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 ✍
Lillian Lazu	Principal	llazu@cps.edu
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Ivette Loza	Curriculum & Instruction Lead	miloza@cps.edu
Cynthia Sanchez	Curriculum & Instruction Lead	csanchez2@cps.edu
Araceli Pedroza	Inclusive & Supportive Learning Lead	apedroza@cps.edu
Lucila Ledezma	Connectedness & Wellbeing Lead	lledezma@cps.edu
Edith Cote	Inclusive & Supportive Learning Lead	ecote@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	07/13/2023	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/10/23	8/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	7/21/23
Reflection: Connectedness & Wellbeing	7/19/23	7/25/2023
Reflection: Postsecondary Success	7/27/23	7/27/23
Reflection: Partnerships & Engagement	8/22/23	8/22/23
Priorities	7/19/23	9/1/23
Root Cause	7/19/23	9/1/23
Theory of Acton	7/19/2023	9/1/23
Implementation Plans	7/19/23	9/1/23
Goals	7/19/23	8/22/23
Fund Compliance	8/22/23	8/22/23
Parent & Family Plan	8/22/23	8/22/23
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	10/25/2023
Quarter 2	1/10/2024
Quarter 3	4/3/2024
Quarter 4	6/6/2024

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

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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	We are trending in the positive direction in IAR. Based on 2021-2022 to 2022-2023 IAR ELA 3rd-8th grade: we went from 20 to 41 students met expectations. 47 to 96 in approach expectations, 74 to 83 partially met expectations. Based on 2022-2023 IAR Math: 10 to 24 met expectations, 39 to 77 approached expectations, 111 to 135 partially met expectations. Based on 2022-2023 ELA Star360 BOY to EOY data the following % of students were at/above: 3rd from 25% to 28%, 4th from 27% to 25%, 5th from 10% to 17%, 6th from 20% to 22%, 7th from 21% to 24%, 8th stayed at 16%. Based on 2022-2023 Math Star360 BOY to EOY data the following % of students were at/above: 3rd: from 47% to 59% 4th from 47% to 43%, 5th from 29% to 40%, 6th from 38% to 35% , 29% to 27% , 8th from 19% to 22%. Based on iReady K-2 Math data: 36% of students were mid or above grade level Spanish Math iReady: 24% mid or above grade level. K-2 Reading: 30 % mid or above grade level K-2 Spanish Reading: 89% met level expectations.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
No	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?** Teachers expressed they do not have time to meet vertically to map out instructional units. Teachers expressed that the Skyline Curriculum does not meet the academic needs of our students. Skyline ELA curriculum is not available in Spanish. There are inconsistent practices around developing and delivering units. There are inconsistent grading and assessment practices. There are inconsistent practices around developing and sharing learning objectives with students.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold Interim Assessment Data
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** [impact on most students; impact on specific student groups] - There is common planning time built in the schedule to allow for vertical meetings in the middle grades. - There is common planning built time in the schedule to allow for vertical meetings across 1st-3rd. - Common planning time to include Kdg & 4th in vertical team meetings will be scheduled on a monthly basis. - Create a schoolwide assessment policy for 1st-5th to reflect students' achievement level on CCSS, WIDA, etc. - Teachers will explicitly develop, post and orally share learning objectives that are student friendly.	

What student-centered problems have surfaced during this reflection?

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

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

Students are not able to articulate lessons objective.
Students do not have access to culturally responsive curriculum and instruction.
Students are not clear on how they are assessed.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	[takeaways reflecting most students; takeaways reflecting specific student groups] During the 2022-2023 school year, the following metics were observed: SEL - Only 1 SEL intervention was entered for one student in Branching Minds- ELA - Students in Tier 3 -24% (123 students), Tier 2 -20% (102 students), Tier 1 -37% (190 students) - Tier 3 61% (46 students) received a D or F - Tier 2 22% (17 students) received a D or F 73% of Tier 2 and Tier 3 interventions minutes are completed.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
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	Math -Students in Tier 3 -18% (93 students), Tier 2 -22% (111 students), Tier 1 -54% (273 students) - Tier 3 56% (30 students) received a D or F - Tier 2 26% (14 students) received a D or F 41% of Tier 2 and Tier 3 interventions minutes are completed.	

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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

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

- Teachers are struggling to find time to enter interventions in BrM.

- Teacher's understanding of BrM and expectations of the MTSS are on different levels.

- Teachers are unclear about expectations when collecting data and completing interventions.

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]

- Establish a consistent schedule for teachers to enter interventions in Branching Minds during principal directed meetings.

- Provide PD that is differentiated to support the individual supports teachers need to enter interventions in BrM.

- Create an LVA MTSS Manual for Tier 2 and Tier 3 interventions to provide teachers with clear guidance on the MTSS Process.

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

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

- All students are not receiving equitable learning experiences.

- Due to lack of interventions, students struggle with grade level content skills.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**
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
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.	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

What are the takeaways after the review of metrics?

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

During the 2022-2023 sy, the following metrics were observed:

- There was a decline in our student attendance rate: 2020-21: 93.8% to 2022-23: 89.5%

- 2022-2023 Chronic Absenteeism: 36%

- 2022-2023 Chronic Truancy: 29%

11 OSS were issued during the 2022-2023

EOY YR 23 Cultivate Survey: There was a decrease between W23 and E23 of 2% of students feeling a sense of belonging. Overall 27% of students indicated they felt a sense of belonging at school.

EOY YR 23 Cultivate Survey: There was no growth between W23 and E23 with regards to student identity. Overall 38% of students indicated they felt their identity was valued.

What is the feedback from your stakeholders?

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

- *The school has not used or implemented a re-entry plan for students who are chronically absent or truant.*

- *There are inconsistent practices around teachers communicating with parents when students are absent.*

- *The school did not offer an incentive program to promote student attendance.*

- *Some teachers do not understand the student CPS Roles & Responsibility handbook.*

- *Some teachers do not have clear behavior expectations established in the classroom.*

- *Some teachers have not been trained on restorative practices.*

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

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

- *Students not attending school fall behind academically which can impact them socially*

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?

- Teachers will receive training on how to use Remind app to communicate with parents.

- In conjunction with the CCT , admin will create an attendance

- Students not attending school fall behind academically which can impact them socially and emotionally.

- Issuing students OSS prevents students from learning and being at school.

- Students do not receive consistent communication from teachers regarding behavior expectations.

- Per the results of the Cultivate Survey: Some students shared they did not feel a sense of belonging.

manual to support the entry of students who are chronically absent or truant.

- 5 and 10 week attendance letters will be sent home in a timely manner.

- The school will establish an incentive program to promote student attendance.

- PD will be provided to support student discipline issues and restorative practices.

- Teachers will establish clear behavior expectations with students.

- CASEL Competencies: Self Awareness & Relationship Skills

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
No	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)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *Current On Track Grades SY 222/23 (3rd-8th grade)* *108 students were on track (30%),* *76 students almost on track (21%),* *49 students near on track (13%),* *76 students far from on track (21%),* *57 students off track (15%)* *SY 22-23 Cumulative Grade Distribution by Core Subject* *Math: A's 84 students (22%) ; B's 132 students (35%) ; C's 126 students (33%) ; D's 32 students (8%) ; F's 6 students (2%)* *Reading: A's - 49 students (13%) ; B's 118 students (31 %) ; C's 164 students (43%) ; D's 42 students (11%) ; F's 7 students (2%)*	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)
No	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?** There is a discrepancy between ontrack data and tier 2 /Tier 3 data. There are inconsistent practices on setting academic goals with students. There are inconsistent practices on conferencing with students regarding their academic progress. There are inconsistent grading practices. There is inconsistent parent communication practices regarding student academic progress.	
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?** Train teachers in College and Career Competency Curriculum (C4). Teachers will review student work to callabrate grading practices. Teachers will conference every 5 weeks (progress/Quarter grades) with students recieving D/F to create academic goals. Leadrship team will provide teachers with clear expectations on parent communication with off-track students.	
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		

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 do not receive consistent communication regarding academic progress.

Students do not set academic goals on a consistent basis.

Students do not receive consistent communication regarding academic expectations and grading policies.

Partnership & Engagement

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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	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *There was a decrease in the percentage of parents completing the 5Essentials survey for the last two years.* *Based on the 5 Essential Survey, the school was rated as moderately organized in the section of involved families.* *Based on the 5 Essential Survey, the school was rated as moderately organized in the section of supportive environment.*	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

				5E: Supportive Environment
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

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

The same group of parents are actively involved in school meetings.

The school needs to promote and encourage more parent participation across grade levels.

Parents enjoy engaging in parent meetings and workshops.

Not all teachers communicate with parents on a consistent basis.

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.

Some students do not see their parents actively engaged at school.

Some students do not inform parents of upcoming parent meetings or workshops which results of parents not being informed of important information or practices that will benefit students.

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]

Parents will sign up for Remind App to gain access to ongoing school communication from teachers and admin.

Parents will be invited to participate in Literacy and Math nights to foster literacy and math skills.

Monthly parent meetings and workshops will be conducted to promote parent leadership and learning.

The school will continue to work with community partners from New Life, Enlace etc to support parent needs.

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | 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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

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

During the 2022-2023 school year, the following metics were observed:

SEL
- Only 1 SEL intervention was entered for one student in Branching Minds-

ELA
- Students in Tier 3 -24% (123 students), Tier 2 -20% (102 students), Tier 1 -37% (190 students)
- Tier 3 61% (46 students) received a D or F
- Tier 2 22% (17 students) received a D or F
73% of Tier 2 and Tier 3 interventions minutes are completed.

Math
-Students in Tier 3 -18% (93 students), Tier 2 -22% (111 students), Tier 1 -54% (273 students)
- Tier 3 56% (30 students) received a D or F
- Tier 2 26% (14 students) received a D or F
41% of Tier 2 and Tier 3 interventions minutes are completed.

What is the feedback from your stakeholders?

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

- Teachers are struggling to find time to enter interventions in BrM.

-Teacher's understanding of BrM and expectations of the MTSS are on different levels.

- Teachers are unclear about expectations when collecting data and completing interventions.

What student-centered problems have surfaced during this reflection?

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

- All students are not receiving equitable learning experiences.

- Due to lack of interventions, students struggle with grade level content skills.

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?

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

- Establish a consistent schedule for teachers to enter interventions in Branching Minds during principal directed meetings.

- Provide PD that is differentiated to support the individual supports teachers need to enter interventions in BrM.

- Create an LVA MTSS Manual for Tier 2 and Tier 3 interventions to provide teachers with clear guidance on the MTSS Process.

Determine Priorities

Resources: 🚀

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

Students...

Students do no have consistent differentiated supports that allow them to engage in equitable learning experiences in Tier 1.

Students do not have consistent Tier 2 and Tier 3 interventions.

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 different ideas about what quality interventions and differentiation looks like.

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....

establish an explicit school wide protocol around data analysis to differentiate student academic support,

then we see....

students receiving consistent differentiated supports that allow them to engage in equitable learning experiences in Tier 1 and consistent research-based Tier 2 and Tier 3 interventions.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Inclusive & Supportive Learning Environment

which leads to...

a 6% increase of students in Tier 1 in math; from 54% to 60% . 22% of our current tier 2 student will move to Tier 1. 32% of Tier 3 students will move to Tier 2 (approximately. 3-4 student per grade level).

a 5% increase of students in Tier 1 in reading; from 37% to 42% . 23% of our current tier 2 student will move to Tier 1. 26% of Tier 3 students will move to Tier 2 (approximately 4 student per grade level).

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 ✍️
MTSS and ILT

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/3/2024
Q2	1/10/2024	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — 100% of teachers will consistently provide Tier 2 & Tier 3 research based interventions.	MTSS Lead/Interventionist	June. 2025	*Select Status*
Action Step 1 — Create a menu of interventions that align with research based interventions available in Branching Minds.	MTSS Team	September 29, 2023	*Select Status*
Action Step 2 — Facilitate PD on how to utilize Tier 2 and Tier 3 research based interventions.	MTSS Team	Oct. 2023	*Select Status*
Action Step 3 — Facilitate PD on expectations and data collection for each tier.	MTSS Team	August 18, 2023	*Select Status*
Action Step 4 — Create a progress monitoring calendar with due dates.	MTSS Lead/Interventionist/AP	Oct, 2023	*Select Status*
Action Step 5 — Dedicate one principal directed meeting per month to focus on the implementation of interventions and documenting data.	MTSS Lead/Interventionist/AP	Monthly beginning Sept. 2023-June, 2025	*Select Status*
Implementation Milestone 2 — The MTSS Team will discuss and review Tier 1 supports to provide students with equitable learning experiences.	MTSS Team /AP	Jun. 2025	*Select Status*
Action Step 1 — Create "look fors" that will be included in learning walk tool to collect data on Tier 1 supports, learning walk will occur three times a year.	MTSS Team /ILT	Observation cycles: BOY, MOY, EOY	*Select Status*
Action Step 2 — Create a menu of Tier 1 supports to promote equitable learning experiences.	MTSS Team /ILT	Oct. 2023	*Select Status*
Action Step 3 — Provide differentiated PD based on data collected from learning walks throughout the school year.	MTSS Team /ILT	ongoing through June, 2024	*Select Status*
Action Step 4 — Conduct monthly check-ins with teachers to discuss student academic progress or needs during principal directed meetings	MTSS Lead/Interventionist	Monthly beginning Nov. 2023-June, 2025	*Select Status*
Action Step 5 — Review quarterly benchmark data and student grades to adjust Tier 1 supports.	GLT, MTSS, ILT	Quarterly through June, 2025	*Select Status*
Implementation Milestone 3 — 100% of teachers will consistently collect data and enter it on Branching Minds.	GLT	ongoing through June 2024	*Select Status*
Action Step 1 — Facilitate PD on assessments and progress monitoring with a focus on how to group students.	MTSS Team	Aug. 2023	*Select Status*
Action Step 2 — Facilitate PD on how to collect data and enter it on Branching Minds.	MTSS Lead/Interventionist	Aug. 2023	*Select Status*
Action Step 3 — Create a progress monitoring calendar with due dates	MTSS Team	Aug. 2023	*Select Status*
Action Step 4 — Dedicate one principal directed meeting per month to focus on data collection and entry in Branching Minds.	GLT, MTSS	Monthly beginning Oct. 2023-June, 2025	*Select Status*
Action Step 5 — MTSS Committee will review data collection and provide feedback and/or support to teachers.	MTSS Team	ongoing beginning Nov. 2023 through June, 2025	*Select Status*
Implementation Milestone 4 — Teachers utilize the Problem Solving Process (PSP) to make data informed decisions for all students as evident in tier movement.	Teachers, MTSS Lead, AP	ongoing beginning Nov. 2023 through June, 2025	*Select Status*
Action Step 1 — PD will be provided to understand the Problem-Solving Process.	MTSS Team	Oct. 2023	*Select Status*
Action Step 2 — Create a calendar of important deadlines for referral and Problem-Solving meetings.	MTSS Team	Sept. 2023	*Select Status*
Action Step 3 — Schedule check-ins with teachers to ensure all stakeholders have the appropriate documentation before meeting with the MTSS team.	MTSS Lead/Interventionist	ongoing beginning Nov. 2023 through June, 2025	*Select Status*
Action Step 4 — MTSS Team and teachers meet to ensure the Problem Solving Process is being utilized to make data informed decisions for students that are referred.	MTSS Team, Teachers	ongoing beginning Nov. 2023 through June, 2025	*Select Status*
Action Step 5 — Schedule check-ins to ensure instructional adjustments are implemented based on MTSS meeting feedback.	MTSS Team, Teachers	ongoing beginning Nov. 2023 through June, 2025	*Select Status*

SY25-SY26 Implementation Milestones

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

-80% of teachers will consistently provide Tier 2 & Tier 3 research based interventions.
- Developed Components for Tier 1 supports to provide students with equitable learning experiences.
-100% of teachers will consistently collect data and enter it on Branching Minds.
- Operational components of teachers utilizing the Problem Solving Process (PSP) to make data informed decisions for all students as evident in tier movement.

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

-100% of teachers will consistently provide Tier 2 & Tier 3 research based interventions.
-Fully Operational components Tier 1 supports to provide students with equitable learning experiences.
-Maintain 100% of teachers consistently collect data and enter it on Branching Minds.
- Maintain Operational components of teachers utilizing the Problem Solving Process (PSP) to make data informed decisions for all students as evident in tier movement.

Return to Top **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

Inclusive & Supportive Learning Environment

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

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

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

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

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

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

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
% of students moving across tiers (from Tier 3 to tier 2 and Tier 2 to Tier 1)	Yes	*MTSS Academic Tier Movement*	Overall	44	40	36	34
			English Learners	45	39	35	33
% of students in Tier 2 and Tier 3	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	44	40	36	34
			Students with an IEP	63	50	45	40

Numerical Targets [Optional] ✍

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.	Teachers rate as "Developed" or higher in the " strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement"	Teachers rate as "Fully Operation" in the " strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement"	All stakeholders rate as "Fully Operation" in the " strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement"
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.	All teachers are creating and implementing interventions in Branching Minds.	MTSS team and teachers are progress monitoring interventions using multiple data sources.	MTSS team and teachers are interpreting data, progress monitoring and adjusting instruction based on interventions and multiple types of data.
I&S:3 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.	Some (50%) teachers are using benchmark data to implement and adjust differentiation based on student's needs based as evident in benchmark data.	Most (75%) teachers are using benchmark data to implement and adjust differentiation based on student's needs based on Rigor Walk Rubric.	All (100%) teachers are using benchmark data to implement and adjust differentiation based on student's needs based on Rigor Walk Rubric.

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
% of students moving across tiers (from Tier 3 to tier 2 and Tier 2 to Tier 1)	MTSS Academic Tier Movement	Overall	44	40	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		English Learners	45	39	*Select Status*	*Select Status*	*Select Status*	*Select Status*
% of students in Tier 2 and Tier 3	% of Students receiving Tier 2/3 interventions meeting targets	Overall	44	40	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	63	50	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	Teachers rate as "Developed" or higher in the " strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement"	*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.	All teachers are creating and implementing interventions in Branching Minds.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
I&S:3 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.	Some (50%) teachers are using benchmark data to implement and adjust differentiation based on student's needs based as evident in benchmark data.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

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

During the 2022-2023 sy, the following metrics were observed:

- There was a decline in our student attendance rate:
2020-21: 93.8% to 2022-23: 89.5%

- 2022-2023 Chronic Absenteeism: 36%

- 2022-2023 Chronic Truancy: 29%

11 OSS were issued during the 2022-2023

EOY YR 23 Cultivate Survey: There was a decrease between W23 and E23 of 2% of students feeling a sense of belonging. Overall 27% of students indicated they felt a sense of belonging at school.

EOY YR 23 Cultivate Survey: There was no growth between W23 and E23 with regards to

What is the feedback from your stakeholders?

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

- The school has not used or implemented a re-entry plan for students who are chronically absent or truant.

- There are inconsistent practices around teachers communicating with parents when students are absent.

- The school did not offer an incentive program to promote student attendance.

- Some teachers do not understand the student CPS Roles & Responsibility handbook.

- Some teachers do not have clear behavior expectations established in the classroom.

What student-centered problems have surfaced during this reflection?

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

- Students not attending school fall behind academically which can impact them socially and emotionally.

- Issuing students OSS prevents students from learning and being at school.

- Students do not receive consistent communication from teachers regarding behavior expectations.

- Per the results of the Cultivate Survey: Some students shared they did not feel a sense of belonging.

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?

- Teachers will receive training on how to use Remind app to communicate with parents.

- In conjunction with the CCT , admin will create an attendance manual to support the entry of students who are chronically absent or truant.

- 5 and 10 week attendance letters will be sent home in a timely manner.

- The school will establish an incentive program to promote student attendance.

- PD will be provided to support student discipline issues and restorative practices.

- Teachers will establish clear behavior expectations with students.

- CASEL Competencies: Self Awareness & Relationship Skills

Return to Top
Determine Priorities

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

Students...

Students have inconsistent SEL supports to promote connectedness and a sense of belongingness.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

we have different ideas regarding the connection between SEL practices and academic performance.

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.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

establish school wide expectations around SEL practices

then we see....

students receiving consistent SEL supports that promote connectedness and belonging in the classroom

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

which leads to...

50% of our students indicating they feel a sense of belonging in the CPS Cultivate Survey. ✍️

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 ✍️

MTSS, BHT, Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/3/2024
Q2	1/10/2024	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will integrate SEL practices into their daily schedule.	Counselor, SWK, Teachers, Admin	June, 2026	*Select Status*
Action Step 1	Grade level meetings (GLM's) and professional development days will be provided to promote and discuss best practices in SEL.	Admin, CCT	Aug. 18, 2023	*Select Status*
Action Step 2	Schedule monthly SEL and Culture and Climate team meetings.	BHT, CCT, SEL Lead	Oct. 13, 2023	*Select Status*
Action Step 3	Create a menu of SEL activities that promotes community building and belongingness. Share the CCT agendas and Mintues with the staff.	BHT, CCT, SEL Lead	monthly beginning Nov. 2023	*Select Status*
Action Step 4	SEL and Culture and Climate teams will conduct peer visits.	SEL Lead, CCT	monthly beginning Dec. 2023	*Select Status*
Action Step 5	Provide coaching support that is differentiated to support the individual needs of teachers.	SEL Lead, CCT	monthly beginning Nov. 2023	*Select Status*
Implementation Milestone 2	Student attendance will increase to 92%.	CCT, Admin, Attendance Coordinator, Teachers	June, 2024	*Select Status*
Action Step 1	Establish an incentive program to promote student engagement and attendance.	Teachers, Admin, CCT	Sept. 2023	*Select Status*
Action Step 2	Facilitate PD to teachers on using the Remind app to communicate with parents.	MTSS Lead	Aug. 2023	*Select Status*
Action Step 3	Establish a communication and attendance protocol when a student's attendance has fallen below 90%.	Leadership Team	Aug. 11, 2023	*Select Status*
Action Step 4	Establish a re-entry plan for students who are chronically absent.	Leadership Team	Aug. 11, 2023	*Select Status*
Action Step 5	The Culture and Climate team will review attendance patterns and trends every	CCT	every 5 weeks beginning Oct.	*Select Status*
Implementation Milestone 3	100% of staff will be trained on how to implement restorative conversations.	Counselor, SWK, CCT	June 2024	*Select Status*
Action Step 1	Develop a shared vision and agreements around restorative conversations	CCT, Leadership Team	Aug. 18, 2023	*Select Status*
Action Step 2	Attend PD on restorative conversations	PD	ongoing beginning Sept. 2023	*Select Status*
Action Step 3	Develop a restorative conversations Google form to gather data.	CCT, Leadership Team	Aug. 4, 2023	*Select Status*
Action Step 4	Review quarterly data collected on the restorative conversations Google Form to adjust restorative practices.	CCT, Leadership Team	every 5 weeks beginning Oct. 2023	*Select Status*
Action Step 5	Check-in with teachers to identify individual needs and model restorative conversations.	CCT, Leadership Team	ongoing beginning Sept. 2023	*Select Status*
Implementation Milestone 4	100% of teachers will explicitly teach SEL Standards (Casel Competencies) to make data informed decisions to support student's SEL needs.	Culture and Climate team with BHT Lead	June 2024	*Select Status*
Action Step 1	Teachers will be trained in Second Step and correlate to SEL Standards (Casel Competencies)	CPS Facilitated	September, 2023	*Select Status*
Action Step 2	Teachers will create a calendar with Scope and Sequence to ensure Second Step and SEL Standards are implemented with fidelity	Grade-level teams	Ongoing beginning Sept, 2023.	*Select Status*
Action Step 3	After each Second Step unit is explicitly taught, teachers will map when and how to incorporate SEL standards in content area units.	Grade-level teams	Ongoing beginning Nov. 2023.	*Select Status*
Action Step 4	Administration along with BHT, CCT, and MTSS leads will conduct classroom visits during explicit SEL instruction.	Leadership team	Ongoing beginning Dec. 2023	*Select Status*
Action Step 5	Provide coaching support that is differentiated to support the individual needs of teachers.	CCT, BHT, MTSS Leads	Ongoing beginning Sept, 2023.	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Student attendance will increase to 94% 75% of teachers will continue integrating SEL practices into their daily schedule. 65% of teachers will implement restorative conversations	✍️
SY26 Anticipated Milestones	Student attendance will increase to 94% 100% of teachers will continue integrating SEL practices into their daily schedule. 100% of teachers will implement restorative conversations	✍️

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).

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

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

Connectedness & Wellbeing

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.

-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 ✍	SY24	SY25	SY26
Increase the % of students with an attendance rate of 95% or higher	Yes	Increase Average Daily Attendance	Overall	89.50%	92%	93%	94%
			Latinx	89.50%	92%	93%	94%
Increase the % of students who feel a sense of belonging in the CPS Cultivate Survey to 55% or higher	Yes	Cultivate (Belonging & Identity)	Overall	38%	50%	52%	55%
			Latinx	38%	50%	52%	55%

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.	The BHT and CCT are developing learning cycles to address problems of practice based on the cultivate survey data (identity safety and belonging).	The BHT and CCT facilitate continuous improvement cycles to address problems of practice based on the cultivate survey data (identity safety and belonging).	The BHT & CCT facilitates highly effective continuous improvement cycles to address problems of practice based on the cultivate survey data (identity safety and belonging).
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	60% of chronically absent students have a re-entry plan in place that facilitates attendance and continued enrollment based on 5 week reports presented at Culture and Climate meetings.	75% of chronically absent students have a re-entry plan in place that facilitates attendance and continued enrollment based on 5 week reports presented at Culture and Climate meetings.	100% of chronically absent students have a re-entry plan in place that facilitates attendance and continued enrollment based on 5 week reports presented at Culture and Climate meetings.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Some (50%) teachers are observed integrating SEL practices into their daily schedule as evident by peer visits.	Most (75%) teachers are observed integrating SEL practices into their daily schedule as evident by peer visits.	All (100%) teachers are observed integrating SEL practices into their daily schedule as evident by peer visits.

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
Increase the % of students with an attendance rate of 95% or higher	Increase Average Daily Attendance	Overall	89.50%	92%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Latinx	89.50%	92%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increase the % of students who feel a sense of belonging in the CPS Cultivate Survey to 55% or higher	Cultivate (Belonging & Identity)	Overall	38%	50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Latinx	38%	50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
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.	The BHT and CCT are developing learning cycles to address problems of practice based on the cultivate survey data (identity safety and belonging).	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	60% of chronically absent students have a re-entry plan in place that facilitates attendance and continued enrollment based on 5 week reports presented at Culture and Climate meetings.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Some (50%) teachers are observed integrating SEL practices into their daily schedule as evident by peer visits.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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.
Partially	Students experience grade-level, standards-aligned instruction.
No	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.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We are trending in the positive direction in IAR. Based on 2021-2022 to 2022-2023 IAR ELA 3rd-8th grade: we went from 20 to 41 students met expectations. 47 to 96 in approach expectations, 74 to 83 partially met expectations. Based on 2022-2023 IAR Math: 10 to 24 met expectations, 39 to 77 approached expectations, 111 to 135 partially met expectations.

Based on 2022-2023 ELA Star360 BOY to EOY data the following % of students were at/above: 3rd from 25% to 28%, 4th from 27% to 25%, 5th from 10% to 17%, 6th from 20% to 22%, 7th from 21% to 24%, 8th stayed at 16%.

Based on 2022-2023 Math Star360 BOY to EOY data the following % of students were at/above: 3rd: from 47% to 59% 4th from 47% to 43%, 5th from 29% to 40%, 6th from 38% to 35% , 29% to 27% , 8th 19% to 22%.

Based on iReady K-2 Math data: 36% of students were mid or above grade level
Spanish Math iReady: 24% mid or above grade level.
K-2 Reading: 30 % mid or above grade level
K-2 Spanish Reading: 89% met level expectations.

What is the feedback from your stakeholders?

Teachers expressed they do not have time to meet vertically to map out instructional units.

Teachers expressed that the Skyline Curriculum does not meet the academic needs of our students.

Skyline ELA curriculum is not available in Spanish.

There are inconsistent practices around developing and delivering units.

There are inconsistent grading and assessment practices.

There are inconsistent practices around developing and sharing learning objectives with students.

What student-centered problems have surfaced during this reflection?

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

Students are not able to articulate lessons objective.
Students do not have access to culturally responsive curriculum and instruction.
Students are not clear on how they are assessed.

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?

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

- There is common planning time built in the schedule to allow for vertical meetings in the middle grades.

- There is common planning built time in the schedule to allow for vertical meetings across 1st-3rd.

- Common planning time to include Kdg & 4th in vertical team meetings will be scheduled on a monthly basis.

- Create a schoolwide assessment policy for 1st-5th to reflect students' achievement level on CCSS, WIDA, etc.

- Teachers will explicitly develop, post and orally share learning objectives that are student

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Determine Priorities

Resources: 🚀

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

Students...

Students are not exposed to a culturally responsive curriculum and are not clear on the lesson objective and assessment.

Determine Priorities Protocol

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

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Root Cause

Resources: 🚀

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

As adults in the building, we...

As adults in the building, we have different ideas on what culturally responsive teaching looks like.

5 Why's Root Cause Protocol

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

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Theory of Action

What is your Theory of Action?

If we....

create school wide expectations around creating and delivering a culturally responsive curriculum

then we see....

teachers utilizing powerful practices to engage students in research-based and high quality curriculum that is standards aligned and culturally responsive.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

which leads to...

IAR Data
A 25% of students will make academic gains in IAR ELA.
A 20% of students will make academic gains in IAR Math.

Star 360 Data
50% of students will meet expectations in Star 360 ELA
40% of students will meet expectations in Star 360 Math

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 ✍️

Grade Level Teams, ILT, IB Leadership Team, Admin

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/3/2024
Q2	1/10/2024	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers will receive professional development on the integration of the culturally responsive standards (ISBE)	Leadership & ILT Team	June, 2025	Select Status
Action Step 1 — The leadership team will be trained on Culturally Responsive standards.	Leadership & ILT Team	October, 2023	Select Status
Action Step 2 — The leadership team will develop a timeline to facilitate teacher training on the Culturally Responsive Standards. * Self Awareness and Systems of Oppression * Curriculum and Learning Environments * Students, Families, and Communities	Leadership, ILT Team, Teachers	Semester 1 SY24	Select Status
Action Step 3 — Teachers include literature from other cultures, parts of the world, and by diverse authors to help draw students into the content using their past experiences.	Teachers	June, 2025	Select Status
Action Step 4 — Teachers will provide learning opportunities that are culturally relevant that provide opportunities to explore and celebrate student's communities, culture, history, and language.	Teachers	June 2025	Select Status
Action Step 5 — Review quarterly data collected from learning walks and student surveys to help	Leadership & ILT Team	June2025	Select Status
Implementation Milestone 2 — 100% of teachers will scaffold their curriculum for multilingual learners.	Leadership, ILT Team, Teachers	monthly beginning Sept. 2023	Select Status
Action Step 1 — Teachers will be trained on the WIDA Standards and Can Do Descriptors.	ELPT, Teachers	Oct. 2023	Select Status
Action Step 2 — Teachers will post content and language objectives and make it visible to all students.	Teachers	Sept. 2023	Select Status
Action Step 3 — Teachers will set individual student goals to challenge them through the progression of the Can Do Descriptors.	Teachers	Sept. 2023	Select Status
Action Step 4 — Review quarterly data collected through learning walks to determine areas of support for teachers.	Leadership & ILT Team	monthly beginning Sept. 2023	Select Status
Action Step 5 — Provide coaching support that is differentiated to support the individual needs of teachers.	Leadership & ILT Team	monthly beginning Sept. 2023	Select Status
Implementation Milestone 3 — 100 % of teachers will adapt high quality units that align to the standards (IB MYP Subject criterion, and the following standards: Common Core, WIDA , NGSS, PE, Arts, SEL)	Leadership & ILT Team	Sept. 2023	Select Status
Action Step 1 — PD will be provided to support teacher knowledge of the standards.	Leadership & ILT Team	Nov. 2023	Select Status
Action Step 2 — Teachers will revise units to reflect the current students academic and language needs.	Teachers	on a monthly basis beginning Sept. 2023	Select Status
Action Step 3 — Teachers will create a scope and sequence to map out vertical and horizontal alignment of the standards.	Leadership, ILT Team, Teachers	monthly beginning Sept. 2023	In Progress
Action Step 4 — Teachers will develop lessons and activities that explicitly align to the standards.	Teachers	monthly beginning Sept. 2023	Select Status
Action Step 5 — Teachers will deliver explicit lessons and activities that align to the standards and their units (IB MYP subject criterion, common core, WIDA, NGSS, PE, Arts, SEL)	Teachers	ongoing starting Sept. 2023	Select Status
Implementation Milestone 4 — 100 % of teachers will provide formative and summative assessments that are reflective of student proficiency of the standards.	Leadership, ILT Team, Teachers	ongoing starting Sept. 2023	Select Status
Action Step 1 — PD will be provided to establish clear definitions and examples of formative and summative assessments that align to the teacher's content area.	Leadership, ILT Team	Nov. 2023	Select Status
Action Step 2 — Teachers will create a variety of formative and summative assessments that align to their units (for language and content) that are accessible to all students.	Teachers	ongoing starting Sept. 2023	Select Status
Action Step 3 — Teachers will use a scope and sequence to map out formative and summative assessments in their units.	Teachers	ongoing starting Sept. 2023	Select Status
Action Step 4 — Teachers will be provided a scheduled time to analyze formative assessments within a unit to ensure equitable access and student progression towards mastery.	Teachers	monthly starting Sept. 2023	Select Status
Action Step 5 — Teachers will reflect and revise assessments to ensure that formative and summative assessments reflect equitable grading practices.	Teachers	monthly starting Sept. 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	- 50% of teachers will understand the Culturally Responsive Standards - 60% of all teachers will be able to scaffold their instruction to support the language and academic needs of multilingual students. - 75% of all teachers will deliver explicit lessons and activities that align to their instructional units. - 60 % of all teachers have reflected, revised and analyzed formative and summative assessments that reflect equitable grading practices.
SY26 Anticipated Milestones	- 100% of teachers will integrate the Culturally Responsive Standards in their teaching. - 100% of all teachers will be able to scaffold their instruction to support the language and academic needs of multilingual students. - 100% of all teachers will deliver explicit lessons and activities that align to their instructional units.

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

Curriculum & Instruction

- 100% of all teachers will deliver formative and summative assessments that reflect equitable grading practices.

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 ✍	SY24	SY25	SY26
90% of students will be engaged in a culturally responsive curriuclum	No	Cultivate	Overall				
			English Learners				
65% of students will meet grade level standards. 15 % of Diverse Learners will make academic gains as evident on their report cards.	Yes	3 - 8 On Track	Overall	55	58	60	65
			Students with an IEP	44	46	49	51

Numerical Targets [Optional] ✍

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.	Some teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs,
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are observed implementing observed utilizing a high quality instruction that is standards aligned and culturally response through rigor walk.	Most teachers are observed implementing observed utilizing a high quality instruction that is standards aligned and culturally response through rigor walk.	All teachers are observed implementing observed utilizing a high quality instruction that is standards aligned and culturally response through rigor walk.
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
90% of students will be engaged in a culturally responsive curriuclum	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
65% of students will meet grade level standards. 15 % of Diverse Learners will make academic gains as evident on their report cards.	3 - 8 On Track	Overall	55	58	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	44	46	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Progress Monitoring

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
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.	Some teachers are utilizing instructional materials to implement and adjust instruction, including differrentiating based on student needs.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are observed implementing observed utilizing a high quality instruction that is standards aligned and culturally response through rigor walk.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(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	**% of Students receiving Tier 2/3 interventions meeting targets: % of students in Tier 2 and Tier 3**	**Overall**	44	40	36	34
		Students with an IEP	63	50	45	40
Required Reading Goal	**% of Students receiving Tier 2/3 interventions meeting targets: % of students in Tier 2 and Tier 3**	**Overall**	44	40	36	34
		Students with an IEP	63	50	45	40
Optional Goal	**Select a Goal**					

| If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | ☑ | **Our school is a Title I school operating a Schoolwide Program**
This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| If Checked:

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

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.

Title 1 Parent & Family Engagement funds will be used in accordance with our school's academic priority areas:

Inclusive and Supportive Learning Environment

Connectedness and Well Being

Curriculum and Instruction

Partnership and Engagement

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support