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
Tiffany Tillman	Principal	ttillman@cps.edu
Ashley Tam	AP	aatam@cps.edu
Tammy Pike	Curriculum & Instruction Lead	tepike@cps.edu
James Harris	Inclusive & Supportive Learning Lead	jcharris2@cps.edu
Kelechi Egwueke-Maxey	STEM Coordinator	ksegwuekwe@cps.edu
Grena Pryor	Partnerships & Engagement Lead	grenapryor@buildchicago.org
Tammie Conley-Durr	Teacher Leader	taconley@cps.edu
Dexter Leggin	PAC Member	dexterleggins@gmail.com
Ashley Pipes-Hill	STLS Liasion	adpipes1@cps.edu
Cassandra Wimberly	Connectedness & Wellbeing Lead	cpwimberly@cps.edu
Bonnie Conner	Postsecondary Lead	blconner@cps.edu
Kenna Whitley	Diverse Learning Teacher	kvwhitley@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	6/9/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/29/23	6/29/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/29/23	6/29/23
Reflection: Connectedness & Wellbeing	6/29/23	6/29/23
Reflection: Postsecondary Success	6/29/23	6/29/23
Reflection: Partnerships & Engagement	6/29/23	6/29/23
Priorities	6/29/23	6/29/23
Root Cause	7/10/23	7/10/23
Theory of Acton	7/10/23	7/10/23
Implementation Plans	7/18/23	7/18/23
Goals	6/29/23	7/10/23
Fund Compliance	7/25/23	6/30/23
Parent & Family Plan	7/25/23	7/25/23
Approval	8/30/23	9/14/23

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	10/27/2023
Quarter 2	1/12/2024
Quarter 3	3/22/2024
Quarter 4	5/31/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

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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	We are making academic growth (our students grew,* but we are still far away from grade level attainment (1.6% off students met/exceed on IAR aggregate). We need to make larger growth gains in order to close achievement gaps. The rigor walks indicated that we are doing to much work for the students, and sometimes teaching things the students have already mastered. We need to increase expectations for student learning, and increase student to student discourse, focusing on higher order thinking questions. We've also been working on triangulating data to make better instructional decisions. * On STAR 360, We moved 2% of our students out of early intervention, 2% out of on watch, and increased 4% in the at/above range in reading, and moved 3% out of urgent intervention, 2% out of on watch, and increased 1% in At/Above in math. On i-Ready, our average growth was 28.2 points in reading, and 16.39 in math.	IAR (Math)
				IAR (English)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric		Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols		PSAT (EBRW)
		Quality Indicators Of Specially Designed Instruction		PSAT (Math)
				STAR (Reading)
Yes	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	**What is the feedback from your stakeholders?**	STAR (Math)
		Learning Conditions	We use the Local School Council, 5 Essentials, Cultivated Surveys and data. However, it is through personal conversations that we learn the most important information from them. We work to educate and empower our families to understand best practice so they can support their children. We build their capacity in order to build collective responsibility not only inthe school but in the community. They support what we do when we spend the time to help them understand why we make the choices we do. On the 5 Essentials survey, we are rated as either Strong/Very strong in all 5 areas. We have increased our scores in all areas (average of 5%) from 2022-2023. We are rated as "well-organized for improvement".	iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		iReady (Math)
		Distributed Leadership		Cultivate
				Grades
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan		ACCESS
		ES Assessment Plan Development Guide		TS Gold
		HS Assessment Plan Development		Interim Assessment Data
Yes	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?**	
			We began work on increasing the rigor of student to student discourse last year, and will be continuing this work this year. Students have become more comfortable with it, and now we need to continue to increase the rigor of our questions. We also need to continue to build parent knowledge and understanding of their role in their childrens' education.	

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.

Our students are behind grade level; using grade level material is difficult for students to comprehend and retain. There are very large gaps of performance in every classroom, making differentiated instruction difficult. Students need to have more targeted small group instruction.

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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
Yes	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	Academic vocabulary and informational text are generally low achieving areas*. Math fact fluency has been an ongoing struggle, along with foundational math skills. We focus tiered instruction in those areas. We look at students' data based on the specific component area we are teaching, and there is movement up the tiers; however the movement is not happening to the level we'd like. We continue to work to increase that growth. Primary uses strong progress monitoring tools to inform instruction; however, we need to find better tools for grades 3-8. Our EOY Learning/Core Walk data, based on i-Ready, indicated that the math areas of foci were identified as Phonics, High Frequency Words, and Academic Vocabulary in Reading, and Academic Vocabulary and Math Fact Fluency in Math.	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
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	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?** Data and personal conversations with stakeholders indicate that they support how we provide differentiated support to students. We continue to provide them with opportunities to participate in classrooms, as well as after school events and activities to make sure they see our work in progress and can provide feedback to us about their children. Parents are included in IEP meetings, parent conferences, and other parent meetings. They also attend sessions we hold twice a year to explain how to interpret data reports, report cards, and other papers they receive from us.	
Yes	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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We are seeing movement between tiers, but need to see greater levels of movement. We have been working on structuring supports differently to be more efficiency in service delivery.	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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.

We are just enrolling Newcomer english learners into our school, so we are just beginning to develop programming to provide them appropriate services. We are seeing more trauma than ever with our students, and need to work to address this at a larger level throughout the building and community. There are many external issues with our newcomers that are creating serving them very difficult.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	BHT meets twice a month, including various stakeholders. We use restorative practices. We have deans, counselors, social workers, all who provide SEL supports to students. We also partner with a number of outside community agencies to provide support to students outside of school. Attendance is high, students want to come to school. Our in school fights have decreased greatly with these interventions, as have our student egregious behaviors. provides students with whatever supports they need in order to assist them in self-regulation and dealing with their anger and behavior issues. Restorative	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

...dealing with their anger and behavior issues. Restorative conversations have made a big difference in their behaviors. The relationships are strong and students do not like to disappoint anyone in the school community.

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

What is the feedback from your stakeholders?

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	All stakeholders support the systems we've put in place to support student behaviors. We all work hard to be consistent and document things clearly. Our 5 essentials data shows that we are in the green in climate and culture, which indicates that all of our systems are making a difference in student behaviors. Everyone feels a sense of family, and everyone feels valued in the system. We keep parents informed regulary about their students' behavior. We hold meetings immediate when there are issues with any student. We work as a team to support students in correcting their behaviors and learning from their mistakes.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

Metrics column (right side):

- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance
- Student Voice Infrastructure
- Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
We have a high homeless population; mobility is constant. We are also in a very volatile, violent community. We need to continually increase our trauma informed practices to address the needs of the students, families, and neighborhood. We continue to build accountability systems for all stakeholders. The students have great needs due to poverty, etc. We need to build in support services to help students become ready to learn (Health services, laundry services, etc.) We continue to pursue community partnerships to help us provide these services.	We are continually increasing our trauma informed practices to address the needs of the students, families, and neighborhood and building accountability systems for all stakeholders. The students have great needs due to poverty, etc. Wehave been developoing support services to help students become ready to learn (Health services, laundry services, etc.) We continue to pursue community partnerships to help us provide these services.

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.
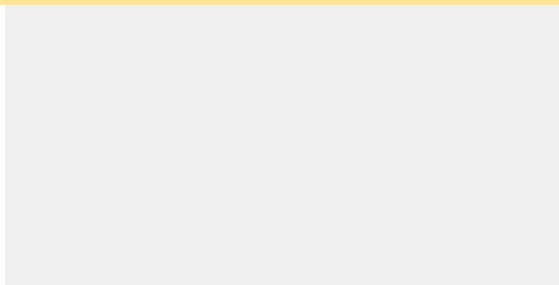
Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Our 8th grade graduation rate has been increasing, as well as our Freshman on Track and HS graduation rate. (100% HS 8th grade graduation rate this year). Our Success Bound program is well aligned with our school strenghts, providing a consistent resource for student growth. Our 3-8 data shows that 49% of our students are on or above track at the end of this year.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

		Individualized Learning Plans		3 - 8 On Track

| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Learn, Plan, Succeed |

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

| Yes | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit |

What is the feedback from your stakeholders?

9th and 10th Grade On Track

Parent and student Surveys are provided during open house and report card pickup, and included during other parent meetings. All stakeholders have access to this data via the school web page. Our success bound growth data shows growth in most areas measured, with our strength in parent partnership, and postsecondary focused culture.

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 |

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?

| 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 |

We have a dedicated post secondary counselor who is... we have a restorative practice coach. As a STEM school, we have strong transition programs that help our students transition to STEM high schools. We provide HS Algebra credit. WE hafe strong relationships with our feeder high school; we do podcasts with our HS partners. BUILD is a community partner that works mostly with high school students, but they now work with our middle school student. We also partner with BAM (becoming a man), and SuccessBound (designs middle school programs to help students prepare for high school and post-secondary success); the curriculum focuses on social awareness, self-awareness, career surveys, relationship skills, self-advocacy skills, self reflection practices, self-monitoring practices, etc.). We used to have a high drop out rate with our students, but our Freshman on track rates have greatly improved. We have also seen an increase high school graduation rates, according to the CPS dashboard. We will be increasing the blocks in all of our 4 cor4e ar4eas.

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.

We need to learn more about HS freshman requirements to continue to align our middle school curriculum to better prepare students for high school. We want to increase our on track data by at least 10% each year.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Cultivate data showed the biggest issues are violence in the community, and issues in the home. Students do feel safe in the building and have strong relationships with teachers Students also indicated concerns about conflict with their peers. Students don't like the food options; increased partnerships with food vendors would help with that. 5Essentials data also indicated concerns with areas out of our control. It did show that parents appreciate the care taken of the school, the staff, and the academics. Parents are appreciative of the school and the work that is happening in the school. Our partnerships are strong with community.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

				[5E: Supportive Environment](#)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	[Student Voice Infrastructure Rubric](#)	**What is the feedback from your stakeholders?** Stakeholders strongly support the school, they appreciate our community partnerships. Our community partners are invested in the success of our school, and work with us to ensure we are providing the best possible services to our students and families. We continue to work together to respond to feedback, and modify services as needed.	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.

Some of our partners are not geographically close; transportation is an issue for many of our students. Our Middle School students often have younger siblings they must take care of so they are unable to participate in some of the community partnership programs. There can be inconsistent participation due do family issues, and there is sometimes apathy for participation, especially for weekend events.

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

We have a resource van that goes to homes (medical, mental support services, and food. access to resources are more attainable because they are provided directly to families at their homes. We continue to work together to respond to feedback, and modify services as needed.

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

What are the takeaways after the review of metrics?

We are making academic growth (our students grew,* but we are still far away from grade level attainment (1.6% off students met/exceed on IAR aggregate). We need to make larger growth gains in order to close achievement gaps. The rigor walks indicated that we are doing to much work for the students, and sometimes teaching things the students have already mastered. We need to increase expectations for student learning, and increase student to student discourse, focusing on higher order thinking questions. We've also been working on triangulating data to make better instructional decisions.   * On STAR 360, We moved 2% of our students out of early intervention, 2% out of on watch, and increased 4% in the at/above range in reading, and moved 3% out of urgent intervention, 2% out of on watch, and increased 1% in At/Above in math. On i-Ready, our average growth was 28.2 points in reading, and 16.39 in math.

What is the feedback from your stakeholders?

We use the Local School Council, 5 Essentials, Cultivated Surveys and data. However, it is through personal conversations that we learn the most important information from them. We work to educate and empower our families to understand best practice so they can support their children. We build their capacity in order to build collective responsibility not only inthe school but in the community. They support what we do when we spend the time to help them understand why we make the choices we do. On the 5 Essentials survey, we are rated as either Strong/Very strong in all 5 areas. We have increased our scores in all areas (average of 5%) from 2022-2023. We are rated as "well-organized for improvement".

What student-centered problems have surfaced during this reflection?

Our students are behind grade level; using grade level material is difficult for students to comprehend and retain. There are very large gaps of performance in every classroom, making differentiated instruction difficult. Students need to have more targeted small group instruction.

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

We began work on increasing the rigor of student to student discourse last year, and will be continuing this work this year. Students have become more comfortable with it, and now we need to continue to increase the rigor of our questions. We also need to continue to build parent knowledge and understanding of their role in their childrens' education.

Determine Priorities

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

Students...

Students need to participate in high quality, meaningful, content-related with rich academic data, discourse with each other to deeply engage in their own learning, and to advocate for themselves.

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

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

As adults in the building, we...

are trying to engage our students in meaningful discourse to limited success. We need to provide our students with more time, practice and tools to help them learn how to develop good questions, and to respond meaningfully to higher level questions. We will continue to use the rubric to measure student growth in discourse; this rubric is posted in every

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.

use the rubric to measure student growth in discourse; this rubric is posted in every classroom for students to see and use.

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 teachers with professional development focusing on: "Asking Meaningful Questions" aligned with 3B (questions and discussions techniques); and how to teach students to "ask and respond meaningfully to questions that will engage them in discourse in high interest areas using rich academic vocabulary,

then we see....

students using tools and stems to engage in deeper discussions; students using different writing methods about high interest concepts and then students will transfer those skills to curriculum content and task.

which leads to...

deeper discussions and understanding of curriculum content including writing, complex texts, and rich discussion techniques over a three year span. Resulting in higher achievement to improve student outcomes measured by IAR, Star 360 and/or i-Ready assessments.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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 ✏️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	3/22/2024
Q2	1/12/2024	Q4	5/31/2024

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 Eighty percent of teachers will be able to develop a comprehensive tools that will allow for students to share expand and clarify their own thoughts aligned to tasks outcomes with fidelity.	Instructional coaches, ILT, Adminstration and lead teachers	end of SY 2024	*Select Status*
Action Step 1 Review and update pacing guides and calendars to ensure time is allocated for teaching students how to have quality discussions.	Admin Team	August 18	Completed
Action Step 2 Develop and deliver professional learning for teachers to provide them with tools to teach students how to ask meaningful questions, and with discourse stems to respond to questions. Teachers also learn how to teach students how to use discourse stems to respectfully disagree with another student and then to respond to the disagreement in a respectful manner usiong proper discourse stems. (Kagan)	ILT	August 18	Completed
Action Step 3 All teachers teach these tools to students and practice with personally meaningful topics for the first two weeks of school. We will also focus on STEM Challenges and Problem Based Learning.	All Staff, ILT	September 1	Completed
Action Step 4 Teachers transfer these tools to grade level content (iReady Math, Into Reading, Into Literature, and Skyline) and monitor student use of the tools using the rubric, redirecting and reteaching as needed.	All Staff, ILT	October 20	*Select Status*
Action Step 5 *EL supports TBD			*Select Status*

Curriculum & Instruction

Implementation Milestone 2	Students orient to and listen carefully to one another	All students	ongoing	*Select Status*
Action Step 1	Teachers will help students reflect on their discussions to help them identify what support they need to continue to improve the quality of their discussions.	All Teachers	November 2	*Select Status*
Action Step 2	Teachers continue to ask DOK 2-3 questions (HLT) and monitor student use of discussion tools using the student discourse rubric, redirecting and reteaching as needed throughout the school year.	All Teachers	November 2-June 6	*Select Status*
Action Step 3			June 6	*Select Status*
Action Step 4				*Select Status*
Action Step 5	*EL supports TBD*			*Select Status*
Implementation Milestone 3	Individual students deepen their own reasoning	All students	Ongoing	*Select Status*
Action Step 1	Gather baseline data on percentage of higher level thinking questions taking place and on wait time.	ILT	January 19	*Select Status*
Action Step 2	Develop and deliver professional learning to teachers to probe students to find answers (i.e., what do you need to know to be able to answer this question?, think time, etc.), and to develop strong DOK 2-3-4 questions.	ILT	February 9	*Select Status*
Action Step 3	Teachers will include at least 2 DOK 2-3 questions in their lesson plans that are turned in. Feedback will be provided; provide additional professional learning as needed. Gather midpoint data to determine the percentage of higher level thinking questions and wait time. Teachers will increase the percentage of DOK 2, 3, and 4 questions by 25% , using DOK questions stems specifically in the areas identified by the LSI rubric (Comprehension, Analysis, and Knowledge Utilization.	All teachers, Lead Admin Team	February 12-March 1	*Select Status*
Action Step 4	Teachers will continue to develop and ask DOK 2-4 questions, and use them at least **50%** of the time during each instructional period. (determine percentage based on implementation data)	Lead Admin Team	March 22	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Students engage with others' reasoning, using Academic Vocabulary and Kagan Strategies.	All students and teachers	ongiong	*Select Status*
Action Step 1	Review student engagement with others' reasoning data from the rubric to use as baseline data.	All Teachers	April 5	*Select Status*
Action Step 2	Teachers will teach students how to deeply engage with each other during discussions. Professional learning provided during grade level meetings or faculty meetings.	All Teachers	April 15-25	*Select Status*
Action Step 3	Teachers will monitor, redirect, and reteach as needed.	All Teachers	May 2	*Select Status*
Action Step 4	Administer tool to gather mid-point data, and provide feedback to teachers and students.	Lead Admin Team	May 2	*Select Status*
Action Step 5	Administer tool to gather end of year data, and provide feedback to teachers and students.	Lead Admin Team	May 30	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Students use their discourse skills in developing their writing skills
SY26 Anticipated Milestones	Students use their discourse and writing skills to debate both orally and in writing.

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.

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

Curriculum & Instruction

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 goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
The percentage of students who meet or exceed grade level expectations (late grade level range) on iReady Math and Reading will increase by 15% each year. (Spring to Spring Data)	Yes	iReady (Reading)	Overall				
			Students with an IEP				
The percentage of students who meet or exceed grade level expectations on STAR 360 will increase by 5% each year.	Yes	STAR (Reading)	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: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.	Teachers will increase the amount and quality of student discourse; the percentage of students meeting or exceeding grade level (End of Year) will increase by at least 15%.	We will continue to work on increasing student discourse to provide authentic critcal thinking experiences so that at least 5% of classrooms will foster a student-led learning environment.	We will continue to work on increasing student discourse to provide authentic critcal thinking experiences so that at least 10% of classrooms will foster a student-led learning environment.
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Teachers will increase the amount and quality of student discourse; students will receive targeted intervention to close learning gaps and the percentage of students meeting or exceeding their benchmark assessment goals will increase by at least 15%.	We will continue to increase the amount and quality of student discourse; the percentage of students meeting or exceeding their benchmark assessment goals will increase by at least 5%.	We will continue to increase the amount and quality of student discourse; the percentage of students meeting or exceeding their benchmark assessment goals will increase by at least 5%.
Select a Practice			

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 percentage of students who meet or exceed grade level expectations (late grade level range) on iReady Math and Reading will increase by 15% each year. (Spring to Spring Data)	iReady (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
The percentage of students who meet or exceed grade level expectations on STAR 360 will increase by 5% each year.	STAR (Reading)	Overall						
		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: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.	Teachers will increase the amount and quality of student discourse; the percentage of students meeting or exceeding grade level (End of Year) will increase by at least 15%.	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Teachers will increase the amount and quality of student discourse; students will receive targeted intervention to close learning gaps and the percentage of students meeting or exceeding their benchmark assessment goals will increase by at least 15%.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We are making academic growth (our students grew,* but we are still far away from grade level attainment (1.6% off students met/exceed on IAR aggregate). We need to make larger growth gains in order to close achievement gaps. The rigor walks indicated that we are doing to much work for the students, and sometimes teaching things the students have already mastered. We need to increase expectations for student learning, and increase student to student discourse, focusing on higher order thinking questions. We've also been working on triangulating data to make better instructional decisions.   * On STAR 360, We moved 2% of our students out of early intervention, 2% out of on watch, and increased 4% in the at/above range in reading, and moved 3% out of urgent intervention, 2% out of on watch, and increased 1% in At/Above in math. On i-Ready, our average growth was 28.2 points in reading, and 16.39 in math.

What is the feedback from your stakeholders?

We use the Local School Council, 5 Essentials, Cultivated Surveys and data. However, it is through personal conversations that we learn the most important information from them. We work to educate and empower our families to understand best practice so they can support their children. We build their capacity in order to build collective responsibility not only inthe school but in the community. They support what we do when we spend the time to help them understand why we make the choices we do. On the 5 Essentials survey, we are rated as either Strong/Very strong in all 5 areas. We have increased our scores in all areas (average of 5%) from 2022-2023. We are rated as "well-organized for improvement".

What student-centered problems have surfaced during this reflection?

Our students are behind grade level; using grade level material is difficult for students to comprehend and retain. There are very large gaps of performance in every classroom, making differentiated instruction difficult. Students need to have more targeted small group instruction.

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

We began work on increasing the rigor of student to student discourse last year, and will be continuing this work this year. Students have become more comfortable with it, and now we need to continue to increase the rigor of our questions. We also need to continue to build parent knowledge and understanding of their role in their childrens' education.

Determine Priorities

Resources: 🖊

[Determine Priorities Protocol]

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

Students...

Our students are quite a bit behind grade level; using grade level material is difficult for students to comprehend and retain. There are very large gaps of performance in every classroom, making differentiated instruction difficult. Students need to have more targeted small group instruction.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🖊

[5 Why's Root Cause Protocol]

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

As adults in the building, we...

need to provide more differentiated instruction of tier 1 content in small groups to ensure all students learn essential standards.

Indicators of a Quality CIWP: Root Cause Analysis

<div align="right">Curriculum & Instruction</div>

students learn essential standards.

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....

provide teachers professional development focused on how to "differentiate Tier 1 instruction in a meaningful, focused manner" based on students' needs (identified by informative and/or formative assessments) while using the criterion in the Rigor Walk 2.0

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

students engaged in the learning process, and exploring content based on their strengths and interests

which leads to...

stronger student engagement in their learning; increased Analysis and Knowledge Utilization in classrooms leading to higher levels of achievement (using data from the STAR 360, IReady, and IAR).

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

ILT members and/or Administration

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	3/22/2024
Q2	1/12/2024	Q4	5/31/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 All teachers learn the key components of differentiated small group instruction, and how they are applied in classrooms and apply them in their classrooms.	Teachers, Lead teachers	5 week increments	In Progress
Action Step 1 Provide professional learning to staff to understand what differentiation really is and how to do it (Edutopia videos?) during PD week, weekly team meetings and faculty meetings.	Lead Admin Team	August 18-October 25	In Progress
Action Step 2 All teachers, grades K-8 use at least 3 differentiated strategies with students in small group instruction each week, while meeting with small groups daily.	All Teachers	September 21-October 25	Select Status
Action Step 3 Teachers collect and submit formative and summative student learning data, then analyze monthly during grade level meetings to determine effectiveness of each strategy for different groups of students. (which students benefit best from kinesthetic tasks, which benefit from auditory supports, etc.)	All Teachers, Teacher Teams	October 25	Select Status
Action Step 4			Select Status
Action Step 5			Select Status

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

Implementation Milestone 2	Grade band Teachers will collaborate during grade level meetings to share and observe effective differentiation strategies on monthly basis.	ILT, Teacher Leads, Administration	Monthly	In Progress
Action Step 1	Show staff Targeted DOK Differentiation portion of LSI rubric, and discuss how to use and calibrate.	Lead Admin Team, ILT	October 31	Select Status
Action Step 2	Develop an observation schedule.	Lead Admin Team, ILT	October 31	Select Status
Action Step 3	After teachers observe, they try a strategy they saw implemented and determine its effectiveness in their own classroom.	All Teachers	November 7-December 8	Select Status
Action Step 4	Teachers use at least 2 new differentiated small group instruction strategies each week during small group instruction, while meeting with small groups daily.	All Teachers	November 7-December 15	Select Status
Action Step 5	Teachers collect formative and summative data, then analyze to determine effectiveness of each strategy for different groups of students. (which students benefit best from kinesthetic tasks, which benefit from auditory supports, etc.)	All Teachers, Teacher Teams	December 18-21	Select Status
Implementation Milestone 3	Teachers will learn multiple effective ways through professional development to effectively group students, and then regroup students after MOY testing while using data from informal/formal assessments.	ILT, Administration, N5 ISL, STEM Coaches	September-June	In Progress
Action Step 1	Provide professional learning teach teachers different ways of grouping students, and the rationale for each method.	Lead Admin Team, ILT	January 10-17 (teacher meetings)	Select Status
Action Step 2	Teachers review MOY data, then determine the best way to group students for small group instruction based on MOY data and learning strategy data.	ILT	January 10-23	Select Status
Action Step 3	Teachers deliver differentiated small group instruction to all groups of students based on their identified learning needs.	All Teachers	January 16 - March 22	Select Status
Action Step 4	Teachers collect formative and summative data, then analyze to determine effectiveness of each strategy for different groups of students. (which students benefit best from kinesthetic tasks, which benefit from auditory supports, etc.)	All Teachers, teacher teams	March 18-22	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Students are flexibly grouped in small groups aligned to the learning task to receive targeted tier 1 differentiated instruction.	Teachers, ILT, STEM Coaches, Interventionist	September - June	In Progress
Action Step 1	Teachers continue to learn and apply differentiated tasks during daily small group instruction.	All Teachers	April 2-June 6	Select Status
Action Step 2	Teachers collect formative and summative data, then analyze to determine effectiveness of each strategy for different groups of students. (which students benefit best from kinesthetic tasks, which benefit from auditory supports, etc.)	All Teachers and Teacher Teams	April 8-June 6	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All teachers will attend professional devlopment every quarter to assist in support of providing additional targeted aligned to learning task objectives to small group instruction to struggling students to focus on Tier 2 supports.
SY26 Anticipated Milestones	Students will demonstrate task alignment and accordingly differentiated to flexibly grouping across the grade level that supports attainment growth.

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.

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

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.

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 percentage of students who meet or exceed grade level expectations (late grade level range) on iReady Math and Reading will increase by 15% each year. (Spring to Spring Data)	Yes	*iReady (Reading)*	*Overall*	36.57			
			Students with an IEP				
The percentage of students who meet or exceed grade level expectations on STAR 360 will increase by 5% each year.	Yes	STAR (Math)	Overall	19% @ or above			
			Students with an IEP				

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers need to embed SEL standards into their daily instruction; students will continue to attend SEL class as a Prep period; Fine Arts (K-Piano) will be integrated into Prep periods; Mentorship program 5th/6th grade will continue.	Teachers will continue to embed SEL standards into their daily instruction; students will continue to attend SEL class as a Prep period; Fine Arts (K-Piano) will be integrated into Prep periods.	Teachers will continue to embed SEL standards into their daily instruction; students will continue to attend SEL class as a Prep period; Fine Arts (K-Piano) will be integrated into Prep periods.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Teachers need to provide more differentiated instruction of tier 1 content in small groups to ensure all students learn essential standards; Progress Monitoring will be facilitated with fidelity; Teacher Teams will continue to meet weekly to analyze data and push instructional practices. ILT will continue to collaborate with MTSS Coordinator and Interventionist. STEM Specialists will providing Professional Development targeting interdisciplinary instructional	Teachers need to provide more differentiated instruction of tier 1 content in small groups to ensure all students learn essential standards; Progress Monitoring will continue with fidelity; Teacher Teams will continue to meet weekly to analyze data and push instructional practices. ILT will continue to collaborate with MTSS Coordinator and Interventionist; STEM Specialists will continue providing Professional Development targeting interdisciplinary instructional practices and host events to enhance family engagement.	Teachers will continue to provide more differentiated instruction of tier 1 content in small groups to ensure all students learn essential standards; Teacher Teams will continue to meet weekly to analyze data and push instructional practices. ILT will continue to collaborate with MTSS Coordinator and Interventionist.
Select a Practice			

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 percentage of students who meet or exceed grade level expectations (late grade level range) on iReady Math and Reading will increase by 15% each year. (Spring to Spring Data)	iReady (Reading)	Overall	36.57		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
The percentage of students who meet or exceed grade level expectations on	STAR (Math)	Overall	19% @ or above		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

STAR 360 will increase by 5% each year.

STAR (Math)

	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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers need to embed SEL standards into their daily instruction; students will continue to attend SEL class as a Prep period; Fine Arts (K-Piano) will be integrated into Prep periods; Mentorship program 5th/6th grade will continue.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Teachers need to provide more differentiated instruction of tier 1 content in small groups to ensure all students learn essential standards; Progress Monitoring will be facilitated with fidelity; Teacher Teams will continue to meet weekly to analyze data and push instructional practices. ILT will continue to collaborate with MTSS Coordinator and Interventionist. STEM Specialists will providing Professional Development targeting interdisciplinary instructional practices and host events to enhance family engagement.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

iReady (Reading): The number of students who meet or exceed their gro...

iReady (Reading): The number of students who meet or exceed their gro...

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
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.

Our mission is to provide all our students with a STEM related education in a safe, supportive enviornment. We will promote excellence in learning for all students by developing a unified approach to improve reading through professional development, while utilitzing Common Core Standards strategies, and intergrate STEM instructional practices, such as bein effective communicators, critical thinkers, and engage problem based learners with cross cutting concepts across the curriculum. In return, students will be competent, capable citizens in our technology dependent society and offered a chance to make sense of the world rather than learn in isolation bits and pieces phenomena. Pre K will continue to support literacy growth and learning through Creative Curriculum supplemented with Skyline for foundations and skills support; Math- Hands on standards. K-5 will continue with Into Reading and IReady for Math while using Skyline for science and social studies. Grades 6-8 will follow the middle school model 60 minutes classes for core subjects and STEM enriched to support Science Technology Engineering and Math which are aligned to CCSS.

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