CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team
The CIWP team includes staff reflecting the diversity of student demographics and school programs.
The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
The CIWP team includes parents, community members, and LSC members.
All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Tamara L. Davis	Principal	TLDavis28@cps.edu
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Caitlyn Kolakowski	Teacher Leader	ckolakowski@cps.edu
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Claudia Love	Teacher Leader	cjlove4@cps.edu
Debra Floyd	Parent	debrafloyd222@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	5/30/23	6/7/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/2023	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13/2023	6/15/23
Reflection: Connectedness & Wellbeing	6/13/2023	6/15/23
Reflection: Postsecondary Success	6/13/2023	6/15/23
Reflection: Partnerships & Engagement	6/13/2023	6/15/23
Priorities	6/13/2023	6/15/23
Root Cause	7/31/23	8/11/23
Theory of Acton	7/31/23	8/11/23
Implementation Plans	8/14/23	9/4/23
Goals	8/14/23	9/4/23
Fund Compliance	8/28/23	9/11/23
Parent & Family Plan	8/14/23	9/11/23
Approval	8/14/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	November 7, 2023
Quarter 2	February 9, 2024
Quarter 3	April 23, 2024
Quarter 4	June 14, 2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	-Ds and Fs data trending in down in Q2 and Q4 ✍️ -100% of students in 2nd that started at or above grade level ended the year at or above grade level -The majority of students in K-2 are at or above grade level -Learning targets address standards and student task align to targets -Average grade equivalent is lower than the actual grade level -No grade level is above 25% of students at/above grade level Median growth percentiles were higher than 50% and similar for ELA and Math in grades 4th, 6th, and 8th. -Disconnect between high number of As in Q4 and the amount of students showing mastery Q2 and Q4 -Ds and Fs are trending down vs. Q1 and Q3 trended up. -Majority of students are in urgent intervention across grade levels in ELA and Math -ILT conversations do not include cluster data -How is the floor of the grading scale contributing to a higher amount of As and Bs? -What are the contributing factors of Ds and Fs in Q1&3 vs Q2&4? -How does student attendance affect data? -Student & Staff response rate to 5E's survey that resulted in the data shown? -Majority of students are in urgent intervention across grade levels in ELA and Math	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** -Need more students on grade level in Reading and Math ✍️ -Curriculum should be reflective of students' culture and identity	iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS TS Gold
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		Interim Assessment Data
No	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?** -Identifying students who need urgent intervention support, ✍️ implementing intentional interventions -Predictable schedule for differentiated instruction to support Tier 2 students in ELA and Math -Daily use of Tier 1 curriculum in ELA and Math -Continue to emphasize to teachers the importance of PM-ing and helping teachers become data literate to be able identify which instructional strategies/tasks are actually impacting student performance	

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

-Students aren't connected to the Tier 1 curriculum, and experience difficulties when accessing it ✍️
-Students aren't making meaning of content via problem solving or discussion
-Student grades aren't reflective of grade level standards mastery

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum	-Almost all Annual IEPs were completed ✍️ -28 New Evaluations Completed -Teachers feel they are obtaining strong professional development -Dramatic STAR360 ELA gains for 3rd-5th students seen for Tier 2/Tier 3 interventions 62% of students having an academic intervention	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum

		Roots Survey	Roots Survey

- 62% of students having an academic intervention
- Almost all annual IEPs completed I
- Most referrals for SY 22-23 were in grades K-5
- 3.4% of students received SEL intervention
- 58% of students received academic intervention I
- Large math gains for K-1 students (~50 points) but stagnant lit scores (~1 reading level)
- Parent-Teacher trust and family involvement has dropped significantly
- 5Es - School connectedness dropped from 53 to 20
- 2 Tutors with 3 or more levels of average growth
- ELA Interventionist achieved student gains upon STAR360
- We have a greater amount of students referred for MTSS in math v. literacy and greater gains in math
- No tier 3 recommendations for SEL Supports for any students
- How did attendance play a role in the academic jumps in the K-1 students? II
- What background/context was provided to students before taking 5Es (Supportive Environment)?
- Which Tier of students will tutors/teacher/interventionist have the most success working with?
- Is it typical for MTSS referrals to be more concentrated in the younger grades (K-4

References column:

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	ACCESS / MTSS Academic Tier Movement
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	Annual Evaluation of Compliance (ODLSS) / Quality Indicators of Specially Designed Curriculum
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	EL Program Review Tool
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	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		

What is the feedback from your stakeholders?

Teachers and Staff
-MTSS team met regularly and reviewed referrals
-Teachers have access to interventions, tools, and resources
-BHT met regularly, reviewed referrals, and implemented interventions
-Teachers, interventionist, and tutors implemented tier 2 and/or tier 3 interventions

Parents
-An interventionist position was added
-Students received additional help and supports in reading and math
-Students could see a Social Worker whether they have an IEP or not

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?

-More fidelity with Branching Minds- Academic and SEL/Behavioral- for greater understanding/status of interventions for improved planning and supports, tier movement to gage student success and effectiveness of interventions

-Focus more on interventions, and evaluating its effectiveness while supporting teachers with implementation

-Rainbows, Zones of Regulation, Peer Mediation- students referencing what they've learned and using the language

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.

-Reading proficiency, students still not reading on grade level
-5Es-low student ratings in Supportive Environment (safety, student/teacher trust, and peer support)

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	-Positive Kickboard usage increased greatly from Q3 to Q4 -Parent conference and restorative conversations were used the most in response to misbehavior infractions -Rated strong for program coherence & quality professional development (5E's survey) -We grew in all areas of the Elevate Survey from Survey 1-4 with no equity gaps -% of student participation & % of priority group participation in OST program exceed target goal -Peer mediators! -All metrics trending down on 5E's survey except for 1 metric -In Q4 positive data increased, negative (decision making) increased as well -# of restorative conversations from SY22 trending down into SY23 -Elevate Survey all categories around 50%	% of Students receiving Tier 2/3 interventions meeting targets / Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC)
Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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

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.

-Attendance remains a challenge
-After-School programs/OST are aligned to students' needs
-Students need wraparound services- social work, counseling, etc.

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

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

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

-Consistent access, implementation, and coherence of SEL instruction
-Students being able to solve their own problems peacefully, exhibiting responsible decision making and conflict resolution skills
-Students and families see and experience the value of attending school daily
-Students use and understand common language around school-wide PBIS and SEL competencies. These are tied to our Herzl Core Values/Doctrine.
-Student understanding of the questions and/or purpose of the survey given to them (surveys: 5E's, Cultivate, Elevate)

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?

-Continue to build student capacity to understand questions on survey
-Help students identify positive/daily contributing actions within school community that supports their academic success & well-being
-School-wide incentives to increase kickboard usage & improve school-wide culture
-Revamp KB quick buttons or identify actions that align to kickboard buttons so that students can clearly understand what actions are being awarded; buttons correlate to behavioral data.

Return to Top

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	-56 students with a 3.0 GPA or higher with an 85% or less attendance rate -The only students falling in the 0- 2 GPA were bucketed under <85% attendance. -27 students have 3.0 GPA or higher with 92-95% attendance rate = Almost On-Track -69% of students received an A in Science -More As given in math than ELA -77% and 79% of students have an A or B in reading and math respectively, while over half of 3-8 students are in Urgent Intervention for reading and math -Attendance!!!! -Where is the research on 3-8 On-Track rate and its predictability for college entrance and graduation? -Strategic City Year supports	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)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
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).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** -Students are exposed to college and college-centered activities, curriculum, and tasks -Students are exposed to various careers during school and during OST programs	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?** -Planning college tours earlier for implementation -Attendance mantra visible and whole-school: 6 days = 92%	

| 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 | -Attendance mantra visible and whole-school: 0 days = 72% (Don't Miss Six!)
-Early and ongoing communication of attendance expectations
-More communication with the staff around Success Bound and 6:16 | |

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.

-Attending College Tours
-Having more guest speakers

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-Parent involvement dropped from 41 to 13 (5Es) -Parent supportiveness dropped from 46 to 1 -Monthly Parent Huddle shared with families -High parent turn out at school-wide events ie. Open House, Math Night, etc. -Monthly parent engagement and involvement events -Daily parent workshops and events at the CPC -Blackhawks Foundation gift cards, tickets, assembly, and celebrity guest -Multiple assemblies: White Sox, Wellness Canines for Kindness, Fire Safety -Owls Lacrosse PE and after school partnerships	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	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

-Create parent surveys and administer quarterly
-Improve parent engagement at events by offering incentives
-Need a formal student voice structure outside of LSC

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.

-Adding student voice opportunities and participation in decision-making
-Students identify how their parents are involved within the school community and decision-making process.
-Students identify how the school community and community partners support their families.

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?

Devise and implement Parent Engagement Plan with parents, Parent Resource Teacher, teacher leaders, Carole Robertson Center, and Westside UNited/UCAN
-Apply and obtain more parent engagement funds

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-Ds and Fs data trending in down in Q2 and Q4
-100% of students in 2nd that started at or above grade level ended the year at or above grade level
-The majority of students in K-2 are at or above grade level
-Learning targets address standards and student task align to targets
-Average grade equivalent is lower than the actual grade level
-No grade level is above 25% of students at/above grade level
Median growth percentiles were higher than 50% and similar for ELA and Math in grades 4th, 6th, and 8th.
-Disconnect between high number of As in Q4 and the amount of students showing mastery Q2 and Q4
-Ds and Fs are trending down vs. Q1 and Q3 trended up.
-Majority of students are in urgent intervention across grade levels in ELA and Math
-ILT conversations do not include cluster data
-How is the floor of the grading scale contributing to a higher amount of As and Bs?
-What are the contributing factors of Ds and Fs in Q1&3 vs Q2&4?
-How does student attendance affect data?
-Student & Staff response rate to 5E's survey that resulted in the data shown?
-Majority of students are in urgent intervention across grade levels in ELA and Math

What is the feedback from your stakeholders?

-Need more students on grade level in Reading and Math
-Curriculum should be reflective of students' culture and identity

What student-centered problems have surfaced during this reflection?

-Students aren't connected to the Tier 1 curriculum, and experience difficulties when accessing it
-Students aren't making meaning of content via problem solving or discussion
-Student grades aren't reflective of grade level standards mastery

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?

-Identifying students who need urgent intervention support, implementing intentional interventions
-Predictable schedule for differentiated instruction to support Tier 2 students in ELA and Math
-Daily use of Tier 1 curriculum in ELA and Math
-Continue to emphasize to teachers the importance of PM-ing and helping teachers become data literate to be able identify which instructional strategies/tasks are actually impacting student performance

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Determine Priorities

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

Students...
-need meaningful access to high-quality curriculums that are applicable to their lives and experiences
-need to challenge and question each other
-need to work together in teams
-should monitor themselves and each other to ensure all group members achieve the learning target

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.

Root Cause

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

As adults in the building, we...
-need Professional Learning and implementation support with WGI planning, navigating foundational skills materials, and student engagement protocols
-need support with data analysis and determining the needs of our students to provide them with meaningful work and tasks
-need to know how to let students discuss, problem solve, and determine solutions without our input
-need to create safe spaces where students freely put forth effort without fear of ridicule

Resources:
5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....
Aim to ensure Professional Learning at Herzl is radically collaborative,
includes the voices of all stakeholders,
is differentiated, cohesive and goal-aligned,
cultivates urgency within a safe space to enhance the teaching and learning cycle,

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

...and innovates educators' practice of rigorous and standards-based instruction, that's culturally and data responsive, where outcome and performance data is shared, celebrated, and collectively monitored.

Aim to ensure Professional Learning at Herzl builds educators' capacity to take leadership and responsibility for student learning, growth, success, and achievement,

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

then we see....

Students productively struggle, doing the work, and writing, discussing and/or solving to make/show meaning of content individually and within student groupings.

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

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

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

which leads to...

student growth and proficiency on grade level standards, tasks, and assessments.

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 ✍️

Ashley Goss

Dates for Progress Monitoring Check Ins

Q1	November 7, 2	Q3	April 23, 2024
Q2	February 9, 20	Q4	June 14, 2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👍	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional learning on navigating Tier 1 Curriculum, Materials & Student Engagement Protocols	Instructional Coaches	9/22/2023	Select Status
Action Step 1	Continued use of Tier 1 curriculums: Creative Curriculum, CKLA, Eureka Math, Expeditionary Learning	Teachers	8/21/2023	Select Status
Action Step 2	Utilize school instructional leaders to support teachers through professional development and coaching cycles including observation, feedback, and planning resulting in change of teacher practice	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 3	Professional development will include teachers learning 2-4 student discussion and engagement protocols	Teachers, Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 4	Conduct peer observations (in person or video) within and across grade levels to provide feedback, personally reflect, and/or action plan for effectiveness and quality of WGI and student discussions/group work	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 5	Lesson Planning templates will have teachers identify where student interactions will occur within the lesson and the task they will be working on during that identified time	Instructional Coaches	9/22/2023	Select Status
Implementation Milestone 2	Data analysis of Tier 1 exit tickets and assessments to inform future planning and instructional decision making	Teachers, Instructional Coaches	6/6/2024	Select Status
Action Step 1	Train teachers how to use data to differentiate for groups of students	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 2	Monitor student outcomes to that of the grade level standard	Teachers, Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 3	Design and implement cluster scope and sequence on differentiation and formative assessment	Instructional Coaches	6/6/2024	Select Status
Action Step 4	Engage in cycles of inquiry and reflection to ensure effective data analysis implementation	Teachers, Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create then utilize a Herzl Instructional Classrooom Walkthrough tool that algins with the school's Productive Struggle Instructional Priority	Instructional Coaches, ILT	12/21/2023	Select Status
Action Step 1	Determine quarterly look fors that algin with productive struggle focus	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 2	Uilize the walkthrough tool to provide feedback to teachers	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 3	Analyze data to determine trends and next steps for school-wide PD and indivdiual teachers	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	90% or better 5E rating on Quality Professional Development metric	Herzl staff	6/6/2024	Select Status
Action Step 1	Ensure all school-wide PD is aligned with Productive Struggle Instructional Priority	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 2	Professional Learning includes Reflection/Study time based upon student outcome and teacher practice data	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 3	Learning remains student and data centered, connected to the needs of the Herzl community	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 4	Learning is collaborative, inclusive of voices of various stakeholders- families, grade level partners, etc.	Instructional Coaches, ILT	6/6/2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| **SY25 Anticipated Milestones** | -Most lesson time spent with students interacting with partners or groups, and the content
-Students use precise academic vocabulary required by standards
-The teacher uses a system to track student evidence toward the learning target (met/in progress/not met) | ✏️ |

| **SY26 Anticipated Milestones** | -During classroom observations, more than 50% of students self-monitor their and/or their group's progress and contributions towards the learning target
- More than 60% of the lesson's time includes students asking each other questions about content and challenging each other's thinking
-Students lead problem solving and discussions without teacher interference | ✏️ |

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
Reading STAR 360 At/Above Proficiency 9% Growth: Grades (3rd-8th)	Yes	STAR (Reading)	Overall	11	14	17	20
			Overall				
Math STAR 360 At/Above Proficiency 9% Growth: Grades (3rd-8th)	Yes	STAR (Math)	Overall	16	19	22	25
			Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Stakeholders examine curriculums through Equity Curricular Rubric	Stakeholders examine curriculums through Equity Curricular Rubric	Stakeholders examine curriculums through Equity Curricular Rubric
C&I:2 Students experience grade-level, standards-aligned instruction.	At least 75% of teachers score proficient or higher in 3C of Teacher Framework	At least 76% of teachers score proficient or higher in 3C of Teacher Framework	At least 77% of teachers score proficient or higher in 3C of Teacher Framework
C&I:3 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.	At least 50% or better of students indicate agreement with the Meaningful Work learning condition for the PERTS Elevate Survey	At least 52% or better of students indicate agreement with the Meaningful Work learning condition for the PERTS Elevate Survey	At least 54% or better of students indicate agreement with the Meaningful Work learning condition for the PERTS Elevate Survey

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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
Reading STAR 360 At/Above Proficiency 9% Growth: Grades	STAR (Reading)	Overall	11	14	On Track	No Progress	No Progress	No Progress

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

Curriculum & Instruction

Proficiency 9% Growth: Grades (3rd-8th)	STAR (Reading)	Overall			On Track	No Progress	No Progress	No Progress
Math STAR 360 At/Above Proficiency 9% Growth: Grades (3rd-8th)	STAR (Math)	Overall	16	19	On Track	No Progress	No Progress	No Progress
		Overall			On Track	No Progress	No Progress	No Progress

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Stakeholders examine curriculums through Equity Curricular Rubric	On Track	No Progress	No Progress	No Progress
C&I:2 Students experience grade-level, standards-aligned instruction.	At least 75% of teachers score proficient or higher in 3C of Teacher Framework	On Track	No Progress	No Progress	No Progress
C&I:3 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.	At least 50% or better of students indicate agreement with the Meaningful Work learning condition for the PERTS Elevate Survey	On Track	No Progress	No Progress	No Progress

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

-Positive Kickboard usage increased greatly from Q3 to Q4
-Parent conference and restorative conversations were used the most in response to misbehavior infractions
-Rated strong for program coherence & quality professional development (5E's survey)
-We grew in all areas of the Elevate Survey from Survey 1-4 with no equity gaps
-% of student participation & % of priority group participation in OST program exceed target goal
-Peer mediators!
-All metrics trending down on 5E's survey except for 1 metric
-In Q4 positive data increased, negative (decision making) increased as well
-# of restorative conversations from SY22 trending down into SY23
-Elevate Survey all categories around 50%

What is the feedback from your stakeholders?

-Attendance remains a challenge
-After-School programs/OST are aligned to students' needs
-Students need wraparound services- social work, counseling, etc.

What student-centered problems have surfaced during this reflection?

-Consistent access, implementation, and coherence of SEL instruction
-Students being able to solve their own problems peacefully, exhibiting responsible decision making and conflict resolution skills
-Students and families see and experience the value of attending school daily
-Students use and understand common language around school-wide PBIS and SEL competencies. These are tied to our Herzl Core Values/Doctrine.
-Student understanding of the questions and/or purpose of the survey given to them (surveys: 5E's, Cultivate, Elevate)

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?

-Continue to build student capacity to understand questions on survey
-Help students identify positive/daily contributing actions within school community that supports their academic success & well-being
-School-wide incentives to increase kickboard usage & improve school-wide culture
-Revamp KB quick buttons or identify actions that align to kickboard buttons so that students can clearly understand what actions are being awarded; buttons correlate to behavioral data.

Determine Priorities

Return to Top

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

Students...

-need self-regulation strategies

-need to improve student to student interpersonal conflict

-need to see adults modeling the above behaviors

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.

Root Cause

Return to Top

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

As adults in the building, we...

- Model self regulation strategies,

- Respond to students in a manner that makes them feel heard - using clear communication with students.

- provide our students with and teach conflict resolution skills.

- Increase collaboration among all stakeholders (teacher:clinician:parent)

- Make sure we are seeking out PD for all areas - conflict resolution, self regulation, peace circles, etc. Ensure the training is ongoing

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

provide teachers with ongoing and meaningful professional development around CASEL's core competencies, SEL, restorative practices, and conflict resolution that they can

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

consistently teach and model to students,

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.

then we see....

Teachers implementing and modeling these SEL practices with fidelity in school spaces, and students increasing their self-awareness, self-regulation, and ability to solve conflicts positively, as well as model these skills for their peers,

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

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

which leads to...

a more positive and safe school climate, strengthened relational trust, and an increase of positive student-student, student-staff, and staff-staff interactions that builds a sense of connectedness and wellbeing from the school community, shown through behavior data analysis and staff/student surveys,

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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 ✍️

Brittany Wiggins/ Kathryn Hardek

Dates for Progress Monitoring Check Ins

Q1	November 7, :	Q3	April 23, 2024
Q2	February 9, 2	Q4	June 14, 2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Providing staff with ongoing professional developments	CCT Team	Sep. 2023-June 2024	In Progress
Action Step 1 Provide CCT PD's at least quarterly during clusters/Flex PDs/PD days	CCT Team	Q1, Q2, Q3, Q4	In Progress
Action Step 2 Provide BHT PD's at least quarterly during clusters/Flex PDs/PD days	BHT Team	Q1, Q2, Q3, Q4	In Progress
Action Step 3 Provide PD on morning meeting facilitation	Ken Hamlett	09/22/2023	In Progress
Action Step 4 Provide PD on behavior data collection	Carmille Talley	09/22/2023	In Progress
Action Step 5 Provide PD on de-escalation strategies	Tia Spear	09/22/2023	In Progress
Implementation Milestone 2 — 100% of teachers using Second Step consistently with fidelity	Tracie Blackwell (Counselor)	Oct, 2023	In Progress
Action Step 1 All staff receive training on how to implement Second Step curriculum with fidelity.	Tracie Blackwell (Counselor)	August, 2023	Completed
Action Step 2 Staff provided with Second Step kits	Tracie Blackwell (Counselor)	August, 2023	Completed
Action Step 3 Staff provided with Second Step scope and sequence to guide them on lessons to implement aligned to school-wide SEL theme of the month	SEL Team (Classroom)	August, 2023	In Progress
Action Step 4 School counselors support teachers with Second Step implementation on SEL Wednesdays	Amy Grace (Counselor) Tracie Blackwell (Cousnelor)	Sept. 2023- May 2024	In Progress
Action Step 5			Not Started
Implementation Milestone 3 — CCT analyzes Behavior Data monthly to inform them on current climate and subsequent action steps based on data	Culture &v Climate Team	Sept 2023- June 2024	In Progress
Action Step 1 Implementing Elevate/Cultivate student surveys every 6-8 weeks for students in grades K-8	K-8 Teachers	Sept 2023- June 2024	Not Started
Action Step 2 Include analysis of Behavior Data in CCT agenda monthly	Brittany Wiggins	09/14/2023	In Progress
Action Step 3 Nominate a "Data Analyst" from CCT to regularly provide updated data to CCT meetings	CCT Leads	09/14/2023	Not Started
Action Step 4			Not Started
Action Step 5			Not Started
Implementation Milestone 4 — School Wide morning meetings that resemble peace circles or talking circles so we are practicing those skills	Restorative Justice Director (Ken)	09/2023- 10/2023	In Progress
Action Step 1 RJD observes K-8 morning meetings to idntify trends	Restorative Justice Director (Ken)	09/2023	In Progress
Action Step 2 RJD provides training to all Prek-8 staff around effective morning meetings	Restorative Justice Director (Ken)	09/22/2023	In Progress
Action Step 3 RJD provides feedback around morning meeting implementation to classroom teachers	Restorative Justice Director (Ken)	09/2023- 10/2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-Continuing ongoing PD around SEL & restorative pratices that meet the needs of students and staff -Create a RJ student-led team to build on peer mediation team that was started in SY23 -Staff have a 80% positivity ratio each week on Kickboard	✍️

-Create a dedicated Restorative Practices space in the building to host circles
-Focus on continuous improvement, through the use of data, surveys, observations, etc.. Address any disproportionalities identified in discipline data with planning, training, and support to address adult bias, cultural competence, and implement supportive behavioral strategies.

SY26 Anticipated Milestones

-Survey students to determine if they believe school adults are responsive to bullying behaviors and students who are distressed; establish and communicate a system for students to report concerns.
-Analyze data taken in SY25 to inform planning for ongoing RP and SEL PD's throughout the year.
-Have students apart of the RJ team in SY25 assist in onboarding more students for the team in SY26.

Return to Top

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
-53% or better student approval rate of the Elevate Survey Learning conditions of Classroom Community	Yes	Other	Overall	52%	54%	56%	58%
			Overall				
Increase school-wide Kickboard positivity rate from 89.6% (SY 22-23) to 92%	Yes	Other	Overall	89.60%	92%	94%	96%
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At least 54% or better of students indicate agreement with the Classroom Community learning condition for the PERTS Elevate Survey	At least 56% or better of students indicate agreement with the Classroom Community learning condition for the PERTS Elevate Survey	At least 58% or better of students indicate agreement with the Classroom Community learning condition for the Perts Elevate Survey
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Increase school-wide Kickboard positivity rate from 89.6% (SY 22-23) to 92%	Increase school-wide Kickboard positivity rate to 94%	Increase school-wide Kickboard positivity rate to 96%

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
-53% or better student approval rate of the Elevate Survey Learning	Other	Overall	52%	54%	On Track	No Progress	No Progress	No Progress

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

Connectedness & Wellbeing

					Quarter 1	Quarter 2	Quarter 3	Quarter 4
of the Elevate Survey Learning conditions of Classroom Community	Other	Overall			No Progress	No Progress	No Progress	No Progress
Increase school-wide Kickboard positivity rate from 89.6% (SY 22-23) to 92%	Other	Overall	89.60%	92%	On Track	No Progress	No Progress	No Progress
		Overall			No Progress	No Progress	No Progress	No Progress

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	At least 54% or better of students indicate agreement with the Class	On Track	No Progress	No Progress	No Progress
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Increase school-wide Kickboard positivity rate from 89.6% (SY 22-2	On Track	No Progress	No Progress	No Progress
		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.

Partially — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

Yes — Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.

Partially — Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

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?

-Almost all Annual IEPs were completed
-28 New Evaluations Completed
-Teachers feel they are obtaining strong professional development
-Dramatic STAR360 ELA gains for 3rd-5th students seen for Tier 2/Tier 3 interventions
62% of students having an academic intervention
-Almost all annual IEPs completed I
-Most referrals for SY 22-23 were in grades K-5
-3.4% of students received SEL intervention
-58% of students received academic intervention I
-Large math gains for K-1 students (~50 points) but stagnant lit scores (~1 reading level)
-Parent-Teacher trust and family involvement has dropped significantly
-5Es - School connectedness dropped from 53 to 20
-2 Tutors with 3 or more levels of average growth
-ELA Interventionist achieved student gains upon STAR360
-We have a greater amount of students referred for MTSS in math v. literacy and greater gains in math
-No tier 3 recommendations for SEL Supports for any students
-How did attendance play a role in the academic jumps in the K-1 students? II
-What background/context was provided to students before taking 5Es (Supportive Environment)?
-Which Tier of students will tutors/teacher/interventionist have the most success working with?
-Is it typical for MTSS referrals to be more concentrated in the younger grades (K-4)

What is the feedback from your stakeholders?

Teachers and Staff
-MTSS team met regularly and reviewed referrals
-Teachers have access to interventions, tools, and resources
-BHT met regularly, reviewed referrals, and implemented interventions
-Teachers, interventionist, and tutors implemented tier 2 and/or tier 3 interventions

Parents
-An interventionist position was added
-Students received additional help and supports in reading and math
-Students could see a Social Worker whether they have an IEP or not

What student-centered problems have surfaced during this reflection?

-Reading proficiency, students still not reading on grade level
-5Es-low student ratings in Supportive Environment (safety, student/teacher trust, and peer support)

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?

-More fidelity with Branching Minds- Academic and SEL/Behavioral- for greater understanding/status of interventions for improved planning and supports, tier movement to gage student success and effectiveness of interventions

-Focus more on interventions, and evaluating its effectiveness while supporting teachers with implementation

-Rainbows, Zones of Regulation, Peer Mediation- students referencing what they've learned and using the language

Determine Priorities

Return to Top

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

Students...
-need effective interventions in teacher led small groups
-are in need of academic or Tier 2 or 3 interventions
-aren't always provided with meaningful work during small group and/or Tier 2 teacher led instruction
-not feeling safe, and not trusting various stakeholders

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.

Root Cause

Return to Top

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

As adults in the building, we...
-need PD on effective interventions and resources
-need knowledge on how to use resources
-need clear guidance on the needs of our students to provide them with meaningful work
-need more allotted time for SEL
-need common language and knowledge around zones of regulation
-need to understand the peer mediation process
-need to understand how to manage student behavior during whole and small-group instruction, and transitions
-need to hold one another accountable for student growth and achievement, and uplift, support, and collaborate for solutions

Resources:

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

Resources:

-provide timely professional learning on effective academic and behavioral interventions, and progress monitoring
-utilize and implement Tier 2 and Tier 3, research-based interventions, while progress monitoring, ✍

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....

improved planning and instructional practices that use research-based meaningful tasks, ✍

which leads to...

positive tier movement, and improved confidence and proficiency for both teachers and students. ✍

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**
Herzl MTSS Team   Q1 November 7, 2   Q3 April 23, 2024
                                                             Q2 February 9, 20   Q4 June 14, 2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Professional learning on research-based Tier 2 and Tier 3 Interventions, and student performance data collection	PLT, MTSS Leads	January 12, 2024	*Select Status*
Action Step 1	Choose research-based, district provided Tier 2 and Tier 3 Interventions	PLT, MTSS Leads, BHT Lead	January 12, 2024	*Select Status*
Action Step 2	Schedule, and school leads/coaches/interventionists, attend PD on Tier 2 and Tier 3 interventions	PLT, MTSS Leads, BHT Lead	January 12, 2024	*Select Status*
Action Step 3	School leads/interventionists create professional learning plan for teachers and staff, inclusive of training on Tier 2 and Tier 3 interventions, and progress monitoring	PLT, MTSS Leads, BHT Lead	August 11, 2023	*Select Status*
Action Step 4	Create progress monitoring and assessment calendar, inclusive of school leads/interventionists/coaches check-ins and monitoring	PLT, MTSS Leads	August 11, 2023	*Select Status*
Action Step 5	Create and survey staff on Tier 2 and Tier 3 intervention PD,	PLT, MTSS Leads	October 27, 2023	*Select Status*
Implementation Milestone 2	Data analysis of BOY Progress monitoring, iReady, and Star 360 results in Reading and Math, to inform and assign student tiers	Teachers, TAs, SECAs, Interventionists, BHT	September 29, 2023	*Select Status*
Action Step 1	Create and implement progress monitoring and assessment calendar	PLT, MTSS Leads	August 11, 2023	*Select Status*
Action Step 2	Train staff on Branching Minds and BOY assessment administration	PLT, MTSS Leads	September 8, 2023	*Select Status*
Action Step 3	Assign BOY data analysis meeting/cluster in Herzl Professional Learning Plan	PLT, MTSS Leads	August 11, 2023	*Select Status*
Action Step 4	Assign and/or modify tiers in Reading and Math in Branching Minds	MTSS Leads	September 29, 2023	*Select Status*
Action Step 5	Finalize and implement Reading and Math Interventionists' schedules for Tier 3 interventions based on BOY results	MTSS Leads, Interventionists	September 29, 2023	*Select Status*
Implementation Milestone 3	Data analysis of MOY Progress monitoring, iReady, Star 360 results in Reading and Math, and BHT referrals to inform and assign student tiers	Teachers, TAs, SECAs, Interventionists, BHT	February 9, 2024	*Select Status*
Action Step 1	Assign and finalize MOY data analysis meeting/cluster in Herzl Professional Learning Plan and in BHT calendar	PLT, MTSS Leads	December 22, 2023	*Select Status*
Action Step 2	Assign and/or modify tiers in Reading and Math in Branching Minds	MTSS Leads	February 16, 2024	*Select Status*
Action Step 3	Modify BHT referral Tier 3 interventions and update in Branching Minds	MTSS Leads, BHT	February 23, 2024	*Select Status*
Action Step 4	Solidify and utilize school partner resources for Tier 2 and Tier 3 interventions	MTSS Leads, BHT	February 22, 2024	*Select Status*
Action Step 5	Finalize and implement Reading, Math, and BHT Interventionists' schedules for Tier 3 interventions based on MOY results and referrals	Interventionists, BHT	February 23, 2024	*Select Status*
Implementation Milestone 4	50% or better student approval rate of the Elevate Survey Learning Conditions of meaningful work, feedback for growth, and learning goals	3-8 Teachers, Interventionists	June 1, 2024	*Select Status*
Action Step 1	Create 3rd-5th Google Form survey with Elevate Learning Condition items	TeachPlus Teachers, C & C Team	September 22, 2023	*Select Status*
Action Step 2	Create Elevate and Google Form survey cycle/calendar	TeachPlus Teachers, C & C Team	September 22, 2023	*Select Status*
Action Step 3	Train teachers on Elevate and Google Form survey administration	TeachPlus Teachers, C & C Team	October 4, 2023	*Select Status*

Inclusive & Supportive Learning Environment

| Action Step 4 | Identify survey results data analysis protocol, and analyze survey results in grade level and/or content teams | TeachPlus Teachers | June 1, 2024 | Select Status |
| Action Step 5 | Utilize Elevate's Learning Conditions best practices to improve results | 3-8 Teachers, C & C Team | June 1, 2024 | Select Status |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | -Professional learning on research-based Tier 2 and Tier 3 Interventions
-Data analysis protocols embedded within Professional Learning Cycles
-Tier 2 and Tier 3 intervention implementation starting at Week 6
-52% or better student approval rate of the Elevate Survey Learning conditions of meaningful work, feedback for growth, and learning goals | ✏️ |
| SY26 Anticipated Milestones | -Professional learning on research-based Tier 2 and Tier 3 Interventions
-54% or better student approval rate of the Elevate Suvery Learning Conditions of meaningful work, feedback for growth, and learning goals
-100% of teachers are using an approved intervention resource during differentiated small group instruction
- <50% of students in need of 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 on applicable baselines and trend data).

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
20% reduction in the percentage of students requiring urgent intervention in Reading	Yes	STAR (Reading)	Overall	67%	60%	53%	47%
			Overall				
20% reduction in the percentage of students requiring urgent intervention in Math	Yes	STAR (Math)	Overall	61%	54%%	48%	41%
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	-MTSS Lead and Team are represented by staff and service providers with diverse perspectives and background -MTSS Team meetings are agenda driven with clearly defined member roles and responsibilities -MTSS Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students -MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching MInds to document interventions -School personnel utilize universal screening data to develop and implement tiered interventions and student groups within the Branching Minds platform	-MTSS Lead and Team are represented by staff and service providers with diverse perspectives and background -MTSS Team meetings are agenda driven with clearly defined member roles and responsibilities -MTSS Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students -MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching Minds to document interventions -School personnel utilize universal screening data to develop and implement tiered interventions and student groups within the Branching Minds platform	-MTSS team members routinely meet in scheduled intervals. MTSS Team makes a concerted effort to reach out to diverse populations, incorporating the unique needs for context, culture, and the needs of all staff members when making decisions that impact the whole team -MTSS Team members meet their defined role and responsibilities, resulting in reciprocal expertise and collaboration -MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement -School is fully implementing the Branching Minds platform to document supports, services and interventions in academics and SEL -School personnel utilize universal screening data to collaboratively review support plans and progress on interventions across content areas and grade level classrooms/teams within the Branching Minds platform

Inclusive & Supportive Learning Environment

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.	-MTSS and/or teacher teams utilize multiple data points including CPS approved assessment tools to progress monitor as well as make adjustments to interventions and supports -MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently to track progress monitoring and student growth towards goals -Intervention resources (supports, services, or interventions) are implemented and documented within the Branching Minds platform and can include Math, Literacy and SEL & Behavior Health bank of options	-MTSS and/or teacher teams utilize multiple data points including CPS approved assessment tools to progress monitor as well as make adjustments to interventions and supports -MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently to track progress monitoring and student growth towards goals -Intervention resources (supports, services, or interventions) are implemented and documented within the Branching Minds platform and can include Math, Literacy and SEL & Behavior Health bank of options	-MTSS Teams and/or teachers utilize multiple and appropriate tools/resources to measure deficits and progress monitor -MTSS and teacher teams recognize student rate of improvement is measured against goal rate of improvement and determines progress based on this measure as well to inform intervention changes. -MTSS Team and/or teacher teams regularly consider progress monitoring and other types of data that may impact fidelity, including student attendance, behavioral variables, or other scheduling conflicts. -Intervention resources within the CPS curated list (supports, services, or interventions) are reviewed quarterly and modified by a multidisciplinary team based on students/groups tier movement
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
20% reduction in the percentage of students requiring urgent intervention in Reading	STAR (Reading)	Overall	67%	60%	On Track	No Progress	No Progress	No Progress
		Overall			No Progress	No Progress	No Progress	No Progress
20% reduction in the percentage of students requiring urgent intervention in Math	STAR (Math)	Overall	61%	54%%	On Track	No Progress	No Progress	No Progress
		Overall			No Progress	No Progress	No Progress	No Progress

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.	-MTSS Lead and Team are represented by staff and service providers with diverse perspectives and background -MTSS Team meetings are agenda driven with clearly defined member roles and responsibilities -MTSS Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students -MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching MInds to document interventions -School personnel utilize universal screening data to develop and implement tiered interventions and student groups within the Branching Minds platform	On Track	No Progress	No Progress	No Progress
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.	-MTSS and/or teacher teams utilize multiple data points including CPS approved assessment tools to progress monitor as well as make adjustments to interventions and supports -MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently to track progress monitoring and student growth towards goals -Intervention resources (supports, services, or interventions) are implemented and documented within the Branching Minds platform and can include Math, Literacy and SEL & Behavior Health bank of options	On Track	No Progress	No Progress	No Progress
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
If Checked: Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): Math STAR 360 At/Above Proficiency 9% Growth: Grades...	**Overall**	16	19	22	25
		Overall				
Required Reading Goal	STAR (Reading): Reading STAR 360 At/Above Proficiency 9% Growth: ...	**Overall**	11	14	17	20
		Overall				
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**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.

Academic Priority Areas:
- Increase the percentage of K-2 scholars' proficiency in reading by 10% by SY26
-**Reduce** the percentage of students in urgent intervention in Reading and Math by 20% by SY26
-Increase the percentage of PreK scholars who are kindergarten ready, as evidenced by TS Gold Checkpoints in Reading and Math by at least 10%
-Increase student attendance by at least 2% by SY26 to increase student achievement, and students' sense of belonging and connectedness as evidenced by Elevate, Cultivate, school-created surveys, and DESSA

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