

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Jammie Poole Jr	Principal	jpoolejr@cps.edu
Rochelle Bryant	AP	rmbryant@cps.edu
Terrence Lang	Dean-Culture and Climate Lead	tlang@cps.edu
Diane Walker	Parent	diannawalker1234@gmail.com
Alfred Beard	Case Manager	albeard@cps.edu
James Dorrell	Teacher Leader	jpdorrell@cps.edu
Joseph Johnson	Social Worker	jmjohnson2@cps.edu
Ida Hudson	LSC Member	ihudson72@cps.edu
Joseph Kraft	Postsecondary Lead	jkraft2@cps.edu
Keith Cyrus	Athletic Director	ktcyrus@cps.edu
Traci Ortiz	School Clerk	tortiz@cps.edu
Dajuan Miller	Parent	btfoeb@sbcglobal.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	7/16/23	7/16/23
Reflection: Curriculum & Instruction (Instructional Core)	7/31/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/31/23	8/14/23
Reflection: Connectedness & Wellbeing	7/31/23	8/14/23
Reflection: Postsecondary Success	7/31/23	8/14/23
Reflection: Partnerships & Engagement	7/31/23	8/14/23
Priorities	8/3/23	8/15/23
Root Cause	8/3/23	8/15/23
Theory of Acton	8/3/23	8/15/23
Implementation Plans	8/3/23	8/15/23
Goals	8/3/23	8/15/23
Fund Compliance	8/3/23	8/30/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/13/23	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	10/12/23
Quarter 2	12/14/23
Quarter 3	3/14/24
Quarter 4	5/23/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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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


Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

9th graders above 85% on track rate 10th graders above 60% on track rate DL and EL pass rate for both 9th and 10th grade are above 85%. 
 Students are not meeting reading and math standards based on Star 360, and P/SAT data. There is a larger number of students in need of tier 3 and tier 2 academic interventions. We need to identify and implement academic interventions. Provide PD to support teachers in implementing interventions: Read 180, Structured Literacy, Freckle Math Saga Tutor. The interventions need to be progress monitored. Based on LSI walks data, tasks and learning objectives need to be aligned, and student discourse needs improvement i.e. Students challenging and questioning peers. Overall we need to improve students to achieve the Standard and progress monitor to take action within a lesson

What is the feedback from your stakeholders?

According to the 5 essential surveys students are requesting more rigor grit, and course clarity. Teachers have access to high-quality curriculum but need to utilize it with fidelity. 
 Based on the Cultivate survey students' needs are: classroom community, feedback for growth, and supportive teaching. According to 5 Essentials student-teacher trust is neutral, student orientation to the school, and Student Peer Relationships are neutral. According to the 5 Essential survey, students need to take more responsibility for their learning. Provide interventions to support students who are not meeting reading and math standards. Students miss out on instruction when absent from classes.


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?

Provide executive functioning skills and explicit instruction as tier 1 interventions in the classroom. We have a dedicated interventionist to support students who are struggling in reading, writing, and math. There are interventions in place to support students struggling in reading, writing, and math for tier 2 and their 3 students. Focus on improving our MTSS team by holding problem-solving meetings for individual students. We also have PD/coaching to support the implementation of the different academic interventions: Read 180, Structured Literacy, Freckle Math, and Saga Tutor. Impact: improve basic skills 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](#)

What student-centered problems have surfaced during this reflection?

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

Some students have a lack of commitment to learning i.e. they are not prepared for class. Some students struggle with executive function skills, i.e. communication with peers and staff, planning, and time management, Students are also missing basic foundational skills in reading and math. Most students are not meeting standards in math and reading 

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Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
		MTSS Integrity Memo

Due ot lack of attendance 12% of students were not tiered in reading and 20 % in math. Most of the students are in tier 3 in both reading and math. All students-Math: 16% tier 1, 21% tier 2, 44% in tier 3. DL students-Math: 11% tier 2, 63% tier 3 and 22% are untiered. All students-reading: 8% teir 1, 16% tier 2 64% tier 3 and 12% are untiered. DL/Reading: 4% tier 2 72% tier 3 20% untiered. 

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Marshall needs to provide tier 2 and 3 academic interventions to support students lack of basic reading and math skills to general ed and DL students.. There need to be consistency with MTSS structures and Branching minds. 🍌

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?

Marshall has purchased read 180 as tier 2 intervention and implementing structured literacy for tier 3. In math, Tier 2 and 3 students will have access to Freckle math and tutor corp. Students will receive tutoring 3x per week via pullout,. This year we have 2 MTSS interventions that will be responsible for interventions, progree monitoring and entring data into BranchingMinds. 🍌

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Marshall student have low attendance and lack basic reading and math skills. Student were not recieving tier 2 and 3 academic interventions. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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 are the takeaways after the review of metrics?

The overall attendance rate is below 85%. 9th graders are above 75% 10, 11, and 12 graders are above 60%. Out of the 8 class periods 1st period is the least attended. Our largest number of students with multiple misconducts is 3-5 misconducts and the next highest group is 6 -10 misconducts. 🍌

What is the feedback from your stakeholders?

Consistent expectations and consequences. According to the 5 Essential survey, teachers struggle with classroom disruptions, and students need to take more responsibility for their learning. More opportunities for students to be connected to a program or an adult in the building. Offer more experience and clubs to increase belonging and connectedness. Student are celebrated: student of the month, attendance awards, Honor rll certificates. 🍌

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

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

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?

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

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?

Students have a high absenteeism which contributes to a lack of connectedness. A small number of students participate in after-school school/in-school activities. I.e. games, dances. A high number of students have repeated SCC violations i.e.group 1,4 and 6 Some students struggle with executive function skills i.e. self-control, flexible thinking, and self-monitoring

Provide executive functioning skills and explicit instruction as tier 1 interventions in the classroom. Continue to utilize restorative conversation/ practices to support self-control, awareness, and flexibility. We have a functioning BHT and have created a partnership with CIS to support group 4 infractions. The attendance plan includes weekly and monthly incentives. Impact: improve attendance, belonging and student academic performance.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

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 \(C4\)](#)

9th graders above 85% on track rate 10th graders above 60% on track rate DL and EL pass rate for both 9th and 10th grade are above 85%. Students are not meeting reading and math standards based on Star 360, and P/SAT data.

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[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](#)

No 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?

According to 5 Essentials the Expectations for Postsecondary Education are neutral, Better communication with students and parents about programs, scholarships, and access. Provide more dual enrollment options. We need to provide work-based learning options for students.

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

Partially 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).

Partially Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).

[ECCE Certification List](#)

Partially 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](#)

Yes 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?

Increase outreach (CO 2022) and successful contact (CO 2023) for alumni support Increase from 33.3% to 66.6% of Black Males completed 3+ college apps Increase to 85% of completed ILP Survey for juniors Provide support for our senior seminar teacher to provide a robust college and career curriculum. Provide more communication and opportunities for college tours for each grade level. Work with college-bound partners to support postsecondary opportunities i.e. CIS and Trio

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 lack experience and knowledge of various post-secondary pathways and how to attain success. i.e. trade jobs and jobs that need a degree, requirements for college/trade jobs, and college life Students need support with executive function (Flexible/adaptive thinking, time management, organization) Students have limited options due to low GPA.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>Students are looking for a sense of belonging, classroom community, feedback and supportive teaching. Their needs to be an increase in parents attending parent teacher conference and accessing parent portal. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>We need to do a better job with engaging parents. Provide opportunities for parents to attend events and experiences that relate to their needs. Solicit our partners to help engage parents. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students do not feel a sense of belonging at Marshall because there is not a structure to capture students' voices and address their needs. Students have access to various programs with our partners but the support is not monitored. 🍌</p>		<p>Create student government organization to provide students a voice and share their needs. Continue parent communication to inform parents of events, good news and resources. i.e. Parent newsletter. Engage our partners to support the engagement of parents. Create a structure for all partners to monitor their support with students. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
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?

9th graders above 85% on track rate 10th graders above 60% on track rate DL and EL pass rate for both 9th and 10th grade are above 85%. Students are not meeting reading and math standards based on Star 360, and P/SAT data. There is a larger number of students in need of tier 3 and tier 2 academic interventions. We need to identify and implement academic interventions. Provide PD to support teachers in implementing interventions: Read 180, Structured Literacy, Freckle Math Saga Tutor. The interventions need to be progress monitored. Based on LSI walks data, tasks and learning objectives need to be aligned, and student discourse needs improvement i.e. Students challenging and questioning peers. Overall we need to improve students to achieve the Standard and progress monitor to take action within a lesson

What is the feedback from your stakeholders?

According to the 5 essential surveys students are requesting more rigor grit, and course clarity. Teachers have access to high-quality curriculum but need to utilize it with fidelity. Based on the Cultivate survey students' needs are: classroom community, feedback for growth, and supportive teaching. According to 5 Essentials student-teacher trust is neutral, student orientation to the school, and Student Peer Relationships are neutral. According to the 5 Essential survey, students need to take more responsibility for their learning. Provide Interventions to support students who are not meeting reading and math standards. Students miss out on instruction when absent from classes.

What student-centered problems have surfaced during this reflection?

Some students have a lack of commitment to learning i.e. they are not prepared for class. Some students struggle with executive function skills, i.e. communication with peers and staff, planning, and time management, Students are also missing basic foundational skills in reading and math. Most students are not meeting standards in math and reading

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?

Provide executive functioning skills and explicit instruction as tier 1 interventions in the classroom. We have a dedicated interventionist to support students who are struggling in reading, writing, and math. There are interventions in place to support students struggling in reading, writing, and math for tier 2 and their 3 students. Focus on improving our MTSS team by holding problem-solving meetings for individual students. We also have PD/coaching to support the implementation of the different academic interventions: Read 180, Structured Literacy, Freckle Math, and Saga Tutor. Impact: improve basic skills in reading and math.

Determine Priorities

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

Students... need explicit instruction around executive function skills and basic reading and math so they can meet standards.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Root Cause

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

As adults in the building, we... need to provide explicit instruction and executive function skills as a tier 1 intervention. Lessons objectives, tasks and assessments need to be aligned. We need to offer and implement math and reading interventions to support students meeting standards.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Theory of Action

What is your Theory of Action?

If we.... provide tiered interventions, to support reading, math and executive function skills

Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

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

then we see....
students with higher level of engagement in the classroom



Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
Student meeting math and reading standards.



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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
ELA and Math Teachers

Dates for Progress Monitoring Check Ins
Q1 10/12/23 Q3 3/14/24
Q2 12/14/23 Q4 5/23/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Kick off implementation of Math and Reading interventions	Bryant, Jones, Math/ELA Teachers	10/12	Select Status
Action Step 1	Complete read 180 Pathway topics	ELA Teachers	10/12	Select Status
Action Step 2	Screen Students READ 180/Review data	ELA Teachers	9/15	Select Status
Action Step 3	Complete Freckle math PD	Math Teachers	8/21	Select Status
Action Step 4	Screen Students for Freckle math/Review data	Math Teachers	9/15	Select Status
Action Step 5	Implementation of interventions (set goals with students)	Math and ELA teachers	10/1	Select Status
Implementation Milestone 2	Using data to inform instruction	Bryant, ELA and math Teachers	ongoing	Select Status
Action Step 1	Review and monitor usage data weekly	Bryant/Jones	ongoing	Select Status
Action Step 2	Review and monitor standards data monthly	Bryant/Jones	ongoing	Select Status
Action Step 3	Incorporate intervention data in department meetings to make adjustments	Jones, Bryant, ELA/Math teachers	10/27	Select Status
Action Step 4	Review/update goals Math / ELA with students	ELA/Math teachers	10/20	Select Status
Action Step 5				Select Status
Implementation Milestone 3	MOY screening of interventions and next steps	Bryant, Jones, Math/ELA Teach	3/14	Select Status
Action Step 1	2nd Screening of READ 180 Students	ELA Teachers	1/19	Select Status
Action Step 2	2nd screening of Freckle students	Math teachers	1/19	Select Status
Action Step 3	Review screening data. set goals and next steps	Bryant, Jones, Math/ELA teachers	1/31	Select Status
Action Step 4	Review, monitor growth data with teachers during department meetings	Bryant, Jones, Math/ELA teachers	3/1	Select Status
Action Step 5	Implementation of interventions based on Screening data (Set goals with students)	Math/ELA teachers	3/14	Select Status
Implementation Milestone 4	EOY Screening of intervention and next steps	Bryant, Jones, Math/ELA Teach	5/23	Select Status
Action Step 1	Final testing window	Math/ELA teachers	5/3	Select Status
Action Step 2	Review growth data in deparments	Bryant, Jones, math and ELA	5/10	Select Status
Action Step 3	Review and monitor usage data weekly	Bryant/Jones	ongoing	Select Status
Action Step 4	Review and monitor standards data monthly	Bryant/Jones	ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Structures for interventions are in place, teachers are incorporating intervention 2-3 times per week. Student growth in math and reading increase by 15%

SY26 Anticipated Milestones
Structures for interventions are in place, teachers are incorporating intervention 2-3 times per week. Student growth in math and reading increase by 25%

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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	Numerical Targets [Optional]		
					SY24	SY25	SY26
10% of students have academic tier movement	Yes	MTSS Academic Tier Movement	Students with an IEP	5 tier 2, 34, tier 3, 12, untiered			
			African American Male	20 tier 2, 40 tier 3, 19 untiered			
10% of students meet targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP	no goals set			
			African American Male	no goals set			

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: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.	Provide professional development focused on the inner core	Observe implementation of the inner core in lesson plans and peer observation in 50% of the staff	Observe implementation of the inner core in lesson plans and peer observation in 85% of the staff
C&I:5 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.	25% of School teams will utilize assessment 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.	50% of School teams will utilize assessment 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.	70% of School teams will utilize assessment 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.
C&I:2 Students experience grade-level, standards-aligned instruction.	35% of the staff will have lesson plans that address grade level standards aligned instruction. 35% of classroom observation conducted will have grade-level; standards aligned instruction	50% of the staff will have lesson plans that address grade level standards aligned instruction. 50% of classroom observation conducted will have grade-level; standards aligned instruction	75% of the staff will have lesson plans that address grade level standards aligned instruction. 70% of classroom observation conducted will have grade-level; standards aligned instruction

[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
10% of students have academic tier movement	MTSS Academic Tier Movement	Students with an IEP	5 tier 2, 34, tier 3, 12, untiered		Select Status	Select Status	Select Status	Select Status
		African American Male	20 tier 2, 40 tier 3, 19 untiered		Select Status	Select Status	Select Status	Select Status
10% of students meet targets	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP	no goals set		Select Status	Select Status	Select Status	Select Status
		African American Male	no goals set		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: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.	Provide professional development focused on the inner core	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	25% of School teams will utilize assessment 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.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	35% of the staff will have lesson plans that address grade level standards aligned instruction. 35% of classroom observation conducted will have grade-level; standards aligned instruction	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Due to lack of attendance 12% of students were not tiered in reading and 20 % in math. Most of the students are in tier 3 in both reading and math. All students-Math: 16% tier 1, 21% tier 2, 44% in tier 3. DL students-Math: 11% tier 2, 63% tier 3 and 22% are untiered. All students-reading: 8% tier 1, 16% tier 2 64% tier 3 and 12% are untiered. DL/Reading: 4% tier 2 72% tier 3 20% untiered.

What is the feedback from your stakeholders?

Marshall needs to provide tier 2 and 3 academic interventions to support students lack of basic reading and math skills to general ed and DL students. There need to be consistency with MTSS structures and Branching minds.

What student-centered problems have surfaced during this reflection?

Marshall student have low attendance and lack basic reading and math skills. Student were not receiving tier 2 and 3 academic interventions.

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?

Marshall has purchased read 180 as tier 2 intervention and implementing structured literacy for tier 3. In math, Tier 2 and 3 students will have access to Freckle math and tutor corp. Students will receive tutoring 3x per week via pullout. This year we have 2 MTSS interventions that will be responsible for interventions, progress monitoring and entering data into BranchingMinds.

Return to Top Determine Priorities

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

Students...
 have a high number of absences. We will have an attendance plan that celebrates and encourages good attendance. Weekly and monthly incentives. improve communication with parents and student.

[Determine Priorities Protocol](#)

Resources:

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

Return to Top Root Cause

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

As adults in the building, we...
 don't have a through understanding of MTSS therefore the MTSS team is in the foundation level stage on the continuum.

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

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 establish an equity based MTSS team that includes clear systems and structures, the implementation of tier 1,2, and 3 interventions and the utilizing the problem solving process,

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Resources:

Inclusive & Supportive Learning Environment

then we see....

students with access to grade level content with embedded supports, small group of students receive evidence-based interventions* targeting specific skill development, and provide students with intensive evidence-based interventions* designed to accelerate learning of off-grade level skills



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

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

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

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

which leads to...

improved student academic and behavior outcomes.



[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 - Wilson and Roberts

Dates for Progress Monitoring Check Ins

Q1 10/12/23

Q3 3/14/24

Q2 12/14/23

Q4 5/23/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create system and structures for MTSS	Wilson/MTSS team	10/12	Select Status
Action Step 1	MTSS team members meet weekly	All Team members	9/30/2023	Select Status
Action Step 2	Complete and utilize Roots survey	Wilson/MTSS team	9/18	Select Status
Action Step 3	Created a plan for full implementation of Branching Minds in the school	Wilson/MTSS team	9/25	Select Status
Action Step 4	School personnel use universal screening data to develop support plans and implement selected platform interventions for students/groups	Wilson/MTSS team	9/21	Select Status
Action Step 5	Establish protocols for identifying and analyzing student data for students identified for tiered intensive supports within the Branching Minds Platform	Wilson/MTSS team	10/3	Select Status
Implementation Milestone 2	Created a Teaming structure		12/14	Select Status
Action Step 1	Facilitate purposeful collaborative meetings with clear objectives and agenda	Wilson	11/3	Select Status
Action Step 2	MTSS team has established and adhere to group norms that include clear roles and responsibilities for team members	All Team members	11/3	Select Status
Action Step 3	Data informed decisions are routinely evident in team discourse regarding tiered supports for student	Wilson/MTSS	11/17	Select Status
Action Step 4	Consistent updates are provided during team meetings that address progress and gaps in learning to other stakeholders in the organization (Admin. team, curriculum coordinators) while also actively seeking regular updates from other stakeholders to relay to the team.	Wilson/MTSS	12/4	Select Status
Action Step 5	Team members understand the CPS defined statement/definition of MTSS.	All Team members	9/30	Select Status
Implementation Milestone 3	Establish an MTSS culture	Bryant	3/14	Select Status
Action Step 1	Representation from a variety of stakeholders is represented at each meeting to promote equity based decision making.	Wilson/MTSS	1/17	Select Status
Action Step 2	The team has a shared responsibility to work toward successful student/school outcomes based on needs and demonstrates a deep understanding of the school's cultural community	All team members	1/25	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop skill and knowledge of MTSS		5/23	Select Status
Action Step 1	Lead support teams in developing goals based on data	Wilson	4/20	Select Status
Action Step 2	Provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings;	All team members	4/20	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones School Level MTSS Team Meetings are structured with pre-planned agenda and include student data analysis
MTSS team plans for routine review of core academic and SEL curriculum in collaboration with cross functional school teams, i.e. ILT, BHT, PPAC

SY26 Anticipated Milestones School Level MTSS Team Meetings occur routinely with detailed pre-planned agendas and clear next steps based on student data analysis. MTSS team evaluates academic and SEL curriculum to determine the quality and delivery of curriculum.

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

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
50% of students meet individualized growth goals on literacy benchmarks.	Yes	STAR (Reading)	African American Male	6%	11%	16%	21%
			Students with an IEP	4%	9%	14%	19%
50% of students meet individualized growth goals on math benchmarks.	Yes	STAR (Math)	Students with an IEP	4%	9%	14%	19%
			African American Male	3%	8%	13%	18%

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.	Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) review data to develop or revises plans for students who may need additional individualized intervention supports	Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) analyze data to develop and revise plans for students who may need additional individualized intervention supports	Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) analyze multiple data sets to develop and revise plans for students who may need additional individualized intervention supports
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.	20% of teachers/ teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform	50% of teachers/ teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform	80% of teachers/ teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform
<i>Select a Practice</i>			

[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
50% of students meet individualized growth goals on literacy benchmarks.	STAR (Reading)	African American Male	6%	11%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Students with an IEP	4%	9%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

50% of students meet individualized growth goals on math benchmarks.	STAR (Math)	Students with an IEP	4%	9%	Select Status	Select Status	Select Status	Select Status
		African American Male	3%	8%	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.	Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) review data to develop or revises plans for students who may need additional individualized intervention supports	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.	20% of teachers/ teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Required Math Goal STAR (Math): 50% of students meet individualized growth goals on math...

Required Reading Goal STAR (Reading): 50% of students meet individualized growth goals on literacy benchmarks.

Optional Goal Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Students with an IEP	0.04	0.09	0.14	0.19
African American Male	0.03	0.08	0.13	0.18
African American Male	0.06	0.11	0.16	0.21
Students with an IEP	0.04	0.09	0.14	0.19

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority area will be to provide parent training : How to support your child in high school. and post-secondary support



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