

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Januario Gutierrez	Principal	jgutierrez1@cps.edu
Mary Ann Reynolds	AP	mamunozmaciel@cps.edu
Lisa Cantu	Teacher Leader	LACantu@cps.edu
Rebecca Gasser	Teacher Leader	rgasser@cps.edu
Laura McCabe	Teacher Leader	lmccabe@cps.edu
Rebecca Leslie	Teacher Leader	rleslie@cps.edu
Lara Fickes	Teacher Leader	lfickes@cps.edu
Aaron Hussey	Teacher Leader	aahussey@cps.edu
Edith Ortiz	Teacher Leader	EOrtiz2@cps.edu
Sandra Morales	Teacher Leader	SLMorales@cps.edu
Isela Luna	Teacher Leader	iluna9@cps.edu
Jennifer Canetti	Teacher Leader	jsaschoff@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	5/2/23	6/7/23
Reflection: Curriculum & Instruction (Instructional Core)	6/7/23	6/29/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/7/23	6/29/23
Reflection: Connectedness & Wellbeing	6/7/23	6/29/23
Reflection: Postsecondary Success	6/7/23	6/29/23
Reflection: Partnerships & Engagement	6/7/23	6/29/23
Priorities	6/29/2023	6/29/23
Root Cause	6/29/23	6/29/23
Theory of Acton	6/30/23	8/11/23
Implementation Plans	7/6/23	8/11/23
Goals	7/7/23	8/11/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/5/23	9/5/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/23
Quarter 4	6/7/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Supporting critical thinking, ESL supports, and focusing on the student discourse. Supporting student collaboration and inquiry of peer work/thoughts.	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Students using academic vocabulary and interacting with work partners/groups. Through the use of Skyline and Summit, students have access to standards based culturally responsive materials (texts and resources students can relate to). Curriculum's effectiveness can be seen in iReady reading data in Kindergarten (96% of Spanish speakers tested are at grade level and 63% of English speakers tested are performing at grade level). Students in higher grades are performing lower due to SEL factors and less instructional time in prior grades.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Network walkthrough heat map stated 5/6 classes did not show students questioning each other to deepen knowledge. 3/6 classes did not interact with eachother to further reach the learning target. During the rigor walks, the tasks were aligned in 6/6 classrooms to the standards. Based on the K-3 rigor walk, we should focus on supporting student accountability and goal setting. Skyline curriculum purposefully focuses on vocabulary and student usage. During rigor walk 5/6 showed students using academic vocabulary. We will be more intentional in roles and responsibilities within the ILT to ensure team members have more impact schoolwide. Based on the Bilingual audit, not consistently providing EL support and ESL instruction for grades K-8.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	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? Through the use of Summit (5-8) and Skyline (prek-4), students are required to collaborate in small group activities to reach learning targets through shared lesson discovery. Skyline curriculum (PL-4) purposefully focuses on vocabulary and student usage of new vocabulary. Teachers in grades K-4 are working with MTSS lead/instructional coach to provide intentionally planned, targeted small groups for all students. This provides instruction to all students at their level including ELs and DLs.	

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.

- Continue with Rigor Walks/Teacher Team Learning
- Reflect on results and feedback to drive instruction
- From retrieval to move into knowledge utilization in taxonomy level of student work
- Tighten up Primary Intervention Block and SDL
- Implement structures to the blocks to ensure effectiveness of said blocks
- Identify effective resources to be able to implement intervention block with fidelity
- Improve testing environment: proactivity and practice prior as well
- Quiet environment, proctors, canceling specials?, snack

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Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?


Metrics



Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey MTSS Integrity Memo	Henry consistently monitors student progress using the Branching Minds platform. Based on the root survey, Henry may need to implement and intervention bank that all teachers can access From EL program review we need more consistent use and access to native language for classroom library, word walls/banks, environmental print and student work displayed in native language. Most Henry teachers create clear plans for interventions	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
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Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		(including duration, frequency, goals, and details regarding administration) made. Need support in documenting prior to the start of the intervention? A clearer plan is needed to review data once a month in GLMs for struggling students		MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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? Henry consistently revises and discusses LRE placement for all DLs throughout the entire school year. The DLT reflects on student needs on a daily, if not weekly basis to analyze data to ensure students are receiving services in the LRE. The Empower Grant Program too allows DLs to work on targeted, individualized skills based on individual student needs. This empower program improved student test scores, as the achievement gap was able to be closed further by the students who attended the Empower Program. Moreover, the case manager schedules IEP meetings 30-45 days prior to their due dates to ensure all stakeholders are aware of and can develop thorough IEPs for all students who receive services. This also allows the multidisciplinary team to develop and be apart of the IEP process. The DLT works with all stakeholders before, during and after each individual IEP meeting to ensure all IEPs are implemented with fidelity. Consistency in instruction has been impacted by sub shortages and other scheduling changes that are out of the teachers control. There has also been a huge increase in the number of new EL students throughout the year.		
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	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? There are many students who need different supports in both their native language and ESL.		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Teachers also will work on reflecting the work they do in lesson plans and curriculum. The intervention/SDL block will allow for more time addressing MTSS interventions and the DL/EL learning needs of the students.		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.					
Cohesive Separate Setting Top Down Curriculum: align standards 					
Tighten Small Group Structures Consistent MTSS interventions and follow through Fidelity of IEP implementation DL/EL component with fidelity EL Instruction and implementation with fidelity ESL Instruction Students may not have the language or understanding of their IEP to advocate for their accommodations and modifications Behavior problems (older) Students not having agency over accommodations. EL students not feeling connected to classroom Students do not have stamina for work completion Students do not have consistence access to curriculum					

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




Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	BHT meets on a weekly basis. 1.5 counselors within the school. Climate and Culture team is consistent in providing Tier 1 supports and events. 	% 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 Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
		What is the feedback from your stakeholders?	

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Access to Community Schools Initiative and Community In Schools. 1.5 counselors. Surveys to students provided. 	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
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Second Step implementation with fidelity.  Utilization of T2 BHT team</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? </p> <p>Counselor going into classrooms to support students in all grades and the implementation of Tier 1 interventions. This will support the fidelity with implementation of Second Step. Meeting weekly for BHT to clearly identify targeted students for Tier 2 interventions.</p>	
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	Success Bound is taught as a special for our 6th-8th grade students. Career Day implemented. Only 5 8th grade students went to the neighborhood high school as others went to their 1st or 2nd choice from the Go CPS process. 	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
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Yes	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders? </p> Algebra is offered to students. Parent and student college trips and events was successful.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).		
		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? </p> Improvements include the additional career fair days as well as an increase in high school information sessions with	

N/A Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). [Alumni Support Initiative One Pager](#)



as an increase in high school information sessions with families with incentives.

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.


Naviance and Transition Plan Emphasis Starting in 7th Grade 
 Emphasis on writing instruction (to support IAR scores overall)

[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
Yes	Spectrum of Inclusive Partnerships 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.	5 essentials parent participation rate was low. Teacher and parent partnerships was neutral. Increase in family events. 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<p>What is the feedback from your stakeholders?</p> Student voice committee was initially started last school year. BAC and PAC meetings held and parent voice provided insight on how to increase family engagement. Change in Ward boundaries and now in Ward 33 with increase support from alderman. 	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.

Supporting Newcomer families from Day 1: Welcome packet for all new families. 
 Implement frequent climate surveys for families
 Revamp questionnaires and share data with all stakeholders: sit with families to complete HLS and parent questionnaires.
 Revamp Student Voice Committee: create more structure and direction as well as follow through with all stakeholders

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?

Currently increasing parent involvement through increasing parent portal participation and increasing family events. Increase collaboration with Ward 33 to have a part of the participatory budgeting funds support the playground. Increase communication efforts with families. 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Supporting critical thinking, ESL supports, and focusing on the student discourse. Supporting student collaboration and inquiry of peer work/thoughts.

Students using academic vocabulary and interacting with work partners/groups.

Through the use of Skyline and Summit, students have access to standards based culturally responsive materials (texts and resources students can relate to). Curriculum's effectiveness can be seen in iReady reading data in Kindergarten (96% of Spanish speakers tested are at grade level and 63% of English speakers tested are performing at grade level). Students in higher grades are performing lower due to SEL factors and less instructional time in prior grades.

What is the feedback from your stakeholders?

Network walkthrough heat map stated 5/6 classes did not show students questioning each other to deepen knowledge. 3/6 classes did not interact with each other to further reach the learning target.

During the rigor walks, the tasks were aligned in 6/6 classrooms to the standards.

Based on the K-3 rigor walk, we should focus on supporting student accountability and goal setting.

Skyline curriculum purposefully focuses on vocabulary and student usage. During rigor walk 5/6 showed students using academic vocabulary.

We will be more intentional in roles and responsibilities within the ILT to ensure team members have more impact schoolwide.

Based on the Bilingual audit, not consistently providing EL support and ESL instruction for grades K-8.

What student-centered problems have surfaced during this reflection?

- Continue with Rigor Walks/Teacher Team Learning
- Reflect on results and feedback to drive instruction
- From retrieval to move into knowledge utilization in taxonomy level of student work
- Tighten up Primary Intervention Block and SDL
- Implement structures to the blocks to ensure effectiveness of said blocks
- Identify effective resources to be able to implement intervention block with fidelity
- Improve testing environment: proactivity and practice prior as well
- Quiet environment, proctors, canceling specials?, snack

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?

Through the use of Summit (5-8) and Skyline (prek-4), students are required to collaborate in small group activities to reach learning targets through shared lesson discovery.

Skyline curriculum (PL-4) purposefully focuses on vocabulary and student usage of new vocabulary.

Teachers in grades K-4 are working with MTSS lead/instructional coach to provide intentionally planned, targeted small groups for all students. This provides instruction to all students at their level including ELs and DLs.

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Determine Priorities

Resources:

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

Students...

Students will access high quality curriculum to support their grade level content as well as gaps in their learning. Students will set goals, reflect, and track their progress towards their goals. Students will ensure that they are optimizing their learning environment through SEL strategies that will support their social, emotional, and academic growth. Students are not questioning each other and engaging in high levels of discourse.



[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.

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Root Cause

Resources:

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

As adults in the building, we...

- Continue conducting Rigor Walk and Peer Observation Learning Cycles to support implementation of curriculum and instruction.
- Reflect on results and feedback to drive instruction.
- Plan for instruction that will move from retrieval to into knowledge utilization in taxonomy level of student work.
- Provide differentiated small group instruction that is research-based and differentiated.
- Use progress monitoring data to inform the research-based intervention and student growth outcomes.
- Provide optimal learning environments that support students during assessments
- As teachers we need to provide students the opportunities to develop their questioning and discourse



[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.

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Theory of Action


What is your Theory of Action?


If we....

Resources:

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

provide comprehensive professional development to Henry staff on effective facilitation techniques for structured student discussions in Math and ELA that encourages dialogue and emphasizes higher-order thinking skills, 

then we see....
Henry staff utilizing intentional questioning to encourage students to explore connections, patterns, and relationships where students begin to employ probing questions to prompt deeper analysis and understanding 

which leads to...
improved critical thinking skills as students analyze, synthesize, and make connections to enhance content understanding and foster deeper exploration and application of concepts. 

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 


Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/1/23
Q2 12/22/23 Q4 6/7/23

SY24 Implementation Milestones & Action Steps 

Who 

By When 

Progress Monitoring

Implementation Milestone 1	Modeling student discussions with intentional questioning - By the end of SY 24, 100% of teachers will develop and implement effective student discussions in their content area through the practice of active listening and effective conversation strategies among students in all grade levels.	Teachers	Year 1	Not Started
Action Step 1	Teachers and ILT will review and adapt the discussion techniques and Essential Questions within Summit Learning (Grades 5-8), Skyline lessons (Grades PreK-4), unit plans (other content areas) to develop clear objectives and tools such as sentence starters and protocols to scaffold student conversations at each grade level for all students.	Teachers and ILT	Quarterly for each unit	Select Status
Action Step 2	Provide professional development to teachers on effective facilitation techniques for structured student discussions and model student discussions to showcase how to guide and encourage dialogue, emphasizing high-order thinking skills.	ILT	Year 1	Select Status
Action Step 3	Teachers will model, practice, and facilitate student conversations at each grade level with tools developed within their content areas.	Teachers and ILT	Year 1 Semester 2	Select Status
Action Step 4	Teachers will conduct peer and self-observations to reflect on their practice and provide each other constructive feedback focused on student discourse within the content areas	Teachers and ILT	Year 1 Semester 2	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Modeling student discussions with intentional questioning - By the end of SY 24, 100% of teachers will develop and implement effective student discussions in their content area through the practice of active listening and effective conversation strategies among students in all grade levels.	Teachers	Year 1	Not Started
Action Step 1	ILT will provide professional development that will focus on the benefits of daily math talks and how to integrate math talks within their lesson plans.	ILT and Math Leads	Year 1	Select Status
Action Step 2	ILT will provide teachers with a comprehensive toolkit of math talk procedures, resources, and examples that include discussion strategies, sentence starters, and sample math talk prompts.	ILT and Math Leads	Year 1 Semester 1	Select Status
Action Step 3	ILT will facilitate coaching sessions where teachers observe and participate in modeled math talk discussions.	ILT and Math Leads	Year 1 Semester 2	Select Status
Action Step 4	Teachers will conduct peer and self-observations to reflect on their practice and provide each other constructive feedback focused on the mathematical cognitive demand within the Math Block.	Teachers, ILT, and Math Leads	Year 1 Semester 2	Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Select Status
Action Step 5				Not Started
Implementation Milestone 4				Select Status

Action Step 1				Select Status
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Essential questions-Student will be able to answer teacher provided essential questions throughout the taught unit ELA Talks- Students come up with their own activites for ELA talks, Students choose their books, Implementing ELA talks in small groups Math Talks- Math talks occuring in every classroom, students having discussions with each other	
SY26 Anticipated Milestones	ELA Talks- Students come up with their own activites for ELA talks, Students choose their books, Implementing ELA talks in small groups, Students leading their own ELA talks with peers grades 1-8. , Students coming up with their own questions for ELA talks Math Talks-Math talks occuring in every classroom, students taking more ownership over discussion, questioning and challenging each other Essential Questions- Students will be able to create and answer their own essential questions given a topic	

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students in grades 3-8 will show a 7-8% increase of students at or above benchmark in Star 360 Math.	Yes <input type="checkbox"/>	STAR (Math)	Overall	37.04	39	42	44
			English Learners	28.72	30	33	36
Students in grades K-2 will show 7-8% increase of students mid or above grade level in iReady Math.	Yes <input type="checkbox"/>	iReady (Math)	Overall	21	23	26	29
			English Learners	18	20	23	26

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.	Progress towards this identified goal will be measured by walkthroughs and peer observations. Two focus questions will be used with a minimum of 80% of classrooms: 1. Is a standards-aligned learning target provided to the students? 2. Is the evidence of student learning aligned to the learning target?	Progress towards this identified goal will be measured by walkthroughs and peer observations. Two focus questions will be used with a minimum of 90% of classrooms: 1. Is a standards-aligned learning target provided to the students? 2. Is the evidence of student learning aligned to the learning target?	Progress towards this identified goal will be measured by walkthroughs and peer observations. Two focus questions will be used with a minimum of 100% of classrooms: 1. Is a standards-aligned learning target provided to the students? 2. Is the evidence of student learning aligned to the learning target?
C&I:4 The ILT leads instructional improvement through distributed leadership.	Math Talks will be observed and coached by ILT members focused on measuring student surveys in grades 4-8 based on the following statements: #1 Sense-Making: In math, I have many opportunities to share what I'm thinking and to see what my classmates are thinking. #2 Feedback and Assessment: I get to demonstrate my learning in different ways. #2 Feedback and Assessment: In math, I get to demonstrate my learning in different ways.	Math Talks and ELA Talks will be observed and coached by ILT members focused on measuring student surveys in grades 4-8 based on the following statements: #1 Sense-Making: In math and ELA, I have many opportunities to share what I'm thinking and to see what my classmates are thinking. #2 Feedback and Assessment: I get to demonstrate my learning in different ways. #2 Feedback and Assessment: In math and ELA I get to demonstrate my learning in different ways.	Math Talks and ELA Talks will be continue to be observed and coached by ILT members focused on measuring student surveys in grades 4-8 based on the following statements: #1 Sense-Making: In math and ELA, I have many opportunities to share what I'm thinking and to see what my classmates are thinking. #2 Feedback and Assessment: I get to demonstrate my learning in different ways. #2 Feedback and Assessment: In math and ELA I get to demonstrate my learning in different ways.

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
Students in grades 3-8 will show a 7-8% increase of students at or above benchmark in Star 360 Math.	STAR (Math)	Overall	3704	39	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		English Learners	28.72	30	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Students in grades K-2 will show 7-8% increase of students mid or above grade level in iReady Math.	iReady (Math)	Overall	21	23	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		English Learners	18	20	<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
C&I:2 Students experience grade-level, standards-aligned instruction.	Progress towards this identified goal will be measured by walkthroughs and peer observations. Two focus questions will be used with a minimum of 80% of classrooms: 1. Is a standards-aligned learning target provided to the students? 2. Is the evidence of student learning aligned to the learning target?	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	Math Talks will be observed and coached by ILT members focused on measuring student surveys in grades 4-8 based on the following statements: #1 Sense-Making: In math, I have many opportunities to share what I'm thinking and to see what my classmates are thinking. #2 Feedback and Assessment: I get to demonstrate my learning in different ways.	<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"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Henry consistently monitors student progress using the Branching Minds platform

Based on the root survey, Henry may need to implement an intervention bank that all teachers can access

From EL program review we need more consistent use and access to native language for classroom library, word walls/banks, environmental print and student work displayed in native language.

Most Henry teachers create clear plans for interventions (including duration, frequency, goals, and details regarding administration) made. Need support in documenting prior to the start of the intervention?

A clearer plan is needed to review data once a month in GLMs for struggling students

What is the feedback from your stakeholders?

Henry consistently revises and discusses LRE placement for all DLs throughout the entire school year. The DLT reflects on student needs on a daily, if not weekly basis to analyze data to ensure students are receiving services in the LRE. The Empower Grant Program too allows DLs to work on targeted, individualized skills based on individual student needs. This empower program improved student test scores, as the achievement gap was able to be closed further by the students who attended the Empower Program. Moreover, the case manager schedules IEP meetings 30-45 days prior to their due dates to ensure all stakeholders are aware of and can develop thorough IEPs for all students who receive services. This also allows the multidisciplinary team to develop and be apart of the IEP process. The DLT works with all stakeholders before, during and after each individual IEP meeting to ensure all IEPs are implemented with fidelity.

Consistency in instruction has been impacted by sub shortages and other scheduling changes that are out of the teachers control. There has also been a huge increase in the number of new EL students throughout the year.

What student-centered problems have surfaced during this reflection?

Cohesive Separate Setting Top Down Curriculum: align standards

Tighten Small Group Structures
 Consistent MTSS interventions and follow through
 Fidelity of IEP implementation
 DL/EL component with fidelity
 EL Instruction and implementation with fidelity
 ESL Instruction

Students may not have the language or understanding of their IEP to advocate for their accommodations and modifications
 Behavior problems
 (older) Students not having agency over accommodations.
 EL students not feeling connected to classroom
 Students do not have stamina for work completion
 Students do not have consistent access to curriculum

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?

There are many students who need different supports in both their native language and ESL.

Teachers also will work on reflecting the work they do in lesson plans and curriculum.

The intervention/SDL block will allow for more time addressing MTSS interventions and the DL/EL learning needs of the students.

Return to Top Determine Priorities

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

Students...

Students will have many opportunities to share what they are thinking and to see what their classmates are thinking. Students will get to demonstrate their learning in different ways. When students reach a tough spot, they will have the skills to push through.

Students are not achieving consistent and adequate growth on state and district testing

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

-will provide students with the sense-making based on their individual lens to think critically.
 -will support students in showing their learning by providing opportunities for feedback from the adults and each other. -will help students persevere by providing the tools to help them push through challenges to demonstrate their learning.

not providing consistent modifications and accommodations
 not providing consistent small group instruction
 not providing targeted and/or consistent ESL instruction

Resources:

[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

Resources:

If we....

outline a comprehensive approach to targeted small group instruction (dedicated intervention block) that equips students with the ability to set and monitor goals



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

teachers providing targeted skills and strategies in small groups that align with each students' needs to foster improved executive functioning and self-directed learning so all students are engaged in activities that emphasize the significance of understanding and setting achievable goals



which leads to...

equipping students with the skills and confidence they need for success, fostering autonomy, strengthening student perseverance, and ultimately leading to a growth mindset.



[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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/1/23

Q2 12/22/23

Q4 6/7/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of SY 23-24, 80% of students will have actively created and utilized their chosen goal-setting trackers, reflecting their attendance and progress in identified subject areas	Students	Year 1	Select Status
Action Step 1	Teachers will gather surveys and interview their students and families to gather insights into interests, strengths, challenges, and social emotional learning.	Teachers	Quarter 1	Select Status
Action Step 2	ILT will provide strategies and/or support teachers in how to teach and model goal setting and reflection for students, which will include growth mindset and the habits of success.	ILT	Year 1 Semester 1	Select Status
Action Step 3	ILT will support teachers and students to create trackers and goal setting types (digital, binder, folder, Summit).	ILT	Year 1 Semester 1	Select Status
Action Step 4	Students will actively engage in setting personal goals biweekly, monthly, and/or quarterly using established tools to log progress, challenges, and achievements and teachers will provide ongoing support in tracking student goals, refining goals, and provide feedback on goal attainment (i.e., mentoring, small group instruction).	Teachers	Year 1 Semester 2	Select Status
Action Step 5	Teachers will conduct monthly check-ins during GLMs to discuss progress, provide feedback, and celebrate successes.	Teachers	Year 1 Semester 2	Select Status
Implementation Milestone 2	Targeted Small Group Instruction: By the end of SY 23-24, 100% of teachers will have implemented research-based small group instruction focused on targeted instructional needs of all students, including English Language Learners (ELs) and Diverse Learners (DLs).	Teachers	Year 1 Ongoing	Select Status
Action Step 1	Professional Development and coaching will be provided on the implementation of accommodations and modifications for DLs in the Least Restrictive Environment	ILT, case manager	Year 1 Ongoing	Select Status
Action Step 2	Professional Development and coaching will be provided on ESL instruction within the TPE and TPI classrooms.	ILT, ELPT	Year 1 Ongoing	Select Status
Action Step 3	Teachers will implement an MTSS Intervention Block (K-4) or a Self-Directed Learning (SDL 5-8) Block with clear expectations developed by the ILT and the teacher teams.	ILT, teachers, MTSS coordinator	Year 1 Ongoing	Select Status
Action Step 4	Teachers in grades 5-8 will conduct mentoring sessions for off-track students focused on targeted interventions documented in Branching Minds	Teachers	Year 1 Ongoing	Not Started
Action Step 5	Teachers in grades PreK-4 will conduct targeted small group	Teachers	Year 1 Ongoing	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	Milestone 1: By the end of SY 24-25, 85% of students will have actively created and utilized their chosen goal-setting trackers, reflecting their attendance and progress in identified subject areas Milestone 2: Refine the targeted small group instruction to implement research-based tier 2 interventions.	
SY26 Anticipated Milestones	Milestone 1: By the end of SY 23-24, 90% of students will have actively created and utilized their chosen goal-setting trackers, reflecting their attendance and progress in identified subject areas Milestone 2: Refine the targeted small group instruction to implement research-based tier 3 interventions.	

[Return to Top](#) **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students in grades 3-8 will show a 5-10% increase in proficiency (students meeting and/or exceeding) in Star 360 Reading.	Yes <input type="checkbox"/>	STAR (Reading)	Overall	26	29	32	36
			English Learners	10.75	13	17	20
Student in grades K-2 will show a 5-10% increase in proficiency in iReady Reading.	Yes <input type="checkbox"/>	iReady (Reading)	Overall	20	23	26	30
			English Learners	12.5	15	18	22

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.	Goal will be measured by MTSS data within Branching Minds and tracking tools. Specifically students meeting goal targets.	90% of students meeting intervention goal targets within Branching Minds.	95% of students meeting intervention goal targets within Branching Minds
<input type="text"/>			
<input type="text" value="Select a Practice"/>			

[Return to Top](#) **SY24 Progress Monitoring**

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 grades 3-8 will show a 5-10% increase in proficiency (students meeting and/or exceeding) in Star 360 Reading.	STAR (Reading)	Overall	26	29	Select Status	Select Status	Select Status	Select Status
		English Learners	10.75	13	Select Status	Select Status	Select Status	Select Status
Student in grades K-2 will show a 5-10% increase in proficiency in iReady Reading.	iReady (Reading)	Overall	20	23	Select Status	Select Status	Select Status	Select Status
		English Learners	12.5	15	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Goal will be measured by MTSS data within Branching Minds and tracking tools. Specifically students meeting goal targets.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Priority #1. Curriculum and Instruction: A. Develop and Implement parent workshops to help parents understand the Content Area Blocks of Instruction (i.e. ELA, Math, Science, Social Studies). B. Organize Literacy Nights with an emphasis on content the students are learning in their curriculum. C. Organize parent-child Literacy Interactive activities during the day to help parents understand the components with our structured Literacy and Math Blocks. Priority #2 Inclusive and supportive environment: A. Create and organize culturally relevant events and activities that reflect the diversity of our school. (i.e. Day of the Dead, Black History Month, Trunk or Treat). B. Organize an art fair, multicultural fair, etc. to showcase student work and engage parents to visit and learn about the products and/or projects that are part of instructional priorities throughout the year. C. Maintain and support workshops so that the parents have an understanding of the MTSS process to better align the goals and parents understanding how to best support their children.



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