



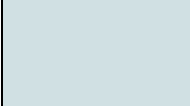




**CIWP Template: HEDGES**

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

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

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

### 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?**

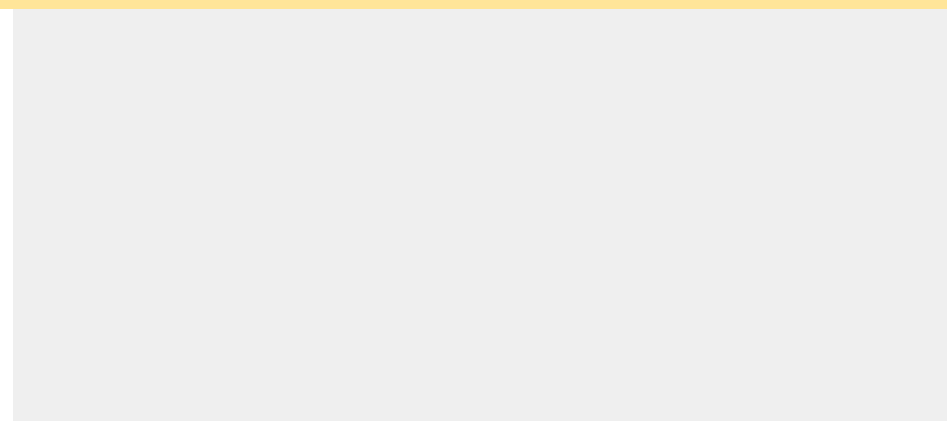
**References**

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

**Metrics**


<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p><a href="#">Hedges ILT Mini Institute Analysis Protocol</a> </p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
<p>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>		<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
<p>Partially</p>	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><a href="#">Hedges ILT Mini Institute Analysis Protocol</a> </p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
<p>Partially</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p>

		<a href="#">Customized Balanced Assessment Plan</a>
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.	<a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>




[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?**

[SY23 Glows/Grows/Deltas EOY LSI Visit](#) 

**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.

Implementation of evidence based assessment 

[Return to Top](#) **Inclusive & Supportive Learning Environment**

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


**References**

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

**Metrics**

School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and

[MTSS Integrity Memo](#)

Our Success Criteria needs to be refined to embed the how of the objectives (Language Objective). 

Unit/Lesson Inventory for Language Objectives (School Level Data)

Jump to...

[Curriculum & Instruction](#)

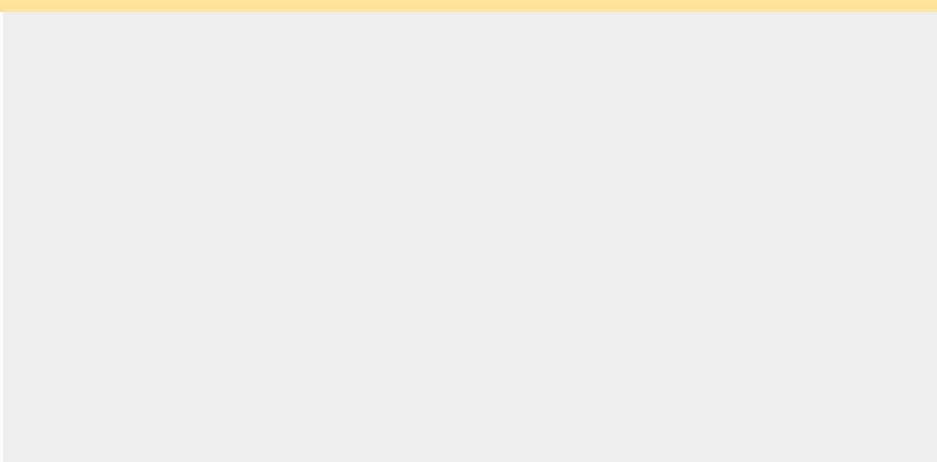
[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)


[Postsecondary](#)

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Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
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.	<a href="#">MTSS Integrity Memo</a>
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	



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

[Chicago Public Schools Office Language and Cultural Education English Learner Program Review](#) 


**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?**

-Continued PD for Success Criteria 

- [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 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.

Language objectives that demonstrate the HOW need to be evident across all contents. 

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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**

<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>
<p>Partially</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	

*[takeaways reflecting most students; takeaways reflecting specific student groups]* 

- [% 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

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 is the feedback from your stakeholders?**

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



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

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

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

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

[Student Voice Infrastructure](#)

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

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

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

Student sense of accountability and commitment and what they are gaining from school.

Increase student voice/input

All staff send the same message to students and families

In primary grades attendance is a parent centered approach  
Possible incentivize parents/Family Field Trips

Game room for older students was positive

Possible Contract with Parents to support attendance

**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?**

In Progress:  
BHT is strong  
SEL/Calm Classroom/Game room/ Success Bound/Second Step

Impact:  
Need to gather more data

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


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

**References**

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

**Metrics**

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
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).	
	Industry Recognized Certification Attainment is	<a href="#">ECCE Certification List</a>

Success Bound is available and in place, but the metrics documentation needs consistent monitoring on an ongoing basis to secure fidelity to its systems of implementation. 

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

We need to:  Visiting Universities; forming partnerships with SHPE, Architecture Students Presenting Final Projects, Premedical, other fields and survey also fields of student's interests and curiosities...etc. Shape and build student's understanding of higher education and career opportunities experientially.

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**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?**

Improvement Efforts  
 ~The one-on-one high school application process with parents/students.  
 ~Career Day provides exposure to careers students may not have heard of.

Barriers/Obstacles  
 ~Providing transportation for high school fairs, high school visits.

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

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

We have to develop a growth mindset. Create opportunities to explore High School and Career /College.  
 Create opportunity for a series of workshops for parents  
 Create opportunities for college and career in early grades.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a>		<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>



Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
No	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).	<a href="#">Student Voice Infrastructure Rubric</a>

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

[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)

**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?**

Improvements  
 ~Communication via Remind implemented school-wide.  
 ~Provided series of meetings/trainings to support parents of



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diverse learners (About 50 parents showed up.)  
~Provide a literacy night.

Barriers/Obstacles

~Plan for evening meetings to allow families who can't attend morning meetings.

~Provide regular "content" nights.

~We need to cast a wider net and bring in additional parents. (The same parents are involved.)

~Uncertainty in regards to who receives invitations to special events (e.g. Mother's Day celebration). Clarity and equity needs to be provided.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

[Hedges ILT Mini Institute Analysis Protocol](#)

What is the feedback from your stakeholders?

[Hedges ILT Mini Institute Analysis Protocol](#)

What student-centered problems have surfaced during this reflection?

Implementation of evidence based assessment

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?

[SY23 Glows/Grows/Deltas EOY LSI Visit](#)

[Jump to...](#)  
[Reflection](#)

[Priority](#)  
[Root Cause](#)

[TOA](#)

[Goal Setting](#)  
[Implementation Plan](#)

[Progress](#)  
[Monitoring](#)

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

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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...

Data indicates that students show consistent gaps on grade-level literacy and math standards.



**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...

inconsistently provide quality, rigorous standards aligned instruction for all students.



**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: 

support teachers to create and implement curriculum overviews, pacing guides that align standard instruction vertical and horizontal

then we see....

teachers providing rigorous, standards-aligned instruction and tasks with fidelity to quality curriculum and students engaged in their learning

which leads to...

increased mastery of grade level standards in reading and math as indicated by standards-based common assessments and IAR.

**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.

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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**

**Dates for Progress Monitoring Check Ins**

Q1	10/18/23	Q3	03/02/24
Q2	12/20/23	Q4	5/22/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

**Implementation Milestone 1**

Teachers create pacing guides and implement unit overviews aligned to the standards.

Lead Coach & Teacher Teams

Math 12/20/23  
Reading - 5/22/24

In Progress

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

## Curriculum & Instruction

<b>Action Step 1</b>	Provide planning time to create unit overview with specific standards-aligned success criteria and aligned tasks	Lead Coach, CEC (Math) & Teachers	Reading- 1/19/24 Math - 10/18/23 Content - 9/22/23	In Progress
<b>Action Step 2</b>	Incorporate the content objectives and language objectives in the lesson plans (i.e. Bilingual) within the unit overview & pacing guides.	ELPT & Teacher Teams	10/20/23	In Progress
<b>Action Step 3</b>	Monitor success criteria alignment through data meetings to quantify trends and identify areas of needs/next steps.	ILT & Teacher Teams	Teacher Teams (weekly) ILT (monthly)	Not Started
<b>Action Step 4</b>	Monitor success criteria attainment to quantify trends and identify areas of needs/next steps. (Remove after metric is established.)	ILT & Teacher Teams	Monthly Math- End of Semester 1 Reading- End of Semester 2	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers engage all students equitably with high-quality, grade-level standards-aligned tasks and curriculum-embedded assessments.		5/22/24	Not Started
<b>Action Step 1</b>	Use common pre-assessment data in the beginning of the instructional unit	Teachers	By the beginning of each unit/chapter.	Not Started
<b>Action Step 2</b>	Create and implement formative assessments to monitor student attainment of skills connected to standards aligned tasks	Teacher Teams	3/2/24 (End of Q3)	Not Started
<b>Action Step 3</b>	Create and implement grade-level bi-weekly common assessments	Teacher Teams	3/2/24 (End of Q3)	Not Started
<b>Action Step 4</b>	Analyze pre-assessment, formative, and common assessment data to establish next steps	ILT and Teacher Teams	3/2/24 (End of Q3)	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Establish Best Practices for English Language Learners		5/22/24	In Progress
<b>Action Step 1</b>	Define school-wide language allocations	ELPT & Bilingual Teachers (K-3)	9/8/23	In Progress
<b>Action Step 2</b>	Incorporate language objectives in lesson plans	Teachers	10/20/23	In Progress
<b>Action Step 3</b>	Provide professional development on best instructional practices for ELs in all content areas	ELPT & Teachers	Quarterly	Not Started
<b>Action Step 4</b>	Implement best practices (e.g. comprehensible input, especially 3rd-8th) into lesson plans and Instruction	Teachers	12/22/23	Not Started
<b>Action Step 5</b>	Progress Monitor implementation of language objectives and best practices and provide supports as needed	ELPT	3/2/24	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				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**

<b>SY25 Anticipated Milestones</b>	<p>Conscious Discipline (Students) Continuation of Progress Monitoring of SOTA through rigor walks Incorporate WIDA standards with fidelity Student demonstrate elevated levels of thinking and learning through engagement in student discourse.</p>	
<b>SY26 Anticipated Milestones</b>	<p>Full Implementation of Conscious Discipline Horizontal and Vertical Alignment for all curricula Full implementation of Common Best Practices for Multilingual Learners</p>	

[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

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			
% of students will meet or exceed standards in Math.	Yes		IAR (Math)	Overall	4	25	50	80	
				English Learners	2	25	50	80	
% of students will meet or exceed standards in Reading.	Yes		IAR (English)	Overall	8	30	60	90	
				English Learners	4	30	60	90	

### Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric and unit overviews	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers are measuring attainment of grade level standards through common assessments, formative assessments and student work. Use grade level meetings to analyze all data to inform decision-making and monitor progress towards end of year goals.	All teachers are measuring attainment on grade level standards with fidelity through common assessments, formative assessments and student work. Use grade level meetings to analyze all data to inform strategic decision-making and monitor progress towards end of year goals.	All teachers are measuring attainment on grade level standards with fidelity through common assessments, formative assessments and student work. Grade level teams take ownership of GLMs to analyze all data to inform strategic decision-making and monitor progress towards end of year goals.
Select a Practice			



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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
% of students will meet or exceed standards in Math.	IAR (Math)	Overall	4	25	Select Status	Select Status	Select Status	Select Status
		English Learners	2	25	Select Status	Select Status	Select Status	Select Status
% of students will meet or exceed standards in Reading.	IAR (English)	Overall	8	30	Select Status	Select Status	Select Status	Select Status
		English Learners	4	30	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric and unit overviews	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers are measuring attainment of grade level standards through common assessments, formative assessments and student work. Use grade level meetings to analyze all data to inform decision-making and monitor progress towards end of year goals.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

## Reflection on Foundation

### Using the associated documents, is this practice consistently implemented?

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

Our Success Criteria needs to be refined to embed the how of the objectives (Language Objective).

### What is the feedback from your stakeholders?

[Chicago Public Schools Office Language and Cultural Education English Learner Program Review](#)

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

Language objectives that demonstrate the HOW need to be evident across all contents.

### 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?

-Continued PD for Success Criteria

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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...

Data shows that all students need differentiated instruction to make academic growth on standardized assessments at all tiers.



### 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...

Teachers need to learn to maximize time and implement research-based strategies to effectively differentiate and accelerate instruction for all learners.



### 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?**

# Inclusive & Supportive Learning Environment

Resources: 

**If we...**  
 establish a common understanding of tiered supports and provide research-based interventions

**then we see....**  
 teachers using data to provide targeted instruction in whole and small group settings

**which leads to...**  
 all students demonstrating academic growth towards meeting and exceeding grade level standards in reading and math

**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**

Q1	10/18/23	Q3	03/02/24
Q2	12/20/23	Q4	5/22/24

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

## Inclusive & Supportive Learning Environment

<b>Implementation Milestone 1</b>	Teacher analyze data to identify students for tiered interventions.	Teachers, interventionists and tutors	12/20/23	Not Started
<b>Action Step 1</b>	Teachers identify tiered students.	Teachers, interventions, MTSS teams	10/18/23	Not Started
<b>Action Step 2</b>	Teachers identify appropriate intervention.	Teacher teams, interventions, MTSS team	10/18/23	Not Started
<b>Action Step 3</b>	Teachers create schedules to implement interventions for all tiers.	Teachers	10/18/23	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All students in tier 2 and tier 3 have evidence based interventions in Branching Minds	Teacher teams, interventions, MTSS team	10/18/23	Not Started
<b>Action Step 1</b>	Teachers receive Branching Minds PD & MTSS Framework	MTSS team	9/22/23	Not Started
<b>Action Step 2</b>	Teachers create intervention plans in Branching Minds, referencing to Hedges MTSS Framework as needed.	Teacher teams	9/26/23	Not Started
<b>Action Step 3</b>	Provide grade level time to input data with support of interventionists.	Adminstration, interventionists	10/6/23	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Tier 2 & 3 students are receiving interventions and are progress monitored regularly.	Teachers, interventionists and tutors	5/31/24	Not Started
<b>Action Step 1</b>	Students receiving interventions are progress monitored bi-weekly for Tier 2 and weekly for Tier 3.	teachers, interventionists, tutors	12/20/23	Not Started
<b>Action Step 2</b>	Interventionists and MTSS team monitor data input and tracking of students receiving interventions to see if goals are met.	Interventionists & MTSS team	12/20/23	Not Started
<b>Action Step 3</b>	Based on progress monitoring data, regroup students, revise, and/or create new goals.	Teachers, interventionists, tutors	1/11/24	Not Started
<b>Action Step 4</b>	MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement	MTSS team	5/31/24	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status

Action Step 4				Select Status
Action Step 5				Select Status

## SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	<p>Accountability structures are in place to ensure fidelity of MTSS practices (established from SY24).</p> <ul style="list-style-type: none"> <li>-Students are consistently receiving tiered interventions .</li> <li>-All students in tier 2 and tier 3 have evidence based interventions in Branching Minds</li> <li>-Tier 2 &amp; 3 students are progress monitored consistently and regularly.</li> </ul>	
<b>SY26 Anticipated Milestones</b>	<p>Continuous implementation of high quality and effective targeted interventions are well established. Cultivate teacher teams to use MTSS data to inform instruction within all tiers.</p>	

## 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
Students in tier 2/3 meet the	Yes	% of Students receiving Tier 2/3 interventions	Other [Math]	n/a			

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Learning Environment				
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			Select the Priority Foundation to pull over your Reflections here =>				
established intervention goals		yes		Tier 2/3 interventions meeting targets	Other [Reading]	n/a			
Tier 1 students will increase		Yes		MTSS Academic Tier Movement	Other [Math]	39%	50%	65%	80%
					Other [Reading]	33%	45%	60%	75%

### Practice Goals

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

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

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Create MTSS team and a calendar of meeting times. Set aside grade level meeting times to discuss and review student data for MTSS plans. This will be measured by agendas and calendar.	MTSS team will use problem solving practice to discuss and review student data, making informed decisions for MTSS plans. This will be measured by agendas and calendar.	MTSS team inform parents of their student's progress. This will be monitored via the parent engagement portion of Branching Mind.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Identify students' tiers, create plans, enter progress monitoring data which will be monitored on the Branching Mind dashboard.	Identify students' tiers, create plans, enter progress monitoring data consistently which will be monitored on the Branching Mind dashboard.	Full implementation of the following MTSS Process using the Branching Mind platform: Identify students' tiers, create plans, enter progress monitoring data consistently which will be monitored on the Branching Mind dashboard.
Select a Practice			

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
Students in tier 2/3 meet the established intervention goals	% of Students receiving Tier 2/3 interventions meeting targets	Other [Math]	n/a		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Other [Reading]	n/a		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Tier 1 students will increase	MTSS Academic Tier Movement	Other [Math]	39%	50%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Other [Reading]	33%	45%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Create MTSS team and a calendar of meeting times. Set aside gra	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Identify students' tiers, create plans, enter progress monitoring data	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Select a Practice		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>



If Checked:

Complete  
IL-Empower  
Section below

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

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

If Checked:

No action needed

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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
  - q) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
  - b) Contracting for professional services from State-Approved Learning Partners
  - c) Conducting school-level needs assessments
  - d) Analyzing data
  - e) Identifying resource inequities
  - f) Researching and implementing evidence-based interventions
  - g) Purchasing standards-aligned curriculum and materials
  - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

**Required Math Goal** IAR (Math): % of students will meet or exceed standards in Math.

**Required Reading Goal** IAR (English): % of students will meet or exceed standards in Reading.

**Optional Goal** Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	4	25	50	80
English Learners	2	25	50	80
Overall	8	30	60	90
English Learners	4	30	60	90

## 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.*

- Parent-teacher conferences will be held at the end of the first and third quarter. The parent-teacher conferences include the distribution of grades, iReady/ Star 360 BOY and MOY student results for the Reading and Math tests, attendance, academic and social emotional concerns, and academic resources to help each student grow academically.*
- Progress Reports will be distributed to students at the end of the 5th week, 10th week, 25th week, and 35th week. Parents can also access their children's grades by logging into Parent Portal on a weekly basis.*
- During the first week of school, teachers will send home a letter of introduction which will include their contact information (email and hours set for parent conferences). Parents are welcome to contact school teachers and staff to schedule an appointment to meet before school, after school, or during their prep time.*
- School staff communicate with parents and/or guardians via Remind.*
- Engaging families in literacy and math nights.*
- Provide parent trainings to support academic and social emotional support.*
- The partnership with Community and Schools will create more opportunities for varied parent engagement.*



*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