

### CIWP Team & Schedules

[Resources](#) 

#### Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Beverly Patton	Principal	bjpatton-jordan@cps.edu
Angela Martin	AP	ammartin2@cps.edu
Gloria Redding	Curriculum & Instruction Lead	gtredding@cps.edu
Gordon Newman	Teacher Leader	gnewman@cps.edu
Jeresa Ross	Inclusive & Supportive Learning Lead	jastockdale@cps.edu
Michell Brown	Inclusive & Supportive Learning Lead	mlmatthews@cps.edu
Samydra Lakes	Curriculum & Instruction Lead	slakes@cps.edu
Samantha Marcum	Teacher Leader	ssmarcum@cps.edu
Carrene Beverly-Bass	Teacher Leader	cbeverly-bass@cps.edu
Melissa Thomas	Inclusive & Supportive Learning Lead	mcbutcher@cps.edu
Luttrissia Hamilton	Inclusive & Supportive Learning Lead	lyhamilton@cps.edu
Serena Heider	Teacher Leader	smheider@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	4/19/23	4/19/23
Reflection: Curriculum & Instruction (Instructional Core)	5/10/23	5/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/10/23	5/10/23
Reflection: Connectedness & Wellbeing	5/23/23	5/23/23
Reflection: Postsecondary Success	7/31/23	8/4/23
Reflection: Partnerships & Engagement	7/31/23	8/4/23
Priorities	8/1/23	8/11/23
Root Cause	8/2/23	8/11/23
Theory of Acton	8/3/23	8/11/23
Implementation Plans	8/8/23	8/11/23
Goals	8/9/23	8/11/23
Fund Compliance	8/23/23	8/31/23
Parent & Family Plan	8/30/23	8/31/23
Approval	9/6/23	9/6/23

### 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	10/18/23
Quarter 2	12/20/23
Quarter 3	3/20/24
Quarter 4	5/29/24

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

**Resources**  
[Reflection on Foundations Protocol](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>i-Ready Reading and Math saw tremendous gains across all grade levels. Even though 100% of our students are not at/above grade level, we saw significant gains across the board for SY 22-23. Our i-Ready overall growth in reading is as follows: Fall (BOY) 12% of our students were in green (at/above grade level), Spring (EOY) 54% of students were in green for an increase of 42% (at/above grade level). Our i-Ready overall growth in math is as follows: Fall (BOY) 1% of our students were in green (at/above grade level), Spring (EOY) 41% of students were in green for an increase of 40% (at/above grade level). Our i-Ready reading data by grade level is as follows: Fall (BOY) Kdg, 23% of our students were at/above grade level. Spring (EOY), 96% of our students were at/above grade level for an increase of 73% (at/above grade level). 0% of our Kdg students were in the red (BOY/EOY). First grade Fall (BOY), 0% of our students were in green (at/above grade level). Spring (EOY), 30% of students were in green (at/above grade level) for an increase of 36%. 0% of students were in red (BOY/EOY). Second grade Fall (BOY), 10% of students were in green (at/above grade level). Spring (EOY), 24% of our students were in green (at/above grade level). This was an increase of 14% for reading. Fall (BOY) 52% of our students were in red. Spring (EOY), 5% of students were in the red for a reduction of 47% of students two grade levels below. Our i-Ready Math data by grade level is as follows: Fall (BOY) Kdg, 0% was in green. Spring (EOY) Kdg, 81% of students are in green (at/above grade level) for an increase of 81%. 0% of students were in red(Fall BOY/EOY). First grade (Fall BOY), 7% were in green at/above grade level. Spring (EOY), 28% were in green for an increase of 21%. Fall (BOY), 36% of students were in red, two years below grade level. Spring (EOY), 0% of students were in red for a reduction of 36% of students two grade levels below. Second grade Fall (BOY), 0% were at green level. Spring (EOY), 10% were green (at/above grade level) for an increase of 10%. Fall (BOY), 71% were in red two years below grade level. Spring (EOY), 14% of students were in red for a reduction of 57% two grade levels below. All students received i-Ready online instructional support for 20 mins. per day in reading/math. Additionally, Tier 2 and 3 students received 15mins. of reading and math intervention with teacher support. Star 360 Benchmark Data (Reading) SY 2022-2023 Reading (overall): BOY 17.9% At/Above Benchmark, EOY: 24.6% At/Above Benchmark, Change in % At/Above = +6.76% Grade 3: BOY: 00% At/Above Benchmark, EOY: 00% At/Above Benchmark, Change in % At/Above = 0% Grade 4: BOY: 24.14% At/Above Benchmark, EOY: 43.75% At/Above Benchmark, Change in % = +19.61 Grade 5: BOY: 16.67% At/Above Benchmark, EOY: 15% At/Above Benchmark, Change in % = -1.67 Grade 6: BOY: 22.73% At/Above Benchmark, EOY: 21.43% At/Above Benchmark, Change in % = -1.30 Grade 7: BOY: 11.11% At/Above Benchmark, EOY: 20.51% At/Above Benchmark, Change in % = +9.40 Grade 8: BOY: 18.52% At/Above Benchmark, EOY: 20.69% At/Above Benchmark, Change in % = +2.17 Male students (Math): Math (overall): BOY 29.69% At/Above Benchmark, EOY: 33.33 % At/Above Benchmark, Change in % At/Above = +3.65 Female students (Math): Math (overall): BOY 21.11% At/Above Benchmark, EOY: 32.91% At/Above Benchmark, Change in % At/Above = +11.78</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p>
Yes	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The CIWP team received Feedback from all stakeholder groups (teachers, staff, parents, students, community members etc. Data sources that were used for this process were as follows: student surveys, student interviews, teacher surveys, teacher interviews, oral conversations with parents and community members throughout the school year (examples: Back to School event, assemblies, Parent/Teacher Conferences, Report Card Pick-up Days, graduations etc.). Teachers/Staff feedback: Students have access to quality curricular materials and they are exposed daily to standards aligned instruction. They felt that they needed more Professional Learning Opportunities with "Evidence of Standard Task Alignment" ( learning target /objective address the standard etc.) Also, they need support with organizing the students to achieve the standards (students experiencing productive struggle, students using academic vocabulary, and students challenging and questioning each other). Parent/Community: Parents were concerned about students being prepared or supported academically. Students: Students felt that they needed additional time to interact and collaborate with each other in pairs or small groups to discuss learning tasks/objectives. Students wanted more voice and choice in their academic studies and culture and climate. Our teachers need more PLOs to improve their ability in cultivating Student -Centered Classrooms. Through classroom observations, student surveys, and teacher conversations we were able to pinpoint what we needed to focus more time on to develop Student-Centered Classrooms at Jensen. We have to do the following: develop the Classroom as a community, give students Feedback for Growth, support students developing Learning Goals and Student Voice in the classroom. The ILT meets bi-monthly to discuss instructional improvement. Follow-up to the suggestions presented at the ILT meeting is limited. We struggle with implementing distributed leadership throughout the school building. SY 23-24, we plan on focusing on "Peer Observations" to develop more "Teacher Leaders" throughout our school building. School Teams at Jensen have implemented a "Balance Assessment System." We have</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>		
Partially	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p> <p>The ILT leads instructional improvement through distributed leadership.</p>		
Yes	<p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide</p>		

yes	learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">HS Assessment Plan Development Guide</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

no-stakes screening/benchmark assessments in Math and Literacy for all K-8 grade students three times per year (BOY, MOY, EOY), i-Ready and Star 360. We struggle with using Diagnostic and progress monitoring assessments with fidelity to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA. Evidence based assessment for learning practices are not enacted daily in every classroom with fidelity. We need to increase classroom monitoring of Evidence-based assessment for learning practices in the classroom.

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

We have a new Lead Coach and Interventionist to our school building who works directly with our teachers and students to improve the quality of instruction and to enhance our students' learning. 🍌  
 We purchased the i-Ready Online learning platform (Reading and Math) for our K-2 students.  
 We have a new Math Program, Eureka Math, to address students in Kindergarten - 5th foundational Mathematical skills. We have developed a "School-wide Intervention Plan" for students in Kindergarten - 8th grade. Each grade level has an Intervention block built into their daily schedule. The "Intervention Blocks" are monitored by the Lead Coach and Interventionist to ensure fidelity. Our Lead Coach and Interventionist facilitate our Grade Level Team Meetings, which are held bi-weekly with fidelity. At our GLT meetings, teachers review and collaborate about student data and make informed decisions about their classroom instruction. We have incorporated Student Surveys (ongoing) to make sure our students have a "Voice" in what goes on at Jensen in and outside of the classroom. Teachers are in contact with parents regularly to keep them abreast of their child's academic progress and needs. The impact of these improvement efforts have resulted in an improvement in our students feeling connected to each other, our teachers and our school. Also, parents feel that there is an "Open Door Policy" at our school with their child's classroom teacher. Additionally, having a Lead Coach and Interventionist working with our teachers and students have greatly improved our teachers' professional practice and students meeting benchmark scores in Reading and Math. Our Observation Walk data shows that our teachers are providing grade-level, standards-aligned instruction to our students and they are using their data to differentiate instruction. Our Tier 3 students receive intensive support from our Interventionist in Reading and Math.

**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.

There should be more emphasis on our teachers implementing Standards-Based Student Learning in the classroom in the following areas: taxonomy level of the Lesson target, taxonomy level of student work, students experiencing productive struggle, and students challenging and questioning each other to improve our students' learning. Also, students should be allowed to interact with partners or groups to achieve the learning goal/target. 🍌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	School Teams were successful at implementing and progress monitoring academic intervention plans in the Branching Minds Platform. Jensen Scholastic Academy serves 233 students. Branching Minds was used to tier, assess, and progress monitor students in order to support the various levels of interventions required. We began the school year with Reading scores of 31% (67 students) in Tier 3, 26% (52 students) in Tier 2, 40% (81 students) in Tier 1. At the end of the year, we were at 28% (67 students) in Tier 3, 22% (49 students) in Tier 2, 46% (101 students) in Tier 1. We began the school year with Math scores of 35% (71 students) in Tier 3, 23% (47 students) in Tier 2, 41% (82 students) in Tier 1. At the end of the year, we were at 30% (67 students) in Tier 3, 22% (49 students) in Tier 2, 47% (103 students) in Tier 1. Another takeaway our team noticed was our school's Intervention Usage Report. In Reading, 86% of Tier 1 students are receiving interventions with fidelity, 91% of Tier 2 students are receiving interventions with fidelity, and 85% of Tier 3 students are receiving interventions with fidelity. In Math, 81% of Tier 1 students are receiving interventions with fidelity, 88% of tier 2 students are receiving interventions with fidelity, and 86% of Tier 3 students are receiving interventions with fidelity. As a first year Branching Minds school, our interventionist was instrumental in the training and implementation of our tiering, progress monitoring, and academic interventions. As shown by our data, the teachers were able to use Branching Minds with fidelity to help make our instruction more supportive and inclusive for all students. 🍌	Unit/Lesson Inventory for Language Objectives (School Level Data)  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>  <a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>  <a href="#">Quality Indicators of Specially Designed Curriculum</a>
Yes	<a href="#">MTSS Integrity Memo</a>  School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<p><b>What is the feedback from your stakeholders?</b></p> Feedback from parents of Diverse Learner students indicate a majority were satisfied with the academic and social emotional supports used in their child's general education and special education settings. 🍌	<a href="#">EL Program Review Tool</a>
Yes	<a href="#">LRE Dashboard Page</a>  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	<a href="#">IDEA Procedural Manual</a>  Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.		
Yes	<a href="#">EL Placement Recommendation Tool ES</a>  <a href="#">EL Placement Recommendation Tool HS</a>  English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		
<p><b>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?</b></p> One related improvement effort that will be put in place is to establish frequent opportunities for parents to participate in their child's intervention process. Communicating with parents proactively & frequently provides opportunities for parents to ask questions, raise concerns, and give feedback. This process will begin the first week of school by sending home the MTSS Parent/Guardian Letter which outlines and describes the tiering process used in Branching Minds. Another improvement effort would be for the MTSS team to investigate new and/or different interventions for students that consistently did not meet their goals despite completing the intervention programs. Moving forward, the MTSS team			

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

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Teacher inconsistency when working with students on their intervention plans. Students placed in plans that do not address their needs because of missing scores from BOY and MOY, which leads to lack of student growth. Students not being monitored and completing multiple problems on interventions without setting goals for student success. DL students receiving interventions may require additional support such as manipulatives, removal from distractions, & adult guidance.

the intervention programs. Moving forward, the MTSS team will refer Tier 3 students to the interventionist to run interventions/progress monitoring cycles that will be entered into Branching Minds with fidelity. The MTSS team will focus on urgent intervention students based on their Star 360/i-Ready reading and math data. The team will work closely with the case manager to ensure students who are not making progress will receive additional support and accommodations and/or academic evaluation for IEP services. The impact of the team taking more of an ownership in Tier 3 students will naturally contribute to an environment where every student's success will be a priority for all stakeholders.

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**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>-Behavior health team is established and fully functioning with school counselor, social worker, administrator, dean, special education teacher and classroom teacher. -Climate and culture team has yet to be fully established. -In the process of establishing a schoolwide anti-bullying campaign/curriculum. -The implementation of Calm Classroom daily via the public announcement system. -School-wide SEL curriculum has yet to be established at this time. -Calm Classroom and Second Step is our school-wide curriculum. -Increase daily attendance to 96% for school year 2023-2024</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Yes	<p>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.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>All students have access to OST after and before school programs via external partners (Urban Initiatives) and Jensen. We have a partial student re-entry system in place at this time, which will be fully implemented in the upcoming school year.</p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></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.

Students and their families cannot be contacted via telephone, email, or USPS (approximately 35%) due to invalid contact information in Aspen, resulting in the disconnect between school and home. This disconnect causes detriment to the students' engagement, connectedness, attendance, grades, assessment, On-Track status, and overall student progress.

**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?**

Gather valid contact information for all parents and guardians (Email addresses, phone numbers, home addresses and emergency contacts).

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**Postsecondary Success**


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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>We have achieved 100% completion of all college and career curriculum in Naviance for all 8th grade students. However, ILPs for postsecondary is not applicable for 8th grade elementary school students. -All 6th through 8th grade students have completed ILPs for postsecondary individualized learning experiences.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>


Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

**What 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 have not engaged in postsecondary activities long-term for elementary school students. 

**What is the feedback from your stakeholders?**  
 The Success Bound curriculum has given 6th through 8th grade students a continuum beginning with career awareness to career exploration. This curriculum allows students to research careers, salaries and lifestyles based on interest inventories. -Also, Freshmen Connections is offered to all rising 9th grade students based on their high school selections and what school is offering the program. 

**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**  
 [impact on most students; impact on specific student groups] 


[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)

[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	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.	<a href="#">Spectrum of Inclusive Partnerships</a>	Jensen has external partners and has fostered relationships with organizations such as Sankofa (Counseling/After School), Life Builders (Counseling/SEL/Tier 1), BAM (Counseling/Mentorship) and WOW (Counseling/Mentorship). Each organization has played an intricate part in culture and climate, MTSS, BHT as well as parent and student engagement. -Family and community assets are leveraged by these organizations' contributions to the whole student by way of counseling, art therapy, parent teacher conference assistance, field trips, classroom tier 1 instruction, behavior health team and MTSS input. -These partners have also made themselves known by engaging parents and stakeholders via PAC meetings, parent teacher conferences, field trip participation and open house. They have done outreach via face to face student/parent meetings, email, parent letters and open house. -Parent currently have an open door policy to speak with these organizations when needed by way of appointment about anything regarding services.-Parents can also suggest ways to better the partnerships community standing in the school and their contributions to the community at large. -Many of the students who take advantage of community partner services currently serve in student leadership roles and on the student council board.-Parent portal is another way parents can be fully engaged with the school community that will be explored more in the upcoming school year. 	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>  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.	<a href="#">Reimagining With Community Toolkit</a>	Formal and informal family and community feedback received locally. (School Level Data)	
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	<a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> Some feedback from stakeholders include access to students via class scheduling, attendance of engaged students and quarterly progress monitoring which is currently being done via MTSS and behavior health team in the school counseling department. 	

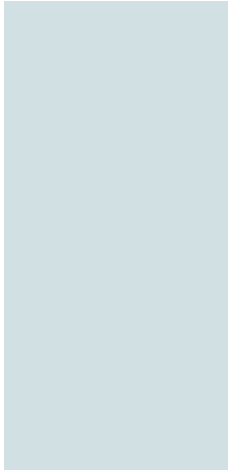
**What student-centered problems have surfaced during this reflection?**

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

1. Academic achievement. 2. Access to enrichment and tutorial support. 3. Climate and Culture. 4. Conflict Resolution. 5. Student Leadership. 

**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?**

1. Students currently receive rigorous teaching and classroom support via classroom teachers and support staff, as well as access to technological and after/before school tutorial support.  2. Enrichment and tutorial support is done by way of after and before school instruction by trained teachers and other support staff. 3. Climate and culture team will use student feedback via student council and survey/questionnaire feedback to better the school environment for students, parents and other stakeholders. 4. Conflict resolution will happen on a Tier1 level via school overall SEL efforts via Tier 1 classroom SEL time, one on one time with counselor and social worker with other supports via BHT. 5. Student council will be more effective and active in the coming school year offering student voice to the overall school environment.



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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

i-Ready Reading and Math saw tremendous gains across all grade levels. Even though 100% of our students are not at/above grade level, we saw significant gains across the board for SY 22-23. Our i-Ready overall growth in reading is as follows: Fall (BOY) 12% of our students were in green (at/above grade level), Spring (EOY) 54% of students were in green for an increase of 42% (at/above grade level). Our i-Ready overall growth in math is as follows: Fall (BOY) 1% of our students were in green (at/above grade level), Spring (EOY) 41% of students were in green for an increase of 40% (at/above grade level). Our i-Ready reading data by grade level is as follows: Fall (BOY) Kdg, 23% of our students were at/above grade level. Spring (EOY), 96% of our students were at/above grade level for an increase of 73% (at/above grade level). 0% of our Kdg students were in the red (BOY/EOY). First grade Fall (BOY), 0% of our students were in green (at/above grade level). Spring (EOY), 30% of students were in green (at/above grade level) for an increase of 36%. 0% of students were in red (BOY/EOY). Second grade Fall (BOY), 10% of students were in green (at/above grade level). Spring (EOY), 24% of our students were in green (at/above grade level). This was an increase of 14% for reading. Fall (BOY) 52% of our students were in red. Spring (EOY), 5% of students were in the red for a reduction of 47% of students two grade levels below. Our i-Ready Math data by grade level is as follows: Fall (BOY) Kdg, 0% was in green. Spring (EOY) Kdg, 81% of students are in green (at/above grade level) for an increase of 81%. 0% of students were in red(Fall BOY/EOY). First grade (Fall BOY), 7% were in green at/above grade level. Spring (EOY), 28% were in green for an increase of 21%. Fall (BOY), 36% of students were in red, two years below grade level. Spring (EOY), 0% of students were in red for a reduction of 36% of students two grade levels below. Second grade Fall (BOY), 0% were at green level. Spring (EOY), 10% were green (at/above grade level) for an increase of 10%. Fall (BOY), 71% were in red two years below grade level. Spring (EOY), 14% of students were in red for a reduction of 57% two grade levels below. All students received i-Ready online instructional support for 20 mins. per day in reading/math. Additionally, Tier 2 and 3 students received 15mins. of reading and math intervention with teacher support. Star 360 Benchmark Data (Reading) SY 2022-2023 Reading (overall): BOY 17.9% At/Above Benchmark, EOY: 24.6% At/Above Benchmark, Change in % At/Above = +6.76% Grade 3: BOY: 00% At/Above Benchmark, EOY: 00% At/Above Benchmark, Change in % At/Above = 0% Grade 4: BOY: 24.14% At/Above Benchmark, EOY: 43.75% At/Above Benchmark, Change in % = +19.61 Grade 5: BOY: 16.67% At/Above Benchmark, EOY: 15% At/Above Benchmark, Change in % = -1.67 Grade 6: BOY: 22.73% At/Above Benchmark, EOY: 21.43% At/Above Benchmark, Change in % = -1.30 Grade 7: BOY: 11.11% At/Above Benchmark, EOY: 20.51% At/Above Benchmark, Change in % = +9.40 Grade 8: BOY: 18.52% At/Above Benchmark, EOY: 20.69% At/Above Benchmark, Change in % = +2.17 Male students (Math): Math (overall): BOY 29.69% At/Above Benchmark, EOY: 33.33 % At/Above Benchmark, Change in % At/Above = +3.65 Female students (Math): Math (overall): BOY 21.11% At/Above Benchmark, EOY: 32.91% At/Above Benchmark, Change in % At/Above = +11.78

What is the feedback from your stakeholders?

The CIWP team received Feedback from all stakeholder groups (teachers, staff, parents, students, community members etc. Data sources that were used for this process were as follows: student surveys, student interviews, teacher surveys, teacher interviews, oral conversations with parents and community members throughout the school year (examples: Back to School event, assemblies, Parent/Teacher Conferences, Report Card Pick-up Days, graduations etc.). Teachers/Staff feedback: Students have access to quality curricular materials and they are exposed daily to standards aligned instruction. They felt that they needed more Professional Learning Opportunities with "Evidence of Standard Task Alignment" (learning target /objective address the standard etc.) Also, they need support with organizing the students to achieve the standards (students experiencing productive struggle, students using academic vocabulary, and students challenging and questioning each other). Parent/Community: Parents were concerned about students being prepared or supported academically. Students: Students felt that they needed additional time to interact and collaborate with each other in pairs or small groups to discuss learning tasks/objectives. Students wanted more voice and choice in their academic studies and culture and climate. Our teachers need more PLOs to improve their ability in cultivating Student-Centered Classrooms. Through classroom observations, student surveys, and teacher conversations we were able to pinpoint what we needed to focus more time on to develop Student-Centered Classrooms at Jensen. We have to do the following: develop the Classroom as a community, give students Feedback for Growth, support students developing Learning Goals and Student Voice in the classroom. The ILT meets bi-monthly to discuss instructional improvement. Follow-up to the suggestions presented at the ILT meeting is limited. We struggle with implementing distributed leadership throughout the school building. SY 23-24, we plan on focusing on "Peer Observations" to develop more "Teacher Leaders" throughout our school building. School Teams at Jensen have implemented a "Balance Assessment System." We have no-stakes screening/benchmark assessments in Math and Literacy for all K-8 grade students three times per year (BOY, MOY, EOY), i-Ready and Star 360. We struggle with using Diagnostic and progress monitoring assessments with fidelity to identify specific skill gaps and monitor the progress of students receiving Tier 2 and Tier 3 interventions in Math and ELA. Evidence based assessment for learning practices are not enacted daily in every classroom with fidelity. We need to increase classroom monitoring of Evidence-based assessment for learning practices in the classroom.

What student-centered problems have surfaced during this reflection?

There should be more emphasis on our teachers implementing Standards-Based Student Learning in the classroom in the following areas: taxonomy level of the Lesson target, taxonomy level of student work, students experiencing productive struggle, and students challenging and questioning each other to improve our students' learning. Also, students should be allowed to interact with partners or groups to achieve the learning goal/target.

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

We have a new Lead Coach and Interventionist to our school building who works directly with our teachers and students to improve the quality of instruction and to enhance our students' learning. We purchased the i-Ready Online learning platform (Reading and Math) for our K-2 students. We have a new Math Program, Eureka Math, to address students in Kindergarten - 5th foundational Mathematical skills. We have developed a "School-wide Intervention Plan" for students in Kindergarten - 8th grade. Each grade level has an Intervention block built into their daily schedule. The "Intervention Blocks" are monitored by the Lead Coach and Interventionist to ensure fidelity. Our Lead Coach and Interventionist facilitate our Grade Level Team Meetings, which are held bi-weekly with fidelity. At our GLT meetings, teachers review and collaborate about student data and make informed decisions about their classroom instruction. We have incorporated Student Surveys (ongoing) to make sure our students have a "Voice" in what goes on at Jensen in and outside of the classroom. Teachers are in contact with parents regularly to keep them abreast of their child's academic progress.

are in contact with parents regularly to keep them abreast of their child's academic progress and needs. The impact of these improvement efforts have resulted in an improvement in our students feeling connected to each other, our teachers and our school. Also, parents feel that there is an "Open Door Policy" at our school with their child's classroom teacher. Additionally, having a Lead Coach and Interventionist working with our teachers and students have greatly improved our teachers' professional practice and students meeting benchmark scores in Reading and Math. Our Observation Walk data shows that our teachers are providing grade-level, standards-aligned instruction to our students and they are using their data to differentiate instruction. Our Tier 3 students receive intensive support from our Interventionist in Reading and Math.

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

Resources:

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

[Determine Priorities Protocol](#)

Students...

need more exposure to standards - based learning in the classroom (with fidelity), including DL students



**Indicators of a Quality CIWP: Determine Priorities**

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

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

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are not responding to our students needs by providing standards-based instruction in the classroom, with fidelity



**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....

effectively provide high quality differentiated instruction to our students, based on informed decision making from our student data and implement standards- based learning in our classroom with fidelity



**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....

students engaged in learning, successful interventions implemented for Tier 2 and Tier 3 students in the classroom, teachers differentiating instruction for all students, teachers making informed decisions about student learning by using data, and an increase in students feeling connected to other students, teachers and the school



which leads to...

student centered classrooms whereas student voice is cultivated and the classroom is focused on the inner core (identity, community and relationships). Most importantly an increase in students at or above benchmark on the following assessments: i-Ready, Star 360 and IAR.



[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**   
 Curriculum and Instruction Team



**Dates for Progress Monitoring Check Ins**  
 Q1 10/18/23 Q3 3/20/24  
 Q2 12/20/23 Q4 5/29/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers implementing the Literacy core curriculum with fidelity	all literacy teachers	beginning 9/23 - 6/25	In Progress
<b>Action Step 1</b>	Teachers receive all core curriculum resources and materials	Curriculum Coordinator	beginning 8/23, ongoing as needed	In Progress
<b>Action Step 2</b>	Teachers receive PD on how to implement curriculum	Curriculum Coordinator	beginning 9/23, ongoing as needed	In Progress
<b>Action Step 3</b>	Lead Coach meets with teachers (ongoing) about Literacy core curriculum implementation questions	Lead Coach	beginning 8/23, ongoing GLT meetings	In Progress
<b>Action Step 4</b>	Providing differentiated instructional support	Lead Coach, ILT	beginning 9/23, ongoing through 6/25	In Progress
<b>Action Step 5</b>	Monitoring of implementation of Literacy Core Curriculum with Fidelity	Lead Coach, Interventionists, ILT, Admin	beginning 8/23, ongoing through 6/25	In Progress
<b>Implementation Milestone 2</b>	100% of teachers implementing Standards-based instruction in their classroom	all teachers	9/23 - 6/25	In Progress




<b>Action Step 1</b>	Teachers will receive a copy of CCSS in Literacy and Math at their grade level	Lead Coach, Interventionists, ILT	beginning 8/23, ongoing as needed	In Progress
<b>Action Step 2</b>	Rubrics for Standards-Based Student evidence reviewed with teachers in grade level team meetings	Lead Coach, Interventionists, Admin	beginning 9/23, ongoing as needed	In Progress
<b>Action Step 3</b>	Connected Coaching is provided to teachers to support them with students engaging with and meeting grade level standards	Lead Coach	beginning 8/23 - 6/25	In Progress
<b>Action Step 4</b>	Differentiated PLOs given to teachers on how to implement Standards-Based in th	Lead Coach, ILT	beginning 8/23 - 6/25	In Progress
<b>Action Step 5</b>	Monitoring of teachers implementing Standards-based instruction in their classroom	Lead Coach, Interventionists, ILT, Admin	beginning 8/23 - 6/25	In Progress
<b>Implementation Milestone 3</b>	100% of teachers reviewing and using data to inform their classroom instruction	all teachers	8/23 - 6/25	In Progress
<b>Action Step 1</b>	Administer BOY, MOY and EOY assessments to students ( i-ready, Star 360, IAR, informal assessments etc.)	K - 8th grade teachers, DL teachers	9/23 - 6/25	In Progress
<b>Action Step 2</b>	Reviewing of Data Reports at Grade Level Team Meetings	K - 8th grade teachers, DL teachers	beginning 10/23 - 6/25	In Progress
<b>Action Step 3</b>	Connected Coaching is provided to teachers to support them with reviewing and using data to inform their classroom instruction	Lead Coach	beginning 8/23 - 6/25	In Progress
<b>Action Step 4</b>	Differentiated PLOs given to teachers to support them using data to inform their classroom instruction	Lead Coach, Teacher Leaders, Interventionists	beginning 11/23, ongoing as needed	In Progress
<b>Action Step 5</b>	Monitoring of teachers using data to inform their classroom instruction	Administrative Team, ILT	beginning 9/23 - 6/25 (weekly)	In Progress
<b>Implementation Milestone 4</b>	100% of classroom have a plan for creating a cultivating student-centered classroom that enhances/improves how students think of themselves as learners	all teachers	beginning 9/23 - 6/25	In Progress
<b>Action Step 1</b>	CIWP Self Assessment Rubric, Part 1, Inner Core Culture Powerful Practices will be administered to teachers	3rd - 8th grade, DL teachers	beginning 9/23, ongoing as needed	In Progress
<b>Action Step 2</b>	Student Perspectives Survey (BOY) given to students	3rd - 8th grade , DL teachers	beginning 10/23 - 6/25	In Progress
<b>Action Step 3</b>	Review of data from Student Perspectives Survey with students to create a student-centered classroom	3rd- 8th grade teachers, DL teachers	beginning 10/23 - 6/25	In Progress
<b>Action Step 4</b>	Student Perspectives Survey (EOY) given to students to determine if we are headed in the right direction	3rd - 8th grade teachers, DL teachers (MOY,, EOY)	beginning 4/24 -6/25	In Progress
<b>Action Step 5</b>	Review of data from Student Perspectives EOY Survey	teachers	beginning 4/24/ -6/25	In Progress

**SY25-SY26 Implementation Milestones**




<b>SY25 Anticipated Milestones</b>	75% of Teachers will need PLOs on Standards-based instruction, using data to inform classroom instruction, progress monitoring interventions in Branching Minds	
<b>SY26 Anticipated Milestones</b>	100% of teachers Differentiating Instruction for all students and progress monitoring interventions in Branching Minds	

**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
By the end of SY 2024, 60% of K-2nd grade students will be at/above benchmark on i-Ready Assessment in Reading.	Yes	iReady (Reading)	Overall	54%	60%	65%	70%
By the end of SY 2024, 35% of our students in grades 3-8 will be at/above benchmark on the Star 360 assessment.	Yes	IAR (English)	Overall	24.60%	35%	45%	55%
			Male	22.54%	30%	35%	40%

**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.	By the end of SY24, 50% of our teachers will deliver high quality, grade level, standards-aligned Tier 1 instruction to all students that is data informed and differentiated to meet the needs of all students. Progress towards this goal will be through data from Rigor Walks, classroom visitations and increase in students from the BOY to the EOY at/above benchmark on the i-Ready, Star 360 and the IAR.	By the end of SY25, 75% of our teachers will deliver high quality, grade level, standards-aligned Tier 1 instruction to all students that is data informed and differentiated to meet the needs of all students. Progress towards this goal will be through data from Rigor Walks, classroom visitations and increase in students from the BOY to the EOY at/above benchmark on the i-Ready, Star 360 and the IAR.	By the end of SY26, 100% of our teacher will deliver high quality, grade level, standards-aligned Tier 1 instruction for all students that is data informed and differentiated to meet the needs of all students. Progress will be measured through rigor walks, classroom visitations and EOY data from standardized assessments.
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.	By the end of SY24, 50% of teachers will form positive relationships with students, learning about students' interest, likes, dislikes, family members, and/or aspirations through student surveys and the Second-Step social skills program.	By the end of SY25, 75% of students learning will be contextual by discussing a text or primary source that is from or about another time, place, or culture through the use of DOK questions and observations; encouraging students to make connections to their lives as well as teachers facilitating higher-order thinking and deeper learning for students.	By the end of SY26, 100% of teachers will increase opportunities for discussion and learning about current issues related to students through the use of observation of respectful dialogue (student voice).
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, 50% of the time, the ILT will utilize data from at least two sources, including both quantitative and qualitative (e.g. assessment data, student work, evidence from walkthroughs, teacher coaching conversations, teacher team meeting observations) and provide PD for teachers addressing the instructional core, based on this data.	By the end of SY25, 75% of the time, the ILT will utilize data from at least two sources, including both quantitative and qualitative (e.g. assessment data, student work, evidence from walkthroughs, teacher coaching conversations, teacher team meeting observations) and provide PD for teachers addressing the instructional core, based on this data.	By the end of SY26, 100% of the time, the ILT will utilize data from at least two sources, including both quantitative and qualitative (e.g. assessment data, student work, evidence from walkthroughs, teacher coaching conversations, teacher team meeting observations) and provide PD for teachers addressing the instructional core, based on this data.

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**SY24 Progress Monitoring**

Resources: 

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY 2024, 60% of K-2nd grade students will be at/above benchmark on i-Ready Assessment in Reading.	iReady (Reading)	Overall	54%	60%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
By the end of SY 2024, 35% of our students in grades 3-8 will be at/above benchmark on the Star 360 assessment.	IAR (English)	Overall	24.60%	35%	Select Status	Select Status	Select Status	Select Status
		Male	22.54%	30%	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of SY24, 50% of our teachers will deliver high quality, grade level, standards-aligned Tier 1 instruction to all students that is data informed and differentiated to meet the needs of all students. Progress towards this goal will be through data from Rigor Walks, classroom visitations and increase in students from the BOY to the EOY at/above benchmark on the i-Ready, Star 360 and the IAR.	Select Status	Select Status	Select Status	Select Status
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.	By the end of SY24, 50% of teachers will form positive relationships with students, learning about students' interest, likes, dislikes, family members, and/or aspirations through student surveys and the Second-Step social skills program.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, 50% of the time, the ILT will utilize data from at least two sources, including both quantitative and qualitative (e.g. assessment data, student work, evidence from walkthroughs, teacher coaching conversations, teacher team meeting observations) and provide PD for teachers addressing the instructional core, based on this data.	Select Status	Select Status	Select Status	Select Status

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

**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.
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?**

School Teams were successful at implementing and progress monitoring academic intervention plans in the Branching Minds Platform. Jensen Scholastic Academy serves 233 students. Branching Minds was used to tier, assess, and progress monitor students in order to support the various levels of interventions required. We began the school year with Reading scores of 31% (67 students) in Tier 3, 26% (52 students) in Tier 2, 40% (81 students) in Tier 1. At the end of the year, we were at 28% (67 students) in Tier 3, 22% (49 students) in Tier 2, 46% (101 students) in Tier 1. We began the school year with Math scores of 35% (71 students) in Tier 3, 23% (47 students) in Tier 2, 41% (82 students) in Tier 1. At the end of the year, we were at 30% (67 students) in Tier 3, 22% (49 students) in Tier 2, 47% (103 students) in Tier 1. Another takeaway our team noticed was our school's Intervention Usage Report. In Reading, 86% of Tier 1 students are receiving interventions with fidelity, 91% of Tier 2 students are receiving interventions with fidelity, and 85% of Tier 3 students are receiving interventions with fidelity. In Math, 81% of Tier 1 students are receiving interventions with fidelity, 88% of tier 2 students are receiving interventions with fidelity, and 86% of Tier 3 students are receiving interventions with fidelity. As a first year Branching Minds school, our interventionist was instrumental in the training and implementation of our tiering, progress monitoring, and academic interventions. As shown by our data, the teachers were able to use Branching Minds with fidelity to help make our instruction more supportive and inclusive for all students.

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

Feedback from parents of Diverse Learner students indicate a majority were satisfied with the academic and social emotional supports used in their child's general education and special education settings.

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

Teacher inconsistency when working with students on their intervention plans. Students placed in plans that do not address their needs because of missing scores from BOY and MOY, which leads to lack of student growth. Students not being monitored and completing multiple problems on interventions without setting goals for student success. DL students receiving interventions may require additional support such as manipulatives, removal from distractions, & adult guidance.

**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?**

One related improvement effort that will be put in place is to establish frequent opportunities for parents to participate in their child's intervention process. Communicating with parents proactively & frequently provides opportunities for parents to ask questions, raise concerns, and give feedback. This process will begin the first week of school by sending home the MTSS Parent/Guardian Letter which outlines and describes the tiering process used in Branching Minds. Another improvement effort would be for the MTSS team to investigate new and/or different interventions for students that consistently did not meet their goals despite completing the intervention programs. Moving forward, the MTSS team will refer Tier 3 students to the interventionist to run interventions/progress monitoring cycles that will be entered into Branching Minds with fidelity. The MTSS team will focus on urgent intervention students based on their Star 360/ i-Ready reading and math data. The team will work closely with the case manager to ensure students who are not making progress will receive additional support and accommodations and/or academic evaluation for IEP services. The impact of the team taking more of an ownership in Tier 3 students will naturally contribute to an environment where every student's success will be a priority for all stakeholders.

**Determine Priorities**

Resources:

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

Students... that consistently fail to attain progress goals during intervention need additional support from the teacher and intervention team. The teacher and MTSS team will make adjustments that include small group instruction and changing the intervention to better accommodate the needs of the student. If after two progress monitoring cycles and intense interventions, the student continues to be unsuccessful in meeting growth goals, the teacher, case manager, and MTSS team will meet to discuss further actions.

[Determine Priorities Protocol](#)

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

**Root Cause**

Resources:

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

As adults in the building, we... have determined that gaps exist in our MTSS model. Teacher teams need to ensure that when interventions are not working that adjustments are being made. For example pull small groups, adjust learning paths, and provide additional supports. Progress monitoring should be done in a timely manner according to the students tier. Tier 1-monthly, Tier 2-biweekly, Tier-3 weekly.

[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... implement a multi-tiered system of support, built on high quality Tier 1 instruction with differentiation, student data, well documented plans, and progress monitoring.

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

students engaged in core curriculum, teachers differentiating instruction and adjusting their instruction based on universal screener data , classroom assessments, and progress monitoring results.

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...

higher percentage of students meeting their benchmark and progress monitoring goals on i-Ready and Star 360. All grade levels will begin to close the achievement gap on IAR.

[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
Inclusive an Supportive Learning Team	Q1 10/18/23      Q3 3/20/24 Q2 12/20/23      Q4 5/29/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Identify all tier 3 students and enroll them in intervention/progress monitoring cycles.	Jeresa Ross/Melissa Thomas	08/18/2023	In Progress
<b>Action Step 1</b>	During week zero all tier 3 students will be identified and added to intervention/progress monitor cycle.	Jeresa Ross/Melissa Thomas	08/18/2023	In Progress
<b>Action Step 2</b>	Student goals will be added to Branching Minds. Interventionist will ensure that interventions are being done with 100% fidelity .	Jeresa Ross/Melissa Thomas	08/25/2023, on going as needed	Not Started
<b>Action Step 3</b>	If student is not responding to an intervention adjustments will be made.	MTSS Team	09/25/2023, on going as needed	Not Started
<b>Action Step 4</b>	If no progress is made after students have went through two consistent cycles, interventionist will refer student to the case manager and MTSS team for further action which may include referral for special education services.	MTSS Team	10/30/2023, on going as needed	Not Started
<b>Action Step 5</b>	100% of staff have an understanding of smart goals in branching minds.	MTSS Team and Admin	08/28/2023-06/15/2025	Select Status
<b>Implementation Milestone 2</b>	Identify all tier 2 students and ensure teachers are using intervention periods with fidelity.	Jeresa Ross, Melissa Thomas, admin team, and classroom teachers	09/25/2023, on going as needed	In Progress
<b>Action Step 1</b>	Identify Tier 2 students for small groupings	Classroom teachers and Interventionists	09/25/2023	In Progress
<b>Action Step 2</b>	Use i-Ready/Star 360 recommended skills which will help to identify student deficits.	Classroom teachers and Interventionists	09/25/2023	Not Started
<b>Action Step 3</b>	Create a group in Branching Minds ensuring that a SMART goal is entered.	Classroom teachers and Interventionists	09/25/2023	Not Started
<b>Action Step 4</b>	Monitor student progress and make accommodations where needed.	Classroom teachers and nterventionists	10/16/2023, on going as needed	Not Started
<b>Action Step 5</b>	If student did not make progress during the intervention/progress	Classroom teachers,	11/6/2023, on going as	Not Started
<b>Implementation Milestone 3</b>	Ensure Tier 1 students are also receiving enrichments/interventions during school wide intervention period.	Classroom teachers	09/25/2023-06/15/2025	Not Started
<b>Action Step 1</b>	Identify tier 1 students	Classroom teachers	09/25/2023	Not Started
<b>Action Step 2</b>	Use i-Ready/Star 360 to identify recommended skills	Classroom teachers	09/25/2023, on going as needed	Not Started
<b>Action Step 3</b>	Create a work plan for students that may include small group instruction.	Classroom teachers and Interventionist	09/25/2023, on going as needed	Not Started
<b>Action Step 4</b>	Students will be progress monitored monthly to ensure growth.	Classroom teachers	10/23/2023, on going as needed	Not Started
<b>Action Step 5</b>	Admin team will check progress of students during grade level meetings.	Classroom teachers and admin team	08/16/2023, on going as needed	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	80% of teachers will implement Tier 1 instruction that is differentiated to all students. They will also ensure that students are taking part in the school wide intervention program with the use of Branching Minds. Teachers and Interventionists will enroll all students in a reading and math intervention/enrichment progress monitoring cycle.	
<b>SY26 Anticipated Milestones</b>	100% of teachers will reflect on student progress and adjust learning paths to optimize student growth during progress monitoring cycles. All teachers will participate in bi-weekly data meetings and will incorporate those finding into meeting the needs of all students.	

[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
By June 2024, with 100% teacher participation using Branching Minds and school based interventions, 50% of students in tier 2/3 will grow on I-Ready math assesment.	Yes	iReady (Math)	Overall	41%	47%	53%	58%
			Select Group or Overall				
By June 2024, with 100% teacher participation using Branching Minds and school based interventions, 50% of students in tier 2/3 will grow on the Star 360 Math assesment.	Yes	STAR (Math)	Overall	31%	38%	43%	50%
			Select Group or Overall				

**Practice Goals**

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

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

	SY24	SY25	SY26
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.	Monthly, MTSS team will meet to look at the progress of tier 2 and 3 students in Branching Minds. The MTSS team will meet collectively to analyze trends and concerns. This analysis will be shared with interventionists, classroom teachers and the MTSS team to target students who may	All teachers will analyze results from a variety of assessments to determine progress toward intended outcomes and use these findings to adjust practice, identify and/or implement differentiated interventions.	All students will receive equitable access to standard-based instruction that is designed to meet the need of all students.
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.	School Teams will create a plan where Tier 1 students will be monitored monthly, Tier 2 students will be monitored bi-weekly, and Tier 3 students will be monitored weekly.	School teams will analyze data for Tier 1, 2, and 3 students and will make adjustments as needed to their academic intervention plan.	School teams should employ the PSP to see if the interventions and strategies are having their intended outcomes.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	After targeted interventions and progress monitoring, students who are not making progress will be referred to the case manager for Full Intial Evaluation (FIE).	The MTSS team will continue to monitior the progress of all Tier 3 students and move students in and out of plans as needed or refer them for a FIE.	The MTSS team will employ a system of structures, practices and use of resources. This system will include a timeline for progress monitoring and referrals for FIE/IEP.

[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
By June 2024, with 100% teacher participation using Branching Minds and school based interventions, 50% of students in tier 2/3 will grow on I-Ready math assesment.	iReady (Math)	Overall	41%	47%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2024, with 100% teacher participation using Branching Minds and school based interventions, 50% of students in tier 2/3 will grow on the Star 360 Math assesment.	STAR (Math)	Overall	31%	38%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Monthly, MTSS team will meet to look at the progress of tier 2 and 3 students in Branching Minds. The MTSS team will meet collectively to analyze trends and concerns. This analysis will be shared with interventionists, classroom teachers and the MTSS team to target students who may need more support.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	School Teams will create a plan where Tier 1 students will be monitored monthly, Tier 2 students will be monitored bi-weekly, and Tier 3 students will be monitored weekly.	Select Status	Select Status	Select Status	Select Status

<p>I&amp;S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	<p>After targeted interventions and progress monitoring, students who are not making progress will be referred to the case manager for Full Initial Evaluation (FIE).</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
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If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

Parent and Family Plan

<p>If Checked:</p> <p>Complete School &amp; Family Engagement Policy, School &amp; Family Compact, and Parent &amp; Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>

**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.

To increase student academic achievement through parental and family engagement, we will use our funds implemeting the following goals: increase parents knowledge of their child's performance on the i-Ready, Star 360 and IAR assessments through workshops, newsletters and parent conferences; to improve commucication with parents of students who are in Tier2 and Tier 3 as to how they can support their child at home, and create opportunities for ongoing parent collaboration and involvement in the school building about their child's academic performance (Tier 1, Tier 2 and Tier 3 students). 

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