

CIWP Team & Schedules

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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 
Gerardo Arriaga	Principal	garriaga@cps.edu
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Gerardo Estrada	Teacher Leader	gestrada1@cps.edu
Teresa Rodriguez	Parent	teresarodriguez60632@gmail.com
Gina Shields-Pacheco	Connectedness & Wellbeing Lead	gmpacheco@cps.edu
Monica Alamo	Inclusive & Supportive Learning Lead	mearriaga-alamo@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	6/13/23	6/13/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/23	6/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/27/23	8/8/23
Reflection: Connectedness & Wellbeing	7/27/23	8/8/23
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement	7/27/23	8/8/23
Priorities	7/14/23	7/27/23
Root Cause	6/13/23	7/27/23
Theory of Acton	6/22/23	7/27/23
Implementation Plans	7/27/23	8/8/23
Goals	7/27/23	8/8/23
Fund Compliance	8/2/23	8/8/23
Parent & Family Plan	8/2/22	8/8/23
Approval		

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	Oct 2023
Quarter 2	Dec 2023
Quarter 3	Feb 2024
Quarter 4	May 2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	We saw a higher percentage of students that met or approached the IAR benchmarks, while decreasing the percentage of students at the did not meet or partially met levels on the IAR. We set a record number of students that exited the bilingual program based on the progress they made on the ACCESS scores. We saw great progress on the alignment of instruction to the standards during the BOY, MOY, and EOY Learning Walks. The number of Grows and Deltas decreased as the year progressed. We saw good growth and attainment increase between BOY - EOY (4th and 5th grade), BOY-EOY (K - 3) on the Star 360 and iReady assessments. Teachers used a variety of data from assessments to form their small groups, progress monitor, and differentiate daily instruction. The Senderos curriculum lacked rigor and authentic texts.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)	
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		What is the feedback from your stakeholders? We are using more specific phonics instruction (Heggerty, Lexia, Phonics to Reading, etc). Grade Level Teams collaborate and are aligned. Coaching support is effective. Flexibility for differentiation to meet the students' needs. Small group instruction is prevalent based on identified student needs. Balanced Assessments from ACCESS, LEXIA, STAR360, iReady, etc. are part of our everyday instruction. The Network 8 feedback was very positive at the EOY. The district complimented us and celebrated our commitment to implementing and integrating Balanced Assessment practices that included student driven assessment practices.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
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 Learning Conditions		We are now adopting Skyline, which includes more culturally responsive materials that will address the needs of our newcomers, STLS, ELs, and Diverse Learners. We will be using SLA (Artes de Lenguaje) in our bilingual classrooms. Authentic native language texts will be made available for our ELs. We purchased more decodable books in English and Spanish to expose our students to more responsive texts. We will engulf our students in their native language. Our shift to Skyline will support our DL students further There are more SEL Tier 1 resources and instructional practices in Skyline, which we are adopting this year. We are also utilizing Second Step as a Tier 1 SEL Curriculum.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development			
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document			

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.

Newcomers and STLS students will need to be a priority this school year. We have to be prepared to provide interventions and supports to these two groups of students through MTSS. We also had an influx of students with special needs mainly in the primary grades. Teachers will continue to provide students with learning experiences to take ownership of their own learning.

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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	We need to improve the participation of parents in the MTSS process. We need to integrate our ELs with the monolingual students more during instruction and extracurricular activities. Our SPED students need to be given equal access to all the academic, SEL, and extracurricular opportunities given to our non SPED students. The classroom teachers need to be part of the MTSS team meetings to provide input and enter the interventions and progress monitoring notes in Branching Minds.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	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
Yes	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
Yes	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.

Some students did not respond to our current SEL practices and interventions. We still have a number of students that are chronically absent, show behavior problems, and need counseling. 

What is the feedback from your stakeholders?

Interventions for the early grades are based on data and screeners. Interventions need to start immediately at the beginning of the school year. More timely supports are provided thanks to the check ins and one on one conversations with teachers. Branching Minds is a better platform to collect data and Progress Monitor. OLCE has given us positive feedback about our transitional bilingual program's effectiveness (Placement, ACCESS, instructional strategies). More time for collaboration and planning to address MTSS. Continue to work with EL Teachers to bridge language. Allocate time for SPED teachers to write goals, minutes, and statements of students' needs correctly.

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 added another interventionist to help with student supports. We added more collaboration time during grade level meetings (Principal Directed) for teachers to collaborate around MTSS. We established our BHT to address the SEL needs of our students. This BHT has developed a Framework for our school that includes academic, SEL, and attendance issues. We will monitor the development and implementation of IEPs to ensure our DL are meeting their academic goals. We will improve collaboration among DL teachers and regular classroom teachers to service our students better. We will make sure our Language Objectives reflect not only language content, but also language usage (Usage of four domains). Training will be provided for teachers to utilize Skyline resources. 

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


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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We have a very low suspension rate because our students have responded to SEL strategies and school events that help them feel welcomed, safe, and motivated. Our BHT has been working hard on developing a framework that addresses their SEL needs. We also have a Student Voice Committee that gives voice to our students. We have implemented SEL curricula (Harmony, Success Bound, Second Step) schoolwide to support our students mental well being and interest in learning. 

What is the feedback from your stakeholders?

We had a plan and a committee of teachers and administrators that worked on improving chronic absenteeism, however some of our students did not respond to our interventions. Our after school and summer school programs are very well structured to improve engagement of students. We target students with high SPI in ASPEN and design programs that motivate them to be engaged academically and to improve attendance. We implemented the Cultivate Survey and Student Perspective Survey which provided us with data about our students feelings towards the school. It was mostly positive. We have partnered with YMCA to build a strong CSI after school program to encourage our students to stay engaged in extracurricular activities. We will continue our partnership with CIS to receive free and low cost fieldtrips, recidencies, and experiences for our students to explore their interests and discover their talents. 

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

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.

Based on the 5 Essentials and other student surveys, our students feel connected, however, we will continue targeting the few students and parents that have not improved their attendance and participation in school activities. 🍌

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 will continue to target students who have below 95% of attendance, with more emphasis on students that are below 85%. We will continue to use incentives and school events to encourage their attendance. Our BHT will develop an attendance plan to target students and families that struggle to attend school consistently. 🍌

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

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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

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

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

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

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

[Cultivate \(Relevance to the Future\)](#)
Freshmen Connection Programs Offered (School Level Data)

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





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

What student-centered problems have surfaced during this reflection?

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

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

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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>We have strong parent committees (CPC, LSC, PAC, BAC) to foster parent engagement. </p> <p>We have a strong relationship with SWOP which provides our robust parent mentor program.</p> <p>Our CSI (YMCA) and CIS partnerships, Chicago Food Depository, Blessed Hand, and the Mission Continues to provide resources for our students and parents.</p> <p>The Puerto Rican Alliance provides extracurricular programs for our students.</p> <p>Our PreK program has utilized parent volunteers for activities. We hold monthly events for parents to get more involved with the school (Movie night, STEAM night, Literacy night, Back to School Bash, Open House, Olympics, Meet and Greet, Zumba, Latin Dance, Dia de Nino)</p> <p>Our website and the monthly principal's bulletin allow parents to stay connected to the activities going on at our school.</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>
Yes	<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>Our Student Voice Committee is very active meeting biweekly to express their opinion, concerns, and suggestions. </p> <p>Our 4th and 5th graders take the 5 Essentials survey and our 5th graders also take the Cultivate Survey.</p> <p>Our Student Voice Committee took the initiative to rename the school.</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 and Parents have expressed concerns regarding safety with regards to outside factors. </p> <p>Students need more structured and planned activities for recess.</p> <p>We need to improve the playground to make it safer since many students have gotten hurt on the pavement.</p>		<p>We are looking into the Sanford Health fitness to provide a structured curriculum during recess. </p> <p>We will collect data to submit to Operations to justify the need for a turf field.</p> <p>Our security are continuously undergoing training.</p> <p>We will try to get the grant that was previously attained for a turf field but refused by Operations.</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.
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 saw a higher percentage of students that met or approached the IAR benchmarks, while decreasing the percentage of students that did not meet or partially met levels on the IAR. We set a record number of students that exited the bilingual program based on the progress they made on the ACCESS scores. We saw great progress on the alignment of instruction to the standards during the BOY, MOY, and EOY Learning Walks. The number of Grows and Deltas decreased as the year progressed. We saw good growth and attainment increase between BOY - EOY (4th and 5th grade), BOY-EOY (K - 3) on the Star 360 and iReady assessments. Teachers used a variety of data from assessments to form their small groups, progress monitor, and differentiate daily instruction. The Senderos curriculum lacked rigor and authentic texts.

What is the feedback from your stakeholders?

We are using more specific phonics instruction (Heggerty, Lexia, Phonics to Reading, etc). Grade Level Teams collaborate and are aligned. Coaching support is effective. Flexibility for differentiation to meet the students' needs. Small group instruction is prevalent based on identified student needs. Balanced Assessments from ACCESS, LEXIA, STAR360, iReady, etc. are part of our everyday instruction. The Network 8 feedback was very positive at the EOY. The district complimented us and celebrated our commitment to implementing and integrating Balanced Assessment practices that included student driven assessment practices.

What student-centered problems have surfaced during this reflection?

Newcomers and STLS students will need to be a priority this school year. We have to be prepared to provide interventions and supports to these two groups of students through MTSS. We also had an influx of students with special needs mainly in the primary grades. Teachers will continue to provide students with learning experiences to take ownership of their own learning.

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

We are now adopting Skyline, which includes more culturally responsive materials that will address the needs of our newcomers, STLS, ELs, and Diverse Learners. We will be using SLA (Artes de Lenguaje) in our bilingual classrooms. Authentic native language texts will be made available for our ELs. We purchased more decodable books in English and Spanish to expose our students to more responsive texts. We will engulf our students in their native language. Our shift to Skyline will support our DL students further. There are more SEL Tier 1 resources and instructional practices in Skyline, which we are adopting this year. We are also utilizing Second Step as a Tier 1 SEL Curriculum.

Return to Top Determine Priorities

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

Students...
Knowing that 75% of our students are below benchmark (IAR), we are implementing a more rigorous curriculum that will provide tiered support and culturally responsive resources and for every student group including our newcomers, DLs, and ELs

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
identified the need for more support for our primary classes, through trained individuals, smaller class sizes, and maximizing space utilization. We are also committing to using Skyline with fidelity (e.g. use of decodable readers, Spanish phonics/ELA curriculum, culturally relevant texts, and differentiation to meet the needs of all of our learners). We are also committed to implementing Balanced Assessment systems that measure the depth and breadth of student learning.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
train all teachers on utilizing all the resources in Skyline with Support and Learning Walks while building on the Balanced Assessment practices,

Resources:

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

then we see....
the teachers' level of confidence to successfully carry out the implementation of Skyline,



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...
an increase in the percentage of students reaching the "Meets" or "Exceeds" level in IAR and an increase in the number of students exiting the bilingual program via ACCESS.



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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

ILT

Dates for Progress Monitoring Check Ins

Q1 Oct 2023 Q3 Feb 2024
Q2 Dec 2023 Q4 May 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Instruction Milestone	ILT	Quarterly	Select Status
Action Step 1	Gradual Release of Responsibility	ILT	Quarterly	Select Status
Action Step 2	Increased collaboration between teachers	ILT	Quarterly	Select Status
Action Step 3	Schoolwide Project Based Learning	ILT	Quarterly	Select Status
Action Step 4	Student self assessments (student led discussions, PL)	ILT	Quarterly	Select Status
Action Step 5	Implementation of Skyline Lessons	ILT	Quarterly	In Progress
Implementation Milestone 2	Curriculum Milestone	ILT	Quarterly	Select Status
Action Step 1	Ensure all ELA teachers are trained in Skyline	ILT	Quarterly	In Progress
Action Step 2	Using foundational skills embedded as part of the Skyline curriculum for all grades	ILT	Quarterly	Select Status
Action Step 3	Implementation of a comprehensive curriculum for SLA/ALE	ILT	Quarterly	Select Status
Action Step 4	Using the ESL lessons embedded in Skyline	ILT	Quarterly	Select Status
Action Step 5	Using the scaffolds in Skyline to differentiate for our ELs and DLs	ILT	Quarterly	Select Status
Implementation Milestone 3	Balanced Assessment Milestone	ILT	Quarterly	Select Status
Action Step 1	Increase the level of rigor to match the rigor of IAR	ILT	Quarterly	Select Status
Action Step 2	Using a variety of assessments (District and classroom) to project monitor	ILT	Quarterly	Select Status
Action Step 3	Student self assessments (student led discussions, PL)	ILT	Quarterly	Select Status
Action Step 4	Implementation of PBL and PBA	ILT	Quarterly	Select Status
Action Step 5	Learning Walks using Marzano's Rubric	ILT	Quarterly	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Our CI Cycles will drive our Theory of Action as we provide our teachers the necessary training and instructional materials provided by Skyline.

SY26 Anticipated Milestones
We will re-engage all the stakeholders in reviewing our priority, measuring progress towards our three-year goals, and re-evaluate the effectiveness of the new Skyline curriculum, teacher effectiveness in implementing it, and the new PD needs.

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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 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
Increase the Percentage in the "Met" or "Exceeds" Category	Yes	IAR (English)	Overall	26%	36%	46%	56%
			English Learners	18%	28%	38%	48%
Increase the Number who exit the bilingual program	Yes	ACCESS	Overall	32	35	39	44
			English Learners	32	35	39	44

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>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</i>	All ELA teachers will be trained on the Skyline Curriculum. We will use Learning Walks and Coaching supports to measure goal progress.	Skyline resources such as Curriculum maps, Units, and Resources will be fully implemented and observable.	Skyline resources such as Curriculum maps, Units, and Resources will be fully implemented and observable.
<i>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</i>	Our teams will build upon the balanced assessment practices learned and establish a cultured balanced assessment in their classroom with an emphasis on goal setting/monitoring and feedback opportunities	Implement and add Success criteria with peer/self assessments to enhance our balanced assessment practices learned At this stage, student agency/ownership should be evident in the classroom.	All balanced assessment involving Goal setting monitoring and feedback opportunities with Implementation and Success criteria with peer/self assessments will be aligned to school goals
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the Percentage in the "Met" or "Exceeds" Category	IAR (English)	Overall	26%	36%	Select Status	Select Status	Select Status	Select Status
		English Learners	18%	28%	Select Status	Select Status	Select Status	Select Status
Increase the Number who exit the bilingual program	ACCESS	Overall	32	35	Select Status	Select Status	Select Status	Select Status
		English Learners	32	35	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All ELA teachers will be trained on the Skyline Curriculum. We will use Learning Walks and Coaching supports to measure goal progress.	Select Status	Select Status	Select Status	Select Status

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Our teams will build upon the balanced assessment practices learned and establish a cultured balanced assessment in their classroom with an emphasis on goal setting/monitoring and feedback opportunities	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
Partially	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We need to improve the participation of parents in the MTSS process. We need to integrate our ELs with the monolingual students more during instruction and extracurricular activities. Our SPED students need to be given equal access to all the academic, SEL, and extracurricular opportunities given to our non SPED students. The classroom teachers need to be part of the MTSS team meetings to provide input and enter the interventions and progress monitoring notes in Branching Minds.

What is the feedback from your stakeholders?

Interventions for the early grades are based on data and screeners. Interventions need to start immediately at the beginning of the school year. More timely supports are provided thanks to the check ins and one on one conversations with teachers. Branching Minds is a better platform to collect data and Progress Monitor. OLCE has given us positive feedback about our transitional bilingual program's effectiveness (Placement, ACCESS, instructional strategies). More time for collaboration and planning to address MTSS. Continue to work with EL Teachers to bridge language. Allocate time for SPED teachers to write goals, minutes, and statements of students' needs correctly.

What student-centered problems have surfaced during this reflection?

Some students did not respond to our current SEL practices and interventions. We still have a number of students that are chronically absent, show behavior problems, and need counseling.

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 added another interventionist to help with student supports. We added more collaboration time during grade level meetings (Principal Directed) for teachers to collaborate around MTSS. We established our BHT to address the SEL needs of our students. This BHT has developed a Framework for our school that includes academic, SEL, and attendance issues. We will monitor the development and implementation of IEPs to ensure our DL are meeting their academic goals. We will improve collaboration among DL teachers and regular classroom teachers to service our students better. We will make sure our Language Objectives reflect not only language content, but also language usage (Usage of four domains). Training will be provided for teachers to utilize Skyline resources.

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Determine Priorities

Resources: 

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

Students...

Based on the multiple SPI indicators, the slow academic growth made by some students is the result of some external and community trauma, which increases their social emotional needs and the need to provide interventions and supports that enable the students to succeed.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...

Need to increase successful partnerships with students as active participants in their education, families, engaged partners, and communities as networks of additional supports. At the classroom level, we need to get to know our students, identify their needs, and provide timely interventions and supports to all our students.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

allocate time and tools for teachers to obtain the appropriate "Funds of Knowledge" of the students to develop a partnership between home and school and use universal screeners to identify the social emotional and academic needs of the students

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 a more collaborative approach between teachers, parents and students to provide the appropriate supports and/or interventions.

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...
 healthier students, stronger relationships and increased academic performance.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS/BHT Team in collaboration with the ILT.


Dates for Progress Monitoring Check Ins

Q1 Oct 2023 Q3 Feb 2024
 Q2 Dec 2023 Q4 May 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS-Social Emotional Learning	BHT	First two weeks of school	Select Status
Action Step 1	Use of SDQ for parents to provide more personal information about their children that can help teachers understand and attend their SEL needs at the classroom level.	Teachers	By Q1 Report Card Pick Up	Select Status
Action Step 2	In addition to the SDQ for Tiers II and III, we will use DESSA as a Tier I survey.	Teachers	First two weeks	Select Status
Action Step 3	Meet with high priority students/parents based on SPI and SDQ and document in Branching Minds	BHT	Throughout the year	Select Status
Action Step 4	Administer daily check in and/or exit slip	Teachers	Throughout the year	Select Status
Action Step 5	Continue the use of Morning Meetings	Teachers	Throughout the year	Select Status
Implementation Milestone 2	MTSS Academic	ILT/MTSS Team		Select Status
Action Step 1	Administer Universal Screeners and review data with grade level team, coaches, ILT.	Teachers, Coaches, DL teachers.	BOY, MOY, EOY	Select Status
Action Step 2	GL Specific Supports/Intervention meetings - Student Shared Responsibility	Teachers and grade level teams, MTSS Team, ILT	Throughout the year	Select Status
Action Step 3	Involve parents and students in response to the implementation of interventions	Teachers, MTSS Team	Throughout the year	Select Status
Action Step 4	Implement supports and interventions based on trends while documenting in BRM	Teachers, Interventionists	Throughout the year	Select Status
Action Step 5	Begin Tiered Interventions by week one	All stakeholders		Select Status
Implementation Milestone 3	Multilingual Learner			Select Status
Action Step 1	Administer BOY Language Screener	ELPT, Bilingual Team	BOY	Select Status
Action Step 2	PLC Sessions and classroom visits	ELPT, Bilingual Team	BOY	Select Status
Action Step 3	Professional Development	ELPT, Bilingual Team	Throughout the year	Select Status
Action Step 4	Implementation of ALE with fidelity	ELPT, teachers	Throughout the year	Select Status
Action Step 5		ELPT, teachers	BOY, MOY	Select Status
Implementation Milestone 4	Diverse Learners			Select Status
Action Step 1	Revisit IEPs to ensure goals and minutes align	Case Manager	BOY	Select Status
Action Step 2	Schedule collaboration time between Gen Ed and DL teachers	DL teachers, Gen Ed teachers	BOY	Select Status
Action Step 3	SPED teachers create artifact portfolios to justify the goals in the IEPs	DL teachers, Gen Ed teachers	Throughout the year	Select Status
Action Step 4	DL students to be more integrated with Gen Ed students for more inclusive interactions	All stakeholders	Throughout the year	Select Status
Action Step 5				Select Status


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Our CI Cycles will guide our milestones and decisions for the SY25




SY26 Anticipated Milestones We will re-engage all the stakeholders in reviewing our priority, measuring progress towards our three-year goals and re-evaluate the effectiveness of our SEL curriculum (second step, Successbound, etc., teacher effectiveness in implementing it, and the new PD needs. 

[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
Reduce the number of students identified as Tier 2 and Tier 3 in Branching Minds	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	168 Tier III	120	80	50
			Select Group or Overall	217 Tier II	150	100	50
Increase the parental involvement in the Problem Solving Process	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	n/a			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Increase the team collaboration around data analysis and targeted interventions and supports for all our students.	Increase the team collaboration around data analysis and targeted interventions and supports for all our students.	Increase the team collaboration around data analysis and targeted interventions and supports for all our students.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Make documentation in Branching Minds a non-negotiable.	Make documentation in Branching Minds a non-negotiable.	Make documentation in Branching Minds a non-negotiable.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Allocating time during Week 0 to revisit IEPs and plan implementation of individual student goals.	Allocating time during Week 0 to revisit IEPs and plan implementation of individual student goals.	Allocating time during Week 0 to revisit IEPs and plan implementation of individual student goals.

[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
Reduce the number of students identified as Tier 2 and Tier 3 in Branching Minds	% of Students receiving Tier 2/3 interventions meeting targets	Overall	168 Tier III	120	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	217 Tier II	150	Select Status	Select Status	Select Status	Select Status
Increase the parental involvement in the Problem Solving Process	Formal and informal family and community feedback received locally. (School Level Data)	Overall	n/a		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals		Progress Monitoring			
		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.		Increase the team collaboration around data analysis and targeted i	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.		Make documentation in Branching Minds a non-negotiable.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.		Allocating time during Week 0 to revisit IEPs and plan implementati	Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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

If Checked:



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

No action needed

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 IAR (English): Increase the Percentage in the "Met" or "Exceeds" Category

Required Reading Goal IAR (English): Increase the Percentage in the "Met" or "Exceeds" Category

Optional Goal % of Students receiving Tier 2/3 interventions meeting targets: Reduce th...

Student Groups	Baseline	SY24	SY25	SY26
Overall	0.26	0.36	0.46	0.56
English Learners	0.18	0.28	0.38	0.48
Overall	0.26	0.36	0.46	0.56
English Learners	0.18	0.28	0.38	0.48
Overall	168 Tier III	120	80	50
Select Group or Overall	217 Tier II	150	100	50

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We will continue using the PAC, CPC, and BAC to engage parents everyday through workshops, speakers, and classes that contribute to their engagement in the academic lives of their children.. 

We will maintain our Parent Mentor program to support our teachers and students in the classroom with interventions and to improve their attendance.

We will help our parents acquire parental skills that will help them support their children at home with study habits, homework, attendance, etc.

We will help our parents with life skills, resources, and supports that they need to create a home environment that values education.

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