning needs and paces. If the education system primarily follows a one-size-fits-all approach, students with gaps in foundational skills might not get the personalized attention they require.

7. Parental Involvement: Lack of parental involvement in a child's education can also

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Root causes are within the school's control.

contribute to learning gaps. When parents are not engaged in their child's learning or are unable to provide educational support, it can hinder the student's progress.

Addressing these root causes requires a multifaceted approach, involving improvements in teaching methods, assessment strategies, access to interventions, and ensuring equitable educational opportunities for all students.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

acknowledge the existing gaps in students' foundational skills and the challenges they face in accessing appropriate interventions, and if we implement a comprehensive strategy that addresses these root causes, then we can create a pathway for student success. By utilizing effective teaching methods, improving assessment techniques, and ensuring equitable access to resources, we can empower educators to identify and cater to individual learning needs. This will lead to personalized interventions that bridge the foundational gaps, allowing students to acquire essential math, reading, and writing skills.

then we see....

a holistic support system that prioritizes early detection of learning gaps and provides targeted interventions. We will also see teachers developing the knowledge base needed to identify and support these students, as well as how to leverage technology to offer adaptive learning tools, we can enhance the learning experience for all students, regardless of their backgrounds.

which leads to...

students developing a strong foundation in key subjects, enabling them to engage more effectively with grade-level curriculum. This, in turn, will increase their confidence, motivation, and overall academic performance. By continuously assessing the effectiveness of our interventions and refining our strategies based on data-driven insights, we will create a positive feedback loop of improvement, leading to a more equitable and successful educational journey for every student.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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 ✍️
Julie Simon and Heather Banu

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/10/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 conduct a thorough assessment of student performance data and identify specific gaps in foundational skills for at least 80% of the student population.	Jessica Evans	November 2023	Select Status
Action Step 1 Identify and conduct a thorough assessment using a uiversal screening tool		September 2023	Select Status
Action Step 2 Identify and acknowledge existing gaps in students' foundational skills in math, reading, and writing.		October 2023	Select Status
Action Step 3 Analyze challenges students face in accessing appropriate interventions and resources.		November 2023	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 School teams create, implement, and progress monitor academic interventions in the Branching Minds platform through an equity-based MTSS framework			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
Implementation Milestone 3 School teams create, implement, and progress monitor academic interventions in the Branching Minds platform through an equity-based MTSS framework			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
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

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. ✍️
	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✍️

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

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

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	**Specify your practice goal and identify how you will measure progress towards this goal.** ✍️		
	SY24	**SY25**	**SY26**
Select a Practice			
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	**Metric**	**Student Groups (Select 1-2)**	**Baseline**	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Select Metric

Select Group or Overall

| | | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Data shows a need for teacher collaboration, grade level collaboration. Partially hitting in a lot of areas, but there is room from growth.

What is the feedback from your stakeholders?

More productive struggle, enrichment, more course clarity. Students need help with executive functioning, community building, working on conflict resolution.

What student-centered problems have surfaced during this reflection?

Students would benefit from learning more about time managment, conflict resolution, community building. Students would benefit from enrichment. Access to quality SEL instruction at every gradelevel in every classroom. Students having access to programming that both provides mirrors as well as windows to their own identity.

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?

BHT is in progress, can be better utilized. Offering more OST programming and scholarships for students in need. PatriotPalooza. Out door learning space that provides students with a calm, safe, enviroment to build community.

Determine Priorities

Return to Top

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

Students...

Lack access to a school-wide consistent tier 1 SEL curriculum that is implimented with fidelity, creates a sense of comunity, and allows for tier 2 and tier 3 students to be easily identified for services through the BHT.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Return to Top

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

As adults in the building, we...

Utilize various curriculum without a school-wide scope and sequene to create aligment. Lack space to provide SEL instruction that creates community. We also do not utilize the BHT as often as we should

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

identify and impliment a school- wide tier 1 curriculum that allows students to build confidence in navigating social situations and provide them with the skills necessary to overcome academic challenges while providing appropriate space, like the learning garden and support for the curriculums implimentation

then we see....

a community of learners who have the self-confidence and implimenting learned skills to perservere through both personal and academic challenges, share their thoughts and encourage each other to succeed both academically and emotionally and a staff that is supported and utilizes branching minds, the cultivate survey, and other school resources to help ensure that all students become their best selves

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

which leads to...

a school-wide community that is focused on the social-emotional growth of every individual child, students who report feeling more connected to their classroom and their learning and a staff that are knowledgable in the role they play in developing students as indviduals 📣

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.

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Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

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Q2	12/22/2023	Q4	6/10/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1			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
Implementation Milestone 2			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
Implementation Milestone 3			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
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

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

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

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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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.

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IL-EMPOWER Goal Requirements
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Performance Goals

Numerical Targets [Optional] ✍️

Connectedness & Wellbeing

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

Return to Top | SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

	Priorities	Practice 1	Practice 2	Practice 3	Practice 4
Priority 1	Curriculum and Instruction	Curriculum	Standard Aligned Instruction	Culturally Responsive Practices	ILT
Priority 2	Inclusive Practices	MTSS Team & Structures	MTSS Targeted Instruction & Intensive Support	Optimizing support for Diverse Learners	
Priority 3	Connectedness and Wellbeing	BHT & Culture & Climate Team	Student centered enrichment & OST		

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

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)

✍️