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).

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Zachary Korth	Principal	zmkorth@cps.edu
DeJernet Farder	LSC Member	dmfarder1@cps.edu
Yamila Clark	Partnerships & Engagement Lead	ysala-clar@cps.edu
Corinne Bradley	Parent	c0rinne@yahoo.com
Jon Hearon	Teacher Leader	jehearon@cps.edu
Emily Illig	Inclusive & Supportive Learning Lead	eillig1@cps.edu
Debra Streety	Other [Type In] SECA	doodeyemi@cps.edu
Kathleen Lance	Postsecondary Lead	klance@cps.edu
Tierra Finley-Westbrook	Connectedness & Wellbeing Lead	tfinleywestbrook@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	6/7/23	7/5/23
Reflection: Curriculum & Instruction (Instructional Core)	7/5/23	7/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/5/23
Reflection: Connectedness & Wellbeing	7/5/23	7/5/23
Reflection: Postsecondary Success	7/5/23	7/5/23
Reflection: Partnerships & Engagement	7/5/23	7/5/23
Priorities	7/5/23	8/2/23
Root Cause	7/19/23	8/2/23
Theory of Acton	7/26/23	8/2/23
Implementation Plans	8/9/23	9/1/23
Goals	8/23/23	9/1/23
Fund Compliance	8/23/23	9/11/23
Parent & Family Plan	8/23/23	9/11/23
Approval	9/11/23	9/11/23

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	10/18
Quarter 2	12/20
Quarter 3	3/20
Quarter 4	6/7

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	"For grades 3rd through 8th grade - IAR Math - 3% of students met exepctations (or 3 students) while 49% Did not Yet meet expectations	IAR (Math)
				IAR (English)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	For grades 3rd through 8th grade - IAR Reading - sucess at 25% of students meeting expectations while 30% did not meet expectations	Rigor Walk Data (School Level Data)
			iReady Math shows a 12% decrease in Tier 3 students down from 13 students to 6 students in Grades K-2.	PSAT (EBRW)
			iReady Reading shows a 14% decrease in Tier 3 from 13 students to 5 students in Grades K-2.	PSAT (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	Breakdown of D's and F's: 13 students cumulatively received a D or F.	STAR (Reading)
			Math grades: breakdown 3% students had a D, 27% had a C, 30% had a B, and 40% had an A.	STAR (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	**What is the feedback from your stakeholders?**	iReady (Reading)
			Are all of the materials culturally responsive? It's scattered across the grade levels. Usually, Special Education orders are the least priority - not given paper, taken it very literally and does not have access to the curriculum	iReady (Math)
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development	Standards-Based, Grade-Level - it's not that we don't want to but it is the setup	Cultivate
			Technology is needed; fidelity across grade levels is not happening with the Inner Core; relationship building	Grades
			ILT work is coming around - there was some but not enough to give us a rating	ACCESS
			Primary - YES - progress monitoring - Fountas and Pinnell; what did MS school do? Intermediate had their own system - small groups - recommended - balanced assessment system is throwing; "	TS Gold
No	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?**	Interim Assessment Data
			"Since the pandemic, the staff last year and before, they were hesitant to go into the classrooms ; learning walks... 3-8 had it's own system; k-2 had their own - created observation tools - separate one for skills, listening/learning, math, and everything from compliance, to level of questioning, understanding of questionioning, teacher assessing, getting ideas from eachother	
			8 teachers were coming to watch 1 teacher - which is a lot; walk was successful for what it was intended to be; students who are furthest from the opportunity were not the focus - always has been whole group	

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.

Inconsistency, lack of fidelity, lack of implementation

Not every student has access to high-quality, culturally relevant curriculum and assessments."

some people have not even done a learning walk - shared language; only time individuals were coming into my classroom was for evaluation, demonstration, but nothing tangible.

Is the IAR correlated to the curriculum and if not, what do we need to do to balance and or supplement?"

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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
No	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	"Branching Minds is missing 92 plans as of 7/11. 45 students in Tier 3 were utilized, 43 students were Tier 2, and Tier 1 students receiving intervention are at 22 students.	Unit/Lesson Inventory for Language Objectives (School Level Data)
			35 students identified as black are in Tier 3 and Tier 2 has 32 students - of those 29 students have an IEP	MTSS Continuum
		MTSS Integrity Memo	Roots report summary: Screening report - 70% Recommended - universal screener PD for teachers Admin/Use of universal screener, interpret data around universal screener.	Roots Survey
			Teir 1 - 45% - are we delivering core curriculum with fidelity;	ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		how are we finding and documening tier 1 differentiated supports Tier 2: Planning - 66% provide teachers with evidence-based intervention bank for Math and Behavior; Ensure that all intervention plans are documented - Ensure all intervention plans are documented prior to start of intervention; ensure that all teachers are aware and have acecss to intervention plans	MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	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?**	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	"Small Group Instruction not happening in different classrooms or across grade levels Teaming Structure - this was the first year that Morton jumped back into the process - learning curve - not a strong system or a process that teachers understand Branching Minds training!?! Students have been referred to push out versus inclusive and push-in; schedule around teachers not students - not prioritizing classrooms - didn't have enough staff. No EL endorsed staff - there are only 5 students who have been identified as EL "	
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		Improvement efforts that were ongoing was small group instruction but a lack of implementation with Branching Minds - teachers did not know about the tool until latter part of the school year. There is also a lack of consistency and implementation efforts being made as indicative of the Branching Minds Roots report	

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

Students are not receiving differentiated, inclusive supports in Tiers 1, 2 or 3 - there were also no appropriate interventions given

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	"Student Discipline metrics showed us that: 9 coded incidents that in 2022-2023; down from 11 in the prior year. Classroom is the source of most incidences; Equally at 12 and 3p we see most incidences happening then Response to behavior - 2 incidences has a restorative conversation and 1 had an out of school suspension, while 6 had no accountability and/or response 1 student had multiple misconducts As it pertains to OST: Week of October 16th had highest attendance at: 74 with 10 programs - and started to dwindle at 56 in March followed by 49 and then 27 percent attendance (this means that attendance took off during October)	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		22% of our students Off Track were in the program; and Far from on track were in the program; 56% of D/F students were in program Our 4th graders are struggling with attendance at 77.9% (lowest grade) and 6th grade at 93.58% (highest grade) Korth: How do we get more students who are off track into the OST Program? What incentives could we provide to increase attendance year long? How can we ensure that student voice is represented in the decision-making process?	Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** "Certain programming has been offered to RGC students; not all students have equitable access - pre-care - that is one facet not only the other; ensure that any programming is truly equitably distributed - Parent Survey received at the beginning of the year, not sure if it was on the initial form? If there are not enough teachers to do it then we don't have the resources necessary to do it. It ends up being what teachers are comfortable to do. We need to create a student survey, parent survey, and then look at how it aligns to our Instructional Model. Partially: There is reliable out-of-school care - there is a much richer offering than other schools Attendance:	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | Need to work with Clark to create a process around
No reentry plan evident

BHT is in place; Climate and Culture is being implemented, you have CDAT but that is more about adult SEL rather than student SEL;
" | [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.

Students do not have inequitable access to Social and Emotional Learning. Not all students are taking part in afterschool programming. How is their voice heard in this process? How are struggling learners suppored? What is the selection criteria for ✍️	**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?**
	Lack of fidelity with implementing Tier 1 Social and Emotional Curriculum; Building upgrades have occured and walking through the building; the behavior matrix has been modified and updated; the climate and culture team has been established - ✍️

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**
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	[College and Career Competency Curriculum (C4)](#)	"Our On-Track Data is as follows for grades 3-8:

46 students were On-Track (44%)
19 were almost On-Track (18%)
11 were near on-track (10%)
10 Far from on-track (10%)
19 were Off-Track (18%)

We saw a steady number of Off-Track students Week 5 we had 8 and then we went to 15-18 in the following weeks, largest at 20 students " ✍️ | [Graduation Rate](#)

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

[3 - 8 On Track](#) |
| No | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | [Individualized Learning Plans](#) | | [Learn, Plan, Succeed](#)

[% of KPIs Completed (12th Grade)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#) |
| No | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | [Work Based Learning Toolkit](#) | **What is the feedback from your stakeholders?** | [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). | | "Lack of communication and accountability

Counselor was unaware of the need for Successbound and C4 curriculum implementation in the classroom " ✍️ | |
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](#)	Transitions with IEP students to high school - surveys occur but it is not consistent ✍️	

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

Students are not consistently exposed to college and career readiness exploration, experiences. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	"The 5 Essentials shows that involved families is neutral (neither weak nor strong) Digging deeper, it looks as though we saw a 6pt drop in teacher/parent trust - mainly ""teachers feel good about parents' support for their work."" We saw a 4 pt increase in Parent Involvement; we continue to see a decrease in english instruction; Overall we struggle with effective leaders, collaborative teachers, and supportive environment "	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment
				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

"There are efforts but they are inconsistent; Mrs. Gorens has been doing an incredible job

Two-way communication is not always happening - parents do not always know who to contact and when to contact

Unsure that parents might know roles in the building - what they may ask for - room to grow

Fall events didn't happen right away - and having a stronger kick-off to help foster family relationships - curriculum night? Starting out strong and getting the information out - helpful as a new family coming in - took a bit to integrate

Student Voice - Ms. Rolle does a great job - inconsistent "

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.

Student centered problems were that students did not get any counseling supports through Success Bound nor through Tier 1 - 3 counseling supports, pathways, college/career readiness, et. al.

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?

"Parent Newsletter goes out; people receive information in different ways - in one spot - expect on a Sunday night

Good job social media and the website; "

Partnership & Engagement

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

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

"For grades 3rd through 8th grade - IAR Math - 3% of students met exepctations (or 3 students) while 49% Did not Yet meet expectations

For grades 3rd through 8th grade - IAR Reading - sucess at 25% of students meeting expectations while 30% did not meet expectations

iReady Math shows a 12% decrease in Tier 3 students down from 13 students to 6 students in Grades K-2.

iReady Reading shows a 14% decrease in Tier 3 from 13 students to 5 students in Grades K-2.

Breakdown of D's and F's: 13 students cumulatively received a D or F.

Math grades: breakdown 3% students had a D, 27% had a C, 30% had a B, and 40% had an A.

ELA grades: breakdown of 2% had a D, 14% had a C, 32% had a B, and 52% had an A

Question: Do these grades correspond to Assessment Data - Star360, iReady, IAR???

What is the feedback from your stakeholders?

Are all of the materials culturally responsive? It's scattered across the grade levels. Usually, Special Education orders are the least priority - not given paper, taken it very literally and does not have access to the curriculum

Standards-Based, Grade-Level - it's not that we don't want to but it is the setup

Technology is needed; fidelity across grade levels is not happening with the Inner Core; relationship building

ILT work is coming around - there was some but not enough to give us a rating

Primary - YES - progress monitoring - Fountas and Pinnell; what did MS school do? Intermediate had their own system - small groups - recommended - balanced assessment system is throwing; "

What student-centered problems have surfaced during this reflection?

Inconsistency, lack of fidelity, lack of implementation

Not every student has access to high-quality, culturally relevant curriculum and assessments."

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?

"Since the pandemic, the staff last year and before, they were hesitant to go into the classrooms ; learning walks... 3-8 had it's own system; k-2 had their own - created observation tools - separate one for skills, listening/learning, math, and everything from compliance, to level of questioning, understanding of questiontioning, teacher assessing, getting ideas from eachother

8 teachers were coming to watch 1 teacher - which is a lot; walk was successful for what it was intended to be; students who are furthest from the opportunity were not the focus - always has been whole group

some people have not even done a learning walk - shared language; only time individuals were coming into my classroom was for evaluation, demonstration, but nothing tangible.

Is the IAR correlated to the curriculum and if not, what do we need to do to balance and or supplement?"

Determine Priorities

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

Students...

Students are not being provided grade level instruction which would equip students with the necessary tools to increase their student learning competency on both practice (formative assessments, interim assessments) and outcome data - i.e., state assements

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...

Need to understand and unpack the standards at each grade level and create a system and support process that measures student readiness both in terms of content but also in terms of their abilities to take assessments and strategies to answer and unpack questions.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

have a systematic implementation of standsards-based instruction with clearly aligned and priority standards (want vs. need), curriculum development (review and knowledge/skills), effective pedagogy (instructional strategies)

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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....

more students being intentionally assessed in their learning (differentiated and personalized, teachers prioritizing standards, ✍️

which leads to...

a learning environment where standards-based instruction (vertical alignment) being the cornerstone of every classroom, leading to increased student achievement (IAR, Star360, iReady, ISA), deeper understanding of content, and improved college, career, and life readiness. ✍️

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 ✍️

Vertical Alignment - Neal, Campell, Shane

Dates for Progress Monitoring Check Ins

| Q1 | 10/18 | Q3 | 3/20 |
| Q2 | 12/20 | Q4 | 6/7 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers understand and provide feedback on Vertical Alignment Presentation and Feedback	Neal, Campbell, Shane	7/15	Completed
Action Step 1	Ensure that the school leadership, staff, and stakeholders are committedd to implementing Standards-Based and Depth of Knowledge	Korth	7/15	Completed
Action Step 2	Assess the school's current resources, including personnel, time, and funding to determine readiness for implementation	ILT Team	8/18	In Progress
Action Step 3	Famliarize the standards at each Grade level as Instructional Leadership Team - Big Rock	ILT Team	8/18	In Progress
Action Step 4	Gather Stakeholder Suport - Buy-in from teachers, admin, parents, and students by explaining the benefits of a standards-based approach - such as clearer learning objectives and targeted instruction	ILT team - survey to all staff	8/18	In Progress
Action Step 5	Review Stakeholder feedback on Vertical Alignment - Assessment of Readiness	ILT	8/31	Completed
Implementation Milestone 2	100% of Math/ELA Teachers will have designed and implemented their Grade Level Curriculum Map	Grade Level Teams	6/7/2014	Not Started
Action Step 1	Map out Learning Standards across grade levels showing coherent and progression of skills and concepts	GL Teams	6/7/2014	Not Started
Action Step 2	Identify prerequisite skills and concepts that students need to master before moving on to more advanced standards.	GL Teams	6/7/2014	Not Started
Action Step 3	Work within grade level teams to transfer ownership and support around the development of the curriculum Map	GL Teams	6/7/2014	Not Started
Action Step 4	Monitor the completion of Curriculum Maps for each grade level and content		6/7/2014	Not Started
Action Step 5	Develop a cross-walk correlation of IAR and Math/ELA Standards/Instruction	Patel/Rolle	6/7/2014	Not Started
Implementation Milestone 3	100% of Math/ELA teachers will have designed assessments with Vertically Aligned Curriculum	ILT/GL Teams	6/7/2014	Not Started
Action Step 1	Evaluate existing assessments that are already built into the curriculum adopted (Skyline, EngageNY, Expeditionary Learning)	ILT/GL Teams	6/7/2014	Not Started
Action Step 2	Identify modifications needed based on the curriculum map and mastery of skills and concepts		6/7/2014	Not Started
Action Step 3	Design new assessments that are directly measure student mastery of specific learning standards		6/7/2014	Not Started
Action Step 4	Create a variety of assessments that can be utilized such as formative, progress monitoring, differentiated) and summative (to measure mastery).		6/7/2014	Not Started
Action Step 5			6/7/2014	Select Status
Implementation Milestone 4	100 % of Math/ELA teachers will have adapted instructional methods aligned with their Vertically Aligned Curriculum		6/7/2014	Not Started
Action Step 1	Modification of instructional strategies, materials, and resources to align with the targeted learning standards		6/7/2014	Not Started
Action Step 2	Differentiate instruction to meet the diverse needs of students while ensuring alignment with standards (MTSS, DOK, etc.)		6/7/2014	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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Curriculum & Instruction

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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	85% of teachers are teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive
SY26 Anticipated Milestones	100% of teachers are teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive

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Return to Top | **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
10% Increase in students meeting expectations on the state Illinois Assessment of Readiness - Math - Grades 6-8	Yes	IAR (Math)	Overall	0	10		
			African American Male	0	10		
An increase of 16% of students On-Track (Grades 3-8)	Yes	3 - 8 On Track	Overall	43%	59%		
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	**SY25**	**SY26**
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of Math/ELA teachers teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive	85% of teachers are teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive	100% of teachers are teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive
C&I:2 Students experience grade-level, standards-aligned instruction.	100% Math and ELA contents are standards-aligned based on content and skills at all grade levels (K-8)	In SY25 100& of Science and SS contents are standards-aligned based on student content and skills at all grade levels (K-8)	100% courses taught at Morton are providing students with grade-level standards aligned instruction - while also meeting the diverse needs of students with just-in-time supports.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	In SY24 all Math and ELA assessments are mastery based and grades reflect standards mastery and retries throughout - this does not limit differentiation, accomodations, et. al.	50% of students and teachers are trained and implementing The Grid Method - Mastery - around balanced assessments, depth of student learning, standards mastery - with evidence and informed decision making to progress monitor towards	100% of students are receiving personalized learning that is Grid Method specific and monitored for movement - this process evaluates, provides evdience, and monitors progress towards end of year

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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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
10% Increase in students meeting expectations on the state Illinois Assessment of Readiness - Math - Grades 6-8	IAR (Math)	Overall	0	10	Select Status	Select Status	Select Status	Select Status
		African American Male	0	10	Select Status	Select Status	Select Status	Select Status
An increase of 16% of students On-Track (Grades 3-8)	3 - 8 On Track	Overall	43%	59%	Select Status	Select Status	Select Status	Select Status
		NA			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.	100% of Math/ELA teachers teaching with fidelity the curriculum that has been identifd as high-quality, standards aligned, and culturally responsive	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% Math and ELA contents are standards-aligned based on content and skills at all grade levels (K-8)	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	In SY24 all Math and ELA assessments are mastery based and grades reflect standards mastery and retries throughout - this does not limit differentiation, accomodations, et. al.	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

"Branching Minds is missing 92 plans as of 7/11. 45 students in Tier 3 were utilized, 43 students were Tier 2, and Tier 1 students receiving intervention are at 22 students.

35 students identified as black are in Tier 3 and Tier 2 has 32 students - of those 29 students have an IEP

Roots report summary:
Screening report - 70% Recommended - universal screener PD for teachers Admin/Use of universal screener, interpret data around universal screener.
Teir 1 - 45% - are we delivering core curriculum with fidelity; how are we finding and documening tier 1 differentiated supports

Tier 2: Planning - 66% provide teachers with evidence-based intervention bank for Math and Behavior; Ensure that all intervention plans are documented - Ensure all intervention plans are documented prior to start of intervention; ensure that all teachers are aware and have acecss to intervention plans

Tier 2/3 Implementation - 58% - recommended - ensure teachers understand how to

What is the feedback from your stakeholders?

"Small Group Instruction not happening in different classrooms or across grade levels

Teaming Structure - this was the first year that Morton jumped back into the process - learning curve - not a strong system or a process that teachers understand

Branching Minds training!?!

Students have been referred to push out versus inclusive and push-in; schedule around teachers not students - not prioritizing classrooms - didn't have enough staff.

No EL endorsed staff - there are only 5 students who have been identified as EL "

What student-centered problems have surfaced during this reflection?

Students are not receiving differentiated, inclusive supports in Tiers 1, 2 or 3 - there were also no appropriate interventions given

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?

Improvement efforts that were ongoing was small group instruction but a lack of implementation with Branching Minds - teachers did not know about the tool until latter part of the school year. There is also a lack of consistency and implementation efforts being made as indicative of the Branching Minds Roots report

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Determine Priorities

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

Students...

Students were struggling with the content given to them because it did not meet them at the level they were at and/or was not differentiated, and/or they were not prioritized accurately into one of the Tiers.

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.

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Root Cause

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

As adults in the building, we...

As adults in the building, we were not given the proper guidance, support, and tools necessary to provide intentional and effective interventions. Students work was not being differentiated to their ability levels and tracking systems were lacking.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

enhance the effectiveness of our MTSS team through data-driven decision making in Grade Level Teams, MTSS, targeted interventions embedded in classroom instruciton, high-quality instruction, and progress montioring

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

students receiving Tier 1 instruction and students in Tiers 2 and 3 receiving specific targeted interventions to support instruction to access Tier 1

which leads to...

MTSS that is not only well-structured but also responsive to the individual needs of our students, leading to improved academic achievement, students moving tiers, behavior, and overall well-being for all learners in our school community.

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 👈

Neal and MTSS Team

Dates for Progress Monitoring Check Ins

Q1	10/18	Q3	3/20
Q2	12/20	Q4	6/7

	SY24 Implementation Milestones & Action Steps ✍	Who 👈	By When ✍	Progress Monitoring
Implementation Milestone 1	100% of teachers by the end of the school year will have a clear understanding of what MTSS is and is not	Emily Illig,	8/16	Completed
Action Step 1	Ensure that the school leadership, staff, and stakeholders are committedd to implementing MTSS	Zachary Korth	8/25	Completed
Action Step 2	Assess the school's current resources, including personnel, time, and funding to determine readiness for implementation	MTSS Team	8/14	Completed
Action Step 3	Send MTSS team to BranchingMinds training	Korth	10/1	In Progress
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	By Quarter 1 of SY24, 100% of the MTSS team will have assigned roles, responsibilities, and the ability to enter data into MTSS	Neal, Admin	6/7	Completed
Action Step 1	Identify the MTSS Lead who will attend, support, and facilitate MTSS meetings	Korth	8/25	Completed
Action Step 2	Form a committee which includes respresentatives from administration, general education, special education, counseling, and relevant departments	Neal and Korth	6/7	Completed
Action Step 3	Assign Roles and Responsibilities	Neal/Korth MTSS	9/7	In Progress
Action Step 4	Have MTSS team start to enter data on identify students for intervention	MTSS Team		Not Started
Action Step 5				*Select Status*
Implementation Milestone 3	By the end of Q1, the MTSS will have gathered, analyzed, and identified patterns for 100% of the student body	Neal and MTSS Team		In Progress
Action Step 1	Gather dataon student performance, attendance, behavior, and social-emotional well-being	Neal and MTSS Team		In Progress
Action Step 2	Analyze data on data - student performance, attendance, behavior, and social-emotional well-being	Neal and MTSS Team		In Progress
Action Step 3	Identify patterns and trends to determine students' needs and the area(s) that require intervention	Neal and MTSS Team		In Progress
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	100% of students, by the end of Q1 will have been Tiered according to Math, ELA, and SEL	Neal and MTSS Team		Not Started
Action Step 1	Design a tiered system that includes the three levels of supports and their alignment to Morton Elementary - universal (Tier 1), targeted (Tier 2), and intensive (Tier 3).	Neal and MTSS Team		Not Started
Action Step 2	Define the core components of each tier, including the types of interventions and strategies to be used.	Neal and MTSS Team		Not Started
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In School Year 2024-2025: Implement Targeted Supports (Tier 2):	✍

Identify students who require additional support beyond the universal level.
Offer small-group interventions and supplemental instruction for students who are struggling academically or behaviorally.
Monitor progress and adjust interventions as needed.

| SY26 Anticipated Milestones | In School Year: 2025-2026:
Provide Professional Development:

Offer ongoing professional development to educators, focusing on effective instruction, data analysis, intervention strategies, and collaboration.
Support teachers in developing a growth mindset and using data to drive decision-making.
Implement Data-Based Decision-Making: | ✏️ |

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| | | | | Numerical Targets [Optional] ✏️ | | | |
Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
In SY23 students with an IEP and overall African-American Males will see a 10% increase in On-Watch OR At/Above on the Star 360 Reading Assessment	Yes	STAR (Reading)	Students with an IEP	4.5	15		
			African American Male	20	27	36	42
In SY23 Students will see an increase in Meet Expectations on the Illinois Assessment of Readiness	Yes	IAR (Math)	Overall	3	10	16	24
			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.	MTSS team is formed, tracker developed, and tier 1 universal instructional strategies are identified. We will also work to build a toolkit for Tier 2 and 3 strategies to be utilized (MTSS team is entering Branching Minds Data for Year 1)	MTSS team has identified tools and resources for Tier 2 (targeted intervention) for students at Morton with students, staff, and family outreach being the core component of SY25	MTSS team has developed an entire tool kit for Tier 1, 2, and 3 interventions (universal, trageted, and intensive) and implementing with problem solving and root cause analysis with student, family, and staff.
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.	10% of teachers are trained on how utilizing the tracking system in Quarter 3 of SY24 for Branching Minds. the MTSS committee is 100% responsible for the monitoring, implementation, and evaluation of MTSS processes.	50% of teachers are trained on BranchingMinds and using it with fidelity to identify, track progress, and evaluate student outcomes in an equitable manner.	100% of teachers have the tools, knowledge, and understanding of how to use BranchingMinds for MTSS equitable implementation at Morton
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	100% of Staff members are provided IEP books by the Case Manager - which includes but not limited to goals, strategies, resources, and contacts	30% reduction in students receiving pull out minutes and a 30% increase in teachers pushing-in and creating an inclusive environment of teaching and learning - while also buidling cohesive and collaborative co-teaching model	75% of students are in an inclusive co-teaching model at Morton with almost less than 25% of students receiving pull out minutes in an effort to boast inclusion as the norm.

SY24 Progress Monitoring

Return to Top

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
In SY23 students with an IEP and overall African-American Males will see a 10% increase in On-Watch OR At/Above on the Star 360 Reading Assessment	STAR (Reading)	Students with an IEP	4.5	15	Select Status	Select Status	Select Status	Select Status
		African American Male	20	27	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

| In SY23 Students will see an increase in Meet Expectations on the Illinois Assessment of Readiness | IAR (Math) | Overall | 3 | 10 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS team is formed, tracker developed, and tier 1 universal instructional strategies are identified. We will also work to build a toolkit for Tier 2 and 3 strategies to be utilized (MTSS team is entering Branching Minds Data for Year 1)		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.	10% of teachers are trained on how to utilizing the tracking system in Quarter 3 of SY24 for Branching Minds. the MTSS committee is 100% responsible for the monitoring, implementation, and evaluation of MTSS processes.		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.	100% of Staff members are provided IEP books by the Case Manager - which includes but not limited to goals, strategies, resources, and contacts	On Track	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

"Student Discpline metrics showed us that: 9 coded incidents that in 2022-2023; down from 11 in the prior year.

Classroom is the source of most incidences; Equally at 12 and 3p we see most incidences happening then

Response to behavior - 2 incidences has a restorative conversation and 1 had an out of school suspension, while 6 had no accountability and/or response

1 student had multiple misconducts

As it pertains to OST:
Week of October 16th had highest attendance at: 74 with 10 programs - and started to dwindle at 56 in March followed by 49 and then 27 percent attendance (this means that attendance took off during October)

22% of our students Off Track were in the program; and Far from on track were in the program; 56% of D/F students were in program

Our 4th graders are struggling with attendance at 77.9% (lowest grade) and 6th grade at 93.58% (highest grade)

Korth:
How do we get more students who are off track into the OST Program? What incentives could we provide to increase attendance year long? How can we ensure that student voice is represented in the decision-making process?

What is needed to support classroom climate opportunities? What needs to happen, training, adult/student, and is SEL being implemented with fidelity? If so, who is doing it well and if not, who needs support (what support and when)?

Must include Cultivate administration for this upcoming year"

What is the feedback from your stakeholders?

"Certain programming has been offered to RGC students; not all students have equitable access - pre-care - that is one facet not only the other; ensure that any programming is truly equitably distributed -

Parent Survey received at the beginning of the year, not sure if it was on the initial form? If there are not enough teachers to do it then we don't have the resources necessary to do it. It ends up being what teachers are comfortable to do.

We need to create a student survey, parent survey, and then look at how it aligns to our Instructional Model.

Partially:
There is reliable out-of-school care - there is a much richer offering than other schools

Attendance:

Need to work with Clark to create a process around
No reentry plan evident

BHT is in place; Climate and Culture is being implemented, you have CDAT but that is more about adult SEL rather than student SEL;
"

What student-centered problems have surfaced during this reflection?

Students do not have inequitable access to Social and Emotional Learning. Not all students are taking part in afterschool programming. How is their voice heard in this process? How are struggling learners supproted? What is the selection criteria for

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?

Lack of fidelity with implementing Tier 1 Social and Emotional Curriculum; Building upgrades have occured and walking through the building; the behavior matrix has been modified and updated; the climate and culture team has been established -

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Return to Top — **Determine Priorities**

Resources: 🚀

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

Students...

"Students do not feel safe at school (being in the bathroom and adjacent to the neighborhood). Some of the doors don't lock, windows are locked, facilities aspect. 38% were not safe and/or somewhat safe. For the neighborhood - what does it look like for Safe Passage to be an effective partner for the school?

Attendance - pandemic - much more keep a kid home because they cough one time - one family member stays home they all stay home; misunderstanding around early childhood is more important than later grades; what priorities do families have that can align with the school - attendance team/plan?

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top — **Root Cause**

Resources: 🚀

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

As adults in the building, we...

we would need professional development to implement Social and Emotional learning because all adults are at different learning places and in order to build trust and safety

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Connectedness & Wellbeing

because all adults are at different learning places and in order to build trust and safety.

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

     Theory of Action

What is your Theory of Action?

If we....

create a safe and nuturing learning environment through school-wide professional development on SEL, et.al., that promotes the well-being of all students, includes preventative measure, safety protocols, mental health supports ✍️

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 interacting in positive ways with the development of strong relationships among students, staff, and families (includes conflict-resolution, anti-bullying, and character education) ✍️

which leads to...

a school environment where student safety is a top priority, and all members of the school community actively contribute to maintaining a safe and secure learning environment that suports students' physical, emotional, and psychological well-being ✍️

     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 ✍️

Climate and Culture Team - Principal, C/C Lead, OSEL, CDAT, and Healing Centered

Dates for Progress Monitoring Check Ins

Q1	10/18	Q3	3/20
Q2	12/20	Q4	6/7

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — By the end of the year, Morton Elementary will have a Climate and Culture team that is aligned with Healing Supports	Korth		Select Status
Action Step 1 — Establish a team comprised of admin, teachers, students, parents, and community reps to lead the Climate and Culture Team	Korth		Select Status
Action Step 2 — In conjunction with students, define clear and consistent expectations for all staff, students, and visitors	C/C Team	9/1	Select Status
Action Step 3 — Communicate expectatiosn through posters, handouts, and presentations	C/C Team	9/8	Select Status
Action Step 4 — Through Climate and Culture, develop a cadence of meetings that are aligned with Culturize, TIERRS Grant, etc.			Select Status
Action Step 5 — Purchased Books and Posters from Culturize	Korth	9/8	Select Status
Action Step 6 — Administer the BOY - Cultivate Survey for Connectedness/Well-Being			Select Status
Action Step 7			Select Status
Implementation Milestone 2 — By the end of the year, 100% of students will have been recognized for positive behavior, supports, accomplishments, and attendance			Select Status
Action Step 1 — Implement a framework to promoted extrinsic positive behavior by rewarding and recognizing students who follow expectations			Select Status
Action Step 2 — Identify student of the month from each homeroom - to recognize the students	Rivera/Clark	Montlhy	In Progress
Action Step 3 — Use data to identify and provide support to students who need additional guidance (through the BHT process)			Select Status
Action Step 4 — Provide Professional Development for teachers (new teacher specifically) on how to implement PBIS			Select Status
Action Step 5 — Equip teachers with skills to manage behavior effectively - in and out of the classroom (hallways, bathrooms, recess, entry/exit)			Select Status
Implementation Milestone 3 — 100% of teachers utilizing the SY24 Relationship Tracker to build positive relationships and decreased misconducts			Select Status
Action Step 1 — Provide a template and professional development on the SY24 Relationship Tracker			Select Status

Action Step 2	Foster positive relationships with students and adults in the school by identifying critical areas and times to engage students			*Select Status*
Action Step 3	Encourage teachers to build strong connections through Out of School Time, Lunch/Recess, and other supportive structures			*Select Status*
Action Step 4	Offer SEL program (Second Step K-5 and Success Bound 6-8) aligned to CASEL			*Select Status*
Action Step 5	Developmnet of an Anti-Bullying Campaign and/or other Student Led initiatives derived from the Relationship Tracker			*Select Status*
Action Step 6	Administer the Cultivate Survey - MOY			*Select Status*
Action Step 7				*Select Status*
Implementation Milestone 4	<mark>100% of students have been administered the Climate and Culture survey</mark>			*Select Status*
Action Step 1	Design an entry and exit schedule that explicitly monitors areas of concern (hallways and athrooms)			*Select Status*
Action Step 2	Utilize staff in more efficient ways (security vs teachers, and SECAs)			*Select Status*
Action Step 3	Engage with Community partners, and other stakeholders to improve and enhance safety efforts			*Select Status*
Action Step 4	Create a physically safe environment by addressing to/from school concers, implementation of seciurty measures, and promoting cleanliness			*Select Status*
Action Step 5	Communicate with parents and keep them informed about safety initiatives, behavioral expectations and ways they can support a positive climate at home			*Select Status*
Action Step 6	Administer the Cultivate Survey - EOY			*Select Status*
Action Step 7				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In School Year 2024-2025: Address Bullying and Harassment Promptly: Respond promptly to reports of bullying, harassment, or safety concerns. Provide a confidential reporting mechanism for students who feel unsafe.	✍️
SY26 Anticipated Milestones	In School Year 2025-2026: Regularly Evaluate and Adjust: Continuously monitor the effectiveness of your efforts through surveys, attendance data, and feedback. Make adjustments based on the data to ensure your strategies are producing the desired outcomes.	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
An incrase in the percentage of students having a sense of belonging on the Cultivate EOY	Yes	Cultivate	Overall	20%	26%	35%	45%
			NA				
A decrease in the percentage of students not feeling safe while attending to their needs in restrooms and public spaces	Yes	5E: Supportive Environment	Overall	38%	30%	26%	15%
			NA				

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

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

Connectedness & Wellbeing

C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Identification of Climate and Culture Team and Behavioral Health Team - support from Office of Social and Emotional Learning - measured through clear meeting cadence, agendas, and action items	System and Structures that clearly identify and articulate pathways for students who need additional support (Attendance team, MTSS team, BHT, Climate and Culture) pathways.	Increase in Connectedness and Well-Being on the 5 Essentials and overall BOY to EOY Cultivate Survey
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implementation of Social and Emotional learning from Second Step for K-5 and Success Bound for 6-8; identification of Student Voice TEam	Tier 1 Healing Centered supports are in place at Morton and are understood and utilized	Increase in Connectedness and Well-Being on the 5 Essentials and overall BOY to EOY Cultivate Survey
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Identification of Attendance Team, meeting cadence, and resources for identifying and supporting chronic absenteeism	Outreach to families to engage, support, and educate around absences and their impacts in primary, intermediate, and overall academic impacts	Increase to a 95% plus or higher attendance school

| **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
An incrase in the percentage of students having a sense of belonging on the Cultivate EOY	Cultivate	Overall	20%	26%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
A decrease in the percentage of students not feeling safe while attending to their needs in restrooms and public spaces	5E: Supportive Environment	Overall	38%	30%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			Progress Monitoring		
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Identification of Climate and Culture Team and Behavioral Health Team - support from Office of Social and Emotional Learning - measured through clear meeting cadence, agendas, and action items	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implementation of Social and Emotional learning from Second Step for K-5 and Success Bound for 6-8; identification of Student Voice TEam	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Identification of Attendance Team, meeting cadence, and resources for identifying and supporting chronic absenteeism	Select Status	Select Status	Select Status	Select Status

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): 10% Increase in students meeting expectations on the state Illinois Assessment of Readiness - Math - Grades 6-8	Overall	0	10		
		African American Male	0	10		
Required Reading Goal	STAR (Reading): In SY23 students with an IEP and overall African-American Males will see a 10% increase in On-Watch OR At/Above on the Star 360 Reading Assessment	Students with an IEP	4.5	15		
		African American Male	20	27	36	42
Optional Goal	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.

1200.00 will be allocated as in previous years for the Parent/Family Engagement Budget - this will be in accordance with the Title 1 and PAC work - we will work to survey familes and start to engage further through LIteracy and Mathematics nights, Family Nights with YMCA and CircEsteem,

We will also work to create Family Support Classes - around caregiving, attendance, grades and achievement

Provide family resources around STLS, supportive strutures for behavioral health and wellness, and connect families with Breakthrough and other Community Partnerships

The hope is to have a Parent Room where parents can come, engage, learn, get support, and ultimately grow to support Morton, the community, and the greater Garfield Park area.

51130, 52130 Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. $300.00

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