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 ✍
Dr. Tinishi Davis	Principal	TPDavis@cps.edu
Leah Lossin	Head Teacher	lllossin@cps.edu
Dawn Richardson	Academic Interventionist	dsrichardson@cps.edu
Abena Story	Curriculum & Instruction Lead	adwalker@cps.edu
Alicia Jenkins	Math Coach	aljenkins@cps.edu
Margarita Miranda	LSC Member	mmsassy@gmail.com
Barbara Taylor	Inclusive & Supportive Learning Lead	bltaylor@cps.edu
Natalie Daugherty	Parent	daugherty83@yahoo.com
Linda Abdullah	Teacher	LGAdullah@cps.edu
Etha Meeks	Teacher Leader	emeeks@cps.edu
Veronica Scott	Teacher Leader	vtscott@cps.edu
Bridget Montgomery	Connectedness & Wellbeing Lead	bcmontgomery1@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	7/12/23	8/24/23
Reflection: Curriculum & Instruction (Instructional Core)	8/24/23	8/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/24/23	8/30/23
Reflection: Connectedness & Wellbeing	8/24/23	8/30/23
Reflection: Postsecondary Success	8/24/23	8/30/23
Reflection: Partnerships & Engagement	8/24/23	8/30/23
Priorities	8/17/23	8/30/23
Root Cause	8/17/23	9/5/23
Theory of Acton	8/17/23	9/5/23
Implementation Plans	8/24/23	9/8/23
Goals	8/24/23	9/8/23
Fund Compliance	8/24/23	9/11/23
Parent & Family Plan	8/24/23	9/11/23
Approval	8/31/23	9/15/23

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	9/21/2023
Quarter 2	11/30/2023
Quarter 3	2/8/2024
Quarter 4	5/16/2024

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

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Overall STAR 360 with some increases in reading in and decreases in math scores. ✏️ iReady scores showed growth in 1st and 2nd grades for Reading and Math. Kindergarten data results indicated minimal growth. Manierre's IAR data shows that students in Grades 3-8 did not make expected growth in Reading and Math.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Based on a school-wide administered survey, the following information was derived. 59% of teachers reported that they have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. 37.5% of teachers reported that they have partial access to high quality curricular materials including foundational skills materials, that are standards-aligned and culturally responsive. 12.5% of teachers surveyed reported not having access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars	62.5 % of teachers reported that students experience grade-level, standards aligned instruction. 37.5% of teachers reported that students partially experience grade-level, standards- aligned and culturally responsive. 75% of teachers reported that the school 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. 12.5% of teachers reported that the school and classrooms are partially 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. 75% of teachers reported that the ILT leads instructional improvement through distributed leadership.	
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide	85.7% of teachers reported that 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. 14.3% of teachers reported 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. 37.5% of teachers reported that evidence-based assessment for learning practices are enacted daily in every classroom. 50% of teachers reported evidence-based assessment for learning practices are partially enacted daily in every classroom.	
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?** A cadence of Learning and Coaching Cycles are established in September of each year. The Learning and Coaching Cycles are designed to align with the CIWP Priorities. The Principal and Lead Coach identify the Team Leads. The team leads are trained to disseminate information and Lead Grade Band, Grade Level Meetings, with the assistance of the Principal and Lead Coach. The Team Lead and Lead Coach will provide differentiated support to members of the Grade Band. The Lead Coach will gather data on the Teachers, self identified, Quarterly Goals as well as other Principal, Lead Coach, and Team Lead identified Teacher needs. This data is used to support the Teachers differentiated needs. The Teachers goals are updated Quarterly, if previously identified goals are reached. Manierre has also adopted Interim Skyline Assessments. We have adopted and implemented the Skyline curriculum for Literacy. We have newly adopted Skyline Social Studies and Amplify Science in Grades K-5. ✏️	

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.

Teachers are progressing in their implementation of engaging in high quality instruction using newly adopted curriculum neither they or the students had access to previously. Teachers are progressing in their implementation of differentiated instruction which has not been used, to meet the students needs, with fidelity. ✏️

A high percentage of students have indicted that they do not feel supported by teachers and have low growth mindsets. This mindset may hinder the students from fully engaging in the learning.

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	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	At Manierre, the numbers indicate that although students with disabilities overall receive services required in their least restrictive environment, there is a 75% of staff feel that school teams partially implement and equity-based MTSS Framework that includes strong teaming, systems and structures, implementation of the problem solving process to inform student and family engagement consisted withteh expectations of the MTSS Integrity Memo, while the remaining 25% share they feel it is not being implemented at all. Regarding progress monitoring, 57.1% of respondents feel that our school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. The remaining 42.9% indicate no - that this is not in place. The majority of staff (75%) responded 'no' to the statement 'English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Evidence from MTSS Continuum and other sources indicate gaps in Systems and Infrastructure in that the entire MTSS Team in place have lacked initiative and may not be as invested in participation as needed for optimal results. Also it has been indicated that school personnel needs more training on how to use universal screening data. While universal screening plans are embedded, the school team's ability to track and review whether or not students are making gains which become evident in their tier movement is lacking. A system of communication with parents regarding the MTSS process and their child's participation in it is non-existent. Regular concern is shared regarding teachers feeling ill-equipped to address students who are English Learners.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		A newly hired MTSS Lead/Interventionist to bring successful work forward while being very intentional about ensuring all pieces of the MTSS Framework are in place and operating efficiently; Plan for regular and systematic training for teachers on the MTSS process, inclusive of providing regular interventions and progress monitoring their students; MTSS Interventionist to push into classrooms to provide teachers with support surrounding layered interventions; The development of an MTSS Team of members who truly understand the need, their roles, and are willing and vested participants; A plan for regular meetings with MTSS Team to engage with PSP, as well as a plan to engage teachers in PSP regularly so that a system of looking at student data/work and responding accordingly prevails...The impact of all of these would be that students will be the recipients of instruction and instructional support as needed based on their present operating levels and will continue to pushed further along their learning continuum...The efforts discussed here will address the barriers that all English-Speaking students in all tiers are faced with, and especially tiers 2 and 3. Students in these tiers will now receive targeted, focused instruction that will meet them at their area of need and help them to achieve growth until the gap is closed.	

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.

All students in need may not receive high quality interventions regularly and as scheduled, and based on need; Non-English speaking students are not receiving instruction that meets their need due to language barriers. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Manierre established its first Student Voice Committee in the Fall of 2021. The Committee started with 6th - 8th grade students. This year the SVC includes grades 3rd - 8th. The SVC has a regular cadence of weekly meetings. During these meetings the students discussed issues and concerns they felt were pressing in nature such as class size, playground safety and bullying. During the 2022 -2023 SY the SVC led their first ever Fundraiser for Playground Equipment to give more structure to recess. Based on Cultivate Survey there was a high percentage of students that reported low growth mindsets and sense of belonging. Based on this data the school has decided to implement a Back to School bash in August and numerous assemblies throughout the year, such as the Beginning of Year Assembly, Winter Assembly, Black History Assembly and Award Assemblies	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	intended to build community, pride and recognition of Manierre students. Manierre hosts an end of the year Field Day for students. The Ferguson Parent Resource Teacher provides weekly ongoing workshops and resources for parents. Manierre has numerous school partnerships, including the H.E.L.P program, which provides mental health therapy for students. Counselors conduct small therapeutic groups, including SPARCS, Anger Coping and Bounce Back. Social Worker provides a 'Lunch Bunch' small group for students. Manierre utilizes a PBIS (Positive Behavior Incentive Program) for students which includes earning 'school bucks' for the school store and other Friday afternoon rewards for behavior. Manierre has an established Behavior Health Team (BHT) that meets weekly to support students struggling with social emotional needs. The BHT provides support for teachers and classrooms, including by utilizing the Check In/ Check Out intervention for students struggling with social emotional needs. Counselors and the Dean of Students provide Social Emotional Learning support- lessons, resources, monthly SEL themes, school-wide Calm Classroom implementation and Classroom Circles.

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

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

Yes	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.	**What is the feedback from your stakeholders?** ✏️
		The SVC began a Partnership with the Leader in Me program at Newberry School. The students have engaged with By the Hand for Academic support. The students have access to the Tutor Corp tutors for Reading and Math support. The school is partnered with Art on Sedgwick for Performing Arts.

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

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

Continued chronically absent students have been identified based on reentry plans that have been put in place and the students haven't shown significant improvement in attendance. ✏️

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

The attendance team meets regulary to create reentry plans for chroically absent students. The attendance team discusses and implements ways to address truancy and homelessness through incentives the STLS program. ✏️

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
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	100% of students, which included Diverse Learners, participated in Success Bound and other Post Secondary curricula. 100% of students participated in CPS sponsered post secondary field trips to promote College and Career readiness. 100% of students participated in the Career Expo. 80% of parents participated in the high school and Post Secondary meetings. 87% of students could identify Post Secondary options for themselves after participating in these programs. All 8th Diverse Learners have a transition plan that include Post Secondary goals. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate

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?

The majority of students received a pre and post test that gauged their participation and understanding of Post Secondary education and careers. ✏️

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	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	
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, 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?

Manierre established its first Student Voice Committee in the Fall of 2021. The Committee started with 6th - 8th grade students. This year the SVC includes grades 3rd - 8th. The SVC has a regular cadence of weekly meetings. During these meetings the students discussed issues and concerns they felt were pressing in nature such as class size, playground safety and bullying. During the 2022 -2023 SY the SVC led their first ever Fundraiser for Playground Equipment to give more structure to recess. Based on Cultivate Survey there was a high percentage of students that reported low growth mindsets and sense of belonging. Based on this data the school has decided to implement the BAG program, Behavior, Attendance, and Grades to provide incentives for positive student Climate and Culture outcomes.Manierre host school wide events for students and faculty including a Back to School bash in August and numerous assemblies throughout the year, such as the Beginning of Year Assembly, Winter Assembly, Black History Assembly and Award Assemblies intended to build community, pride and recognition of Manierre students. Manierre hosts an end of the year Field Day for students. The Ferguson Parent Resource Teacher provides weekly ongoing workshops and resources for parents. Manierre has numerous school partnerships, including the H.E.L.P program, which provides mental health therapy for students. Counselors conduct small therapeutic groups, including SPARCS, Anger Coping and Bounce Back. Social Worker provides a 'Lunch Bunch' small group for students. Manierre utilizes a PBIS (Positive Behavior Incentive Program) for students which includes earning 'school bucks' for the school store and other Friday afternoon rewards for behavior. Manierre has an established Behavior Health Team (BHT) that meets weekly to support students struggling with social emotional needs. The BHT provides support for teachers and classrooms, including by utilizing the Check In/ Check Out intervention for students struggling with social emotional needs. Counselors and the Dean of Students provide Social Emotional Learning support- lessons, resources, monthly SEL themes, school-wide Calm Classroom implementation and Classroom Circles. ✏️

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 is still a divide in how the students will continue their Post Secondary success as well as how much support they will receive from their parent or guardian in reaching their goals. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	25% of parents responded to recruitment efforts. 50% of parents participated in workshops that were based on their individual needs. The school distributes a monthly calender to parents to inform them about workshops, personal development, parenting workshops, and events (field trip experiences) that include with U of Illinois at Chicago and Nutrition programs. Career and Education workshops are available. A website has been created to inform students about the schools infrastructure, curriculum and staff. Teachers send out weekly or monthly newsletters. The Principal has monthly Tea with the Principal events. ✏️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |

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).

Yes

Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

The students engaged in fundraising, The students engaged in discussions with the Principal regarding safety precautions for recess. The students will engage in conversations with the Recess Coach to plan recess activities. The students will begin planning and hosting assemblies with their teachers. The students have created a partner with the Leader in Me members at Newbery School.

Formal and informal family and community feedback received locally. (School Level Data)

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

Students from all grade levels are not participating onthe Student Voice Committee. The committee consist of student in Grade 5 as of school year 22-23.

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?

The Student Voice Committee is in the process of recruiting students from grades 3-8. By the end of SY 23-24 the SVC will include students in grades K-8. The SVC will develop a weekly cadence of meetings with the SVC.

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Overall STAR 360 with some increases in reading in and decreases in math scores.

iReady scores showed growth in 1st and 2nd grades for Reading and Math. Kindergarten data results indicated minimal growth. Manierre's IAR data shows that students in Grades 3-8 did not make expected growth in Reading and Math.

What is the feedback from your stakeholders?

Based on a school-wide administered survey, the following information was derived. 59% of teachers reported that they have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. 37.5% of teachers reported that they have partial access to high quality curricular materials including foundational skills materials, that are standards-aligned and culturally responsive. 12.5% of teachers surveyed reported not having access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

62.5 % of teachers reported that students experience grade-level, standards aligned instruction. 37.5% of teachers reported that students partially experience grade-level, standards- aligned and culturally responsive.

75% of teachers reported that the school 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. 12.5% of teachers reported that the school and classrooms are partially 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.

75% of teachers reported that the ILT leads instructional improvement through distributed leadership.

85.7% of teachers reported that 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. 14.3% of teachers reported 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.

37.5% of teachers reported that evidence-based assessment for learning practices are enacted daily in every classroom. 50% of teachers reported evidence-based assessment for learning practices are partially enacted daily in every classroom.

What student-centered problems have surfaced during this reflection?

Teachers are progressing in their implementation of engaging in high quality instruction using newly adopted curriculum neither they or the students had access to previously.
Teachers are progressing in their implementation of differentiated instruction which has not been used, to meet the students needs, with fidelity.
A high percentage of students have indictaed that they do not feel supported by teachers and have low growth mindsets. This mindset may hinder the students from fully engaging in the learning.

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?

A cadence of Learning and Coaching Cycles are established in September of each year. The Learning and Coaching Cycles are designed to align with the CIWP Priorities. The Principal and Lead Coach identify the Team Leads. The team leads are trained to disseminate information and Lead Grade Band, Grade Level Meetings, with the assistance of the Principal and Lead Coach. The Team Lead and Lead Coach will provide differentiated support to members of the Grade Band. The Lead Coach will gather data on the Teachers, self identified, Quarterly Goals as well as other Principal, Lead Coach, and Team Lead identified Teacher needs. This data is used to support the Teachers differentiated needs. The Teachers goals are updated Quarterly, if previously identified goals are reached. Manierre has also adopted Interim Skyline Assessments. We have adopted and implemented the Skyline curriculum for Literacy. We have newly adopted Skyline Social Studies and Amplify Science in Grades K-5.

Determine Priorities

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

Resources: 🚀

[Determine Priorities Protocol](#)

Students...

The students are not meeting their expected growth targets on the Star 360 and iReady aassessments.

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

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

Resources: 🚀

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

must provide rigorous instruction using Research based Curriculum that will be used by Teachers with fidelity. Teachers will use Star 360 and iReady data to implement Small Group

Indicators of a Quality CIWP: Root Cause Analysis

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

Curriculum & Instruction

Teachers with fidelity. Teachers will use Star 360 and iReady data to implement Small Group Instruction.

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....

we provide rigorous instruction using research based curriculum which will be used by teachers with fidelity. The Teachers will use data from Star 360 and iReady to implement Small Group Instruction with targeted 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.

then we see....

students engaged in more purposeful learning as well as a progression of incremental growth, in targeted areas, in Reading and Math over time.

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...

an increase in student growth in reading and math in Grades K-8.

　　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 ✍️

Dr. Davis, Mrs. Story, Ms. Jenkins, Ms. Richardson

Dates for Progress Monitoring Check Ins

Q1	9/21/2023	Q3	2/8/2024
Q2	11/30/2023	Q4	5/16/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 The Skyline Literacy Curriculum is available and utilized with fidelity by all Teachers.	Mrs. Story	October 15, 2023	In Progress
Action Step 1 The Into Math Curriculum is available and utilized with fidelity by all Teachers.	Ms. Jenkins	October 15, 2023	In Progress
Action Step 2 The Skyline Social Studies Curriculum is available and utilized with fidelity by all Teachers.	Mrs. Story	October 15, 2023	In Progress
Action Step 3 The Amplify Science Curriculum is available and utilized with fidelity by all Teachers.	Ms. Jenkins	October 15, 2023	In Progress
Action Step 4 The Teachers will participate in a Data Dive after receiving the BOY Star 360 and iReady assessment scores	Mrs. Story, Ms. Jenkins, Ms. Richardson, Dr. Davis	September 20, 2023	Not Started
Action Step 5 The teachers will implement small group instruction that will monitored through planning, observations and classroom visits	Mrs. Story, Ms. Jenkins, Ms. Richardson, Dr. Davis	October 4, 2023	Not Started
Implementation Milestone 2 Interventions will be created for struggling students based on Star360 and iready assessment scores	Ms. Richardson and Tutor Corp	October 4, 2023	Not Started
Action Step 1 iReady Data for Reading and Math will be analyzed for learning gap trends and to identify struggling students	Ms. Richardson and Tutor Corp	September 27, 2023	Not Started
Action Step 2 Star 360 Data for Reading and Math will be analyzed for learning gap trends and to identify struggling students	Ms. Richardson and Tutor Corp	September 27, 2023	Not Started
Action Step 3 Identified students will be group for targeted intervention	Ms. Richardson and Tutor Corp	September 27, 2023	Not Started
Action Step 4 Interventions will be monitored bi-weekly to determine if interventions are successful.	Ms. Richardson and Tutor Corp	September 27, 2023	Not Started
Action Step 5			Select Status
Implementation Milestone 3 Interim Assessments			Not Started
Action Step 1 Interim assessments for Literacy will be given every 6 weeks	Mrs. Story	October 9, 2023	Not Started
Action Step 2 Interim assessments for Math will be given every 6 weeks	Ms. Jenkins	October 9, 2023	Not Started
Action Step 3 Literacy Interim assessments will be used to progress monitor and revisit the students small group placement	Mrs. Story	October 9, 2023	Not Started
Action Step 4 Literacy Interim assessments will be used to progress monitor and revisit the students small group placement	Ms. Jenkins	October 9, 2023	Not Started

Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

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

SY26 Anticipated Milestones

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

Return to Top | **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
The students will show a 7- 10% improvement in Literacy Scores.	Yes	STAR (Reading)	Overall				
			Students with an IEP				
The students will show a 7-10% improvement in Math Scores.	Yes	STAR (Math)	Overall				
			Students with an IEP				

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.	All Teachers will have access to Skyline Literacy and Social Studies curriculums by SY 23-24. The Teachers will also have access to Into Math and Amplify Science curriculums by SY 23-24. All curriculums are research based and adhere to Common Core State Standards.	All teachers will use the Skyline, Into Math and Amplify Science curriculums, with fidelity,	All teachers will use the curriculums with a clear understanding of the content as well as how to use the curriculum to differentiate instructions for all students.
C&I:2 Students experience grade-level, standards-aligned instruction.	All Teachers will receive Literacy and Math Coaching that will be delivered during a regular cadence of Learning and Coaching Cycles That will be prided throughout SY23-24. The Teachers will also have access to differentiated supports based on the Learning and Coaching Cycles as well as their Teacher Practice Goals. These Learning Coaching cycles will lead to Teachers being able to provide students with more purposeful grade level, standards aligned instruction.	Teacher Leaders will be Coached into Leading Grade Level Meeting Learning Cycles that focus on providing engaging, standards and learning target aligned instruction.	All Teachers will Lead content level PLC's.

| 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. | All Teachers will create a classroom culture where all students feel valued and accepted, that is conducive to engaging, collaborative, personalized learning. | All Teachers will shift to a student - centered learning enviornment that is personalized to the individual needs of students | Teacher will use allow students more ownership or their learning through a Personalized Learning environment. |

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
The students will show a 7- 10% improvement in Literacy Scores.	STAR (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
The students will show a 7-10% improvement in Math Scores.	STAR (Math)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All Teachers will have access to Skyline Literacy and Social Studies curriculums by SY 23-24. The Teachers will also have access to Into Math and Amplify Science curriculums by SY 23-24. All curriculums are research based and adhere to Common Core State Standards.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	All Teachers will receive Literacy and Math Coaching that will be delivered during a regular cadence of Learning and Coaching Cycles That will be prided throughout SY23-24. The Teachers will also have access to differentiated supports based on the Learning and Coaching Cycles as well as their Teacher Practice Goals. These Learning Coaching cycles will lead to Teachers being able to provide students with more purposeful grade level, standards aligned instruction.	*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.	All Teachers will create a classroom culture where all students feel valued and accepted, that is conducive to engaging, collaborative, personalized learning.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

At Manierre, the numbers indicate that although students with disabilities overall receive services required in their least restrictive environment, there is a 75% of staff feel that school teams partially implement and equity-based MTSS Framework that includes strong teaming, systems and structures, implementation of the problem solving process to inform student and family engagement consistend withteh expectations of the MTSS Integrity Memo, while the remaining 25% share they feel it is not being implemented at all. Regarding progress monitoring, 57.1% of respondents feel that our school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. The remaining 42.9% indicate no - that this is not in place. The majority of staff (75%) responded 'no' to the statement 'English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.

What is the feedback from your stakeholders?

Evidence from MTSS Continuum and other sources indicate gaps in Systems and Infrastructure in that the entire MTSS Team in place have lacked initiative and may not be as invested in participation as needed for optimal results. Also it has been indicated that school personnel needs more training on how to use universal screening data. While universal screening plans are embedded, the school team's ability to track and review whether or not students are making gains which become evident in their tier movement is lacking. A system of communication with parents regarding the MTSS process and their child's participation in it is non-existent. Regular concern is shared regarding teachers feeling ill-equipped to address students who are English Learners.

What student-centered problems have surfaced during this reflection?

All students in need may not receive high quality interventions regularly and as scheduled, and based on need; Non-English speaking students are not receiving instruction that meets their need due to language barriers.

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?

A newly hired MTSS Lead/Interventionist to bring successful work forward while being very intentional about ensuring all pieces of the MTSS Framework are in place and operating efficiently; Plan for regular and systematic training for teachers on the MTSS process, inclusive of providing regular interventions and progress monitoring their students; MTSS Interventionist to push into classrooms to provide teachers with support surrounding layered interventions; The development of an MTSS Team of members who truly understand the need, their roles, and are willing and vested participants; A plan for regular meetings with MTSS Team to engage with PSP, as well as a plan to engage teachers in PSP regularly so that a system of looking at student data/work and responding accordingly prevails...The impact of all of these would be that students will be the recipients of instruction and instructional support as needed based on their present operating levels and will continue to pushed further along their learning continuum...The efforts discussed here will address the barriers that all English-Speaking students in all tiers are faced with, and especially tiers 2 and 3. Students in these tiers will now receive targeted, focused instruction that will meet them at their area of need and help them to achieve growth until the gap is closed.

Return to Top   **Determine Priorities**

Resources: 🚀

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

Students...

All students are not receiving targeted, focused instruction and support that meets them at their area of need systematically or regularly.

[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**

Resources: 🚀

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

As adults in the building, we...

...Lack a clear understanding of what the MTSS Process looks like when run most effectively, therefore need guidance and support in this area; Are not clear on how to provide students with targeted, focused instruction within the parameters of our regular school day, therefore need guidance and support in this area; Are not EL certified

[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....

...build an MTSS Team of members who are fully vested in understanding the process and ensuring all components of it is executed effectively school-wide...

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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 at all levels receiving needed support on a regular and systematic basis... ✍️

which leads to...

...maximum achievement for all students, inclusive of closing any gaps for 80% or better of our student population ✍️

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 Team/MTSS Lead

Dates for Progress Monitoring Check Ins

Q1	9/21/2023	Q3	2/8/2024
Q2	11/30/2023	Q4	5/16/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Solidify MTSS Team	MTSS Lead	9/15/23	Completed
Action Step 1	Interview present members to gauge interest based on MTSS Integrity Memo	MTSS Lead	9/8/23	Completed
Action Step 2	Solicit for new members as needed	MTSS Lead	9/11/23	In Progress
Action Step 3	Solidify MTSS Team Members representative of the whole building	MTSS Lead	9/15/23	Completed
Action Step 4	Create a structure of on-going training for MTSS Team	MTSS Lead/Principal	9/15/23	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Develop a structure of regular team interaction	MTSS Team	9/15/23	Completed
Action Step 1	Create a schedule of meetings for team in which all members understand the time to be sancrosanct.	MTSS Team	9/15/23	In Progress
Action Step 2	Assign roles for meetings	MTSS Team	9/15/23	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Solidify system for providing support for students	MTSS Team	9/29/23	In Progress
Action Step 1	Review purpose of MTSS with School Community	MTSS Team	9/21/23	Not Started
Action Step 2	Use assessment data, teacher input, inclusive of problem solving process to determine who receives support	MTSS Team, Teachers	9/29/23	In Progress
Action Step 3	Designate time in school day in which students receive interventions (sacrosanct)	MTSS Team, Principal, Teachers	9/29/23	Completed
Action Step 4	Provide student interventions by way of tutors (tier 2), classroom teachers (tier 1), and MTSS Team (tier 3)	Teachers, Tutors, MTSS Team	10/02/23	In Progress
Action Step 5	Provide teachers and tutors with support to provide interventions effectively	MTSS Lead/District	10/09/23	Not Started
Implementation Milestone 4	Create structure to ensure tracking of student movement through tiers	MTSS Team	10/13/23	In Progress
Action Step 1	Develop/refine intervention tracking document and process as needed/Ensure all teachers are trained and supported to use Branching Minds effectively	MTSS Team	10/20/23	Not Started
Action Step 2	Develop/refine criteria to determine movement through tiers in between assessments	MTSS Team	10/20/23	Not Started
Action Step 3	Refine progress monitoring system as needed based on tiers	MTSS Team	10/20/23	Not Started
Action Step 4	Move students through tiers accordingly and on-going as needed	MTSS Team/Teachers	10/30/23	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers and school staff will plan for and provide interventions to students effectively without relying on outside support.	✍️

| 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

| SY26 Anticipated Milestones | MTSS System will remain steadfast as a part of the school's culture regardless of any changes in staff, focus points, etc. | ✍️ |

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| 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 the school year, students designated to require additional support via MTSS will drop from 80+% of student body to at most 40% of student body in reading and math as indicated by District standardized EOY assessments.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	80+%	50%	25%	20 or less%
			Overall				
By end of school year, the MTSS system will be fully in place and effective toward ensuring that all student needs are met and student movement toward closing any gaps is happening based on data	Yes	MTSS Academic Tier Movement	Other [General Education students in all tiers, 1 - 3]				
			Other [Other [General Education students in all tiers, 1 - 3]]				

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.	Strong teaming structure/system will be in place and able to transcend changes in staff	SY 24 goal and school-wide use of the problem-solving process to inform student and family engagement	Effective maintenance of plan in place
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 Manierre staff and tutors trained to use Branching Minds platform efficiently	Teachers and MTSS team create/s a progress monitoring plan that allows for the systematic review of data of students receiving interventions to ensure student movement through tiers.	Effective maintenance of plan in place
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
By the end of the school year, students designated to require additional support via MTSS will drop from 80+% of student body to at most 40% of student body in reading and math as indicated by District standardized EOY assessments.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	80+%	50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
By end of school year, the MTSS system will be fully in place and effective toward ensuring that all student needs are met and student movement toward closing any gaps is happening based on data	MTSS Academic Tier Movement	Other [General Education students in all tiers, 1 - 3]			Select Status	Select Status	Select Status	Select Status
		Other [Other [General Education students in all tiers, 1 - 3]]			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.	Strong teaming structure/system will be in place and able to transcend changes in staff	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 Manierre staff and tutors trained to use Branching Minds platform efficiently	Select Status	Select Status	Select Status	Select Status
Select a Practice		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.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Manierre established its first Student Voice Committee in the Fall of 2021. The Committee started with 6th - 8th grade students. This year the SVC includes grades 3rd - 8th. The SVC has a regular cadence of weekly meetings. During these meetings the students discussed issues and concerns they felt were pressing in nature such as class size, playground safety and bullying. During the 2022 -2023 SY the SVC led their first ever Fundraiser for Playground Equipment to give more structure to recess. Based on Cultivate Survey there was a high percentage of students that reported low growth mindsets and sense of belonging. Based on this data the school has decided to implement the BAG program, Behavior, Attendance, and Grades to provide incentives for positive student Climate and Culture outcomes.Manierre host school wide events for students and faculty including a Back to School bash in August and numerous assemblies throughout the year, such as the Beginning of Year Assembly, Winter Assembly, Black History Assembly and Award Assemblies intended to build community, pride and recognition of Manierre students. Manierre hosts an end of the year Field Day for students. The Ferguson Parent Resource Teacher provides weekly ongoing workshops and resources for parents. Manierre has numerous school partnerships, including the H.E.L.P program, which provides mental health therapy for students. Counselors conduct small therapeutic groups, including SPARCS, Anger Coping and Bounce Back. Social Worker provides a 'Lunch Bunch' small group for students. Manierre utilizes a PBIS (Positive Behavior Incentive Program) for students which includes earning 'school bucks' for the school store and other Friday afternoon rewards for behavior. Manierre has an established Behavior Health Team (BHT) that meets weekly to support students struggling with social emotional needs. The BHT provides support for teachers and classrooms, including by utilizing the Check In/ Check Out intervention for students struggling with social emotional needs. Counselors and the Dean of Students provide Social Emotional Learning support- lessons, resources, monthly SEL themes, school-wide Calm Classroom implementation and Classroom Circles.

What is the feedback from your stakeholders?

The SVC began a Partnership with the Leader in Me program at Newberry School. The students have engaged with By the Hand for Academic support. The students have access to the Tutor Corp tutors for Reading and Math support. The school is partnered with Art on Sedgwick for Performing Arts.

What student-centered problems have surfaced during this reflection?

Continued chronically absent students have been identified based on reentry plans that have been put in place and the students haven't shown significant improvement in attendance.

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?

The attendance team meets regulary to create reentry plans for chroically absent students. The attendance team discusses and implements ways to address truancy and homelessness through incentives the STLS program.

Return to Top | **Determine Priorities**

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

Resources: 🚀

[Determine Priorities Protocol]

Students...

Students at Manierre have the tendancy to miss school more frequently than allows for their optimal growth and success.

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?

Resources: 🚀

[5 Why's Root Cause Protocol]

As adults in the building, we...

...We have a hard time overcoming obstacles such as the ones our students' families are faced with (parental hardships, parental lack of acknowledging the importance of education due to competing needs) which leads to poor attendance.

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**

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

What is your Theory of Action?

If we....

...Connect with our families and students by providing incentives, specific plans of action to increase attendance, and by building their awareness of resources available to them to get on a better track. ✍️

Resources: 🚀

then we see....

...An increase in regular attendance for students in the chronic category. ✍️

which leads to...

...more achievement for students who were falling behind, and greater student achievement, and school climatevoverall. ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Attendance Team

Dates for Progress Monitoring Check Ins

Q1	9/21/2023	Q3	2/8/2024
Q2	11/30/2023	Q4	5/16/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Solidify Attendance Team and	Case Manager, Parent Liaison	10/01/23	In Progress
Action Step 1	Principal designates lead person	Principal	9/15/23	Completed
Action Step 2	Lead person solicits team members	Lead Person	w/o 9/25/23	In Progress
Action Step 3	School team members list communicated with school community	Lead Person	10/02/23	Not Started
Action Step 4	Team has first meeting	Attendance Team	10/5/23	Not Started
Action Step 5				Select Status
Implementation Milestone 2	School attendance team will create a plan to increase student attendance	Attendance Team	11/3/23	Not Started
Action Step 1	Review data, determine trends, circumstances, ensure contact with parents is updated,etc.	Attendance Team	10/12/23	Not Started
Action Step 2	Create tear 1 - 3 interventions	Attendance Team	10/13/23	Not Started
Action Step 3	Develop plan to encompass all categories of need	Attendance Team	10/20/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	School will roll out plan	Attendance Team/Principal	11/6/23	Not Started
Action Step 1	Principal will share plan with all stakeholders	Principal/ Team Lead	November LSC Meeting	Not Started
Action Step 2	Plan will be rolled out to enact	Attendance Team/Principal	Directly after meeting	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Attendance Team and Principal will meet weekly to review and adjust as needed.	Principal/Attendance Team	On-going	Not Started
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	A continuation of the plan will begin at the beginning of the school year to maintain results.	✍️

| **SY26 Anticipated Milestones** | Revise the plan to address growth as needed | ✍️ |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Plan is executed with fidelity	Yes	Increased Attendance for Chronically Absent Students	Other [Chronically truant]				
			Select Group or Overall				
Families know the importance of and resources surrounding student attendance.	Yes	Increase Average Daily Attendance	Overall				
			Other [Chronically Truant]				

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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teaming structure in place and executing plan	Teaming structure continues to execute plan	Plan and structure remain even in the event of change
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.	The number of students in this category will decrease by 20%	Number of students in this category will decrease by 50%	Number of students in this category will cap at 2% or less
Select a Practice			

SY24 Progress Monitoring

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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
Plan is executed with fidelity	Increased Attendance for Chronically Absent	Other [Chronically truant]			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

					Select Status	Select Status	Select Status	Select Status
Plan is executed with fidelity	Chronically Absent Students	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Families know the importance of and resources surrounding student attendance.	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Other [Chronically Truant]			Select Status	Select Status	Select Status	Select Status

Practice Goals
Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Teaming structure in place and executing plan	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.	The number of students in this category will decrease by 20%	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Chronically Absent Students

Families know the importance of and resources surrounding student attendance.

Increase Average Daily Attendance

Overall

Other [Chronically Truant]

Practice Goals
Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
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	MTSS Academic Tier Movement: By end of school year, the MTSS system …	**Other [General Education students in all tiers, 1 - 3]**				
		Other [Other [General Education students in all tiers, 1 - 3]]				
Required Reading Goal	MTSS Academic Tier Movement: By end of school year, the MTSS system …	**Other [General Education students in all tiers, 1 - 3]**				
		Other [Other [General Education students in all tiers, 1 - 3]]				
Optional Goal	% of Students receiving Tier 2/3 interventions meeting targets: By the en…					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

Parents will be actively involved in school wide activities, including visiting their child's classroom to understand the curricula and be a part of volunteering to assist the teachers in whatever needs that would be helpful. Parents are welcomed in the parent room to help create a plan for themselves and their family that will specifically meet their needs. There is a monthly calendar that is given to the parents that addresses nutriton and educational field trips.

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