

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
Megan Clendening	Principal	mbclendening@cps.edu
Anika McNeill	AP	damcneill@cps.edu
Antonia Tsokolas	Connectedness & Wellbeing Lead	aftsokolas@cps.edu
Kevin McGuire	Inclusive & Supportive Learning Lead	kcmcguire@cps.edu
Jamie Reis	Curriculum & Instruction Lead	jjohnson5@cps.edu
Andrea Bonanno	Teacher Leader	ambonanno@cps.edu
Sarah Callahan	Teacher Leader	scallahan2@cps.edu
Laura Cardiff	Teacher Leader	Lmcardiff@cps.edu
Kyle Radcliff	Teacher Leader	kgradcliff@cps.edu
Holly McGovern	Teacher Leader	hjbennett@cps.edu
Charon Gladfelter	LSC Member	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/16/23	5/16/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/12/23
Reflection: Connectedness & Wellbeing	6/12/23	6/12/23
Reflection: Postsecondary Success	6/12/23	6/12/23
Reflection: Partnerships & Engagement	6/12/23	6/12/23
Priorities	7/13/23	6/12/23
Root Cause	7/13/23	7/13/23
Theory of Acton	8/18/23	8/22/23
Implementation Plans	8/22/23	8/29/23
Goals	8/22/23	9/5/23
Fund Compliance	8/29/23	9/5/2023
Parent & Family Plan	8/29/23	9/5/23
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	10/24/2023
Quarter 2	1/16/2024
Quarter 3	3/19/2024
Quarter 4	6/4/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	All iReady data is trending in a positive direction, however, 35% of gen ed students and 28% of DL students are still performing 1 or 2 grade levels below in ELA. In Math, 68% of gen ed students and 44% of DL students are performing 2 grade levels of below. IAR data had an upward trend as well, however, 11% of gen ed students and 53% of DL students did not meet the standards in ELA. In Math, 17% of gen ed students and 51% of DL students did not meet the standards.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	As we completed year 2 of Skyline ELA implementation, 28% of gen ed classrooms completed all units. By the end of summer 2023, 56% of grade levels had completed the boxing protocols, standards audit and subtractive planning for all units. As a school, 77% of gen ed classrooms administered and analyzed the data for all 3 Skyline ELA Interim Assessments. 44% of gen ed classrooms administered and analyzed the data for common math and science interim assessments. End of unit assessments were given in the classrooms, but not collaboratively analyzed for ELA, Math, Science and Social Science. Upon analysis of our practice data utilizing Marzano's Rigor Walk Rubric, 33% of classrooms did not demonstrate having the student task aligned to the learning target (4). In 89% of the classrooms, students were not challenging and questioning each other (5c) and as well as monitoring one another's progress towards achieving the learning target (5e). Our prioritized learning condition from Cultivate is CLASSROOM COMMUNITY: Sense of community and mutual support among classmates.	PSAT (Math) STAR (Reading)
Yes	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Teachers are struggling with pacing of year long curriculum while holding students to a high level of expectation. DL students are not accessing grade level curriculum. Students are not feeling as if they are in a student-centered classroom culture that cultivates an environment for all students to thrive and flourish. Parents are wanting to ensure that their students are receiving appropriate grade-level instruction in all core content areas.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Yes	Continuum of ILT Effectiveness Distributed Leadership		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		Interim Assessment Data
Partially	Assessment for Learning Reference Document	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? We have looked at the math data and chosen a new math curriculum. Training is scheduled for teachers. The assessment plan along with changing our Flex Day options to have time throughout the year.	

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 in resource aren't experiencing much grade level content
 Students' on-level grade functioning is still not where we were "pre-COVID"
 Modifications of tier 1 instruction for access points for all students.
 Students not having a clear understanding/cycle of feedback to understand where they are along the continuum of mastery
 Are teachers of the mindset to hold students to high expectations?

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	Teachers are struggling with progress monitoring Tier 2 and 3 interventions with fidelity. Tier movement is minimal despite 83%-87% of Tier 2 and Tier 3 intervention minutes being completed/logged. Cycles for MTSS team meetings and data analysis were inconsistent	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
	MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. LRE Dashboard Page
Yes	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
Partially	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.

Pillar of math and MTSS
Students receiving consistent content based instruction
Needing a shared sense of ownership and responsibility of all teachers

What is the feedback from your stakeholders?

Across the school the MTSS process was not used with fidelity. All Ts can use additional interventions training Ts also expressed that they need to know what data to use so that they can plan/target for small group instruction.

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?

New math curriculum will help with EL support and language objectives, but not in other content areas

Any curriculum is as good as the implementation

- [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	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Connecting LiM habits to skyline ELA EQs	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p>	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?





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

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


Students who have high absences need a reentry and support plan.  *[impact on most students; impact on specific student groups]* 

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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	College and Career Competency Curriculum (C4) 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).	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 	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	
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<p>What is the feedback from your stakeholders?</p> <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Work Based Learning Toolkit 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).	<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> <i>[impact on most students; impact on specific student groups]</i> 		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).			
N/A	PLT Assessment Rubric 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).			
N/A	Alumni Support Initiative One Pager 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).			
	<p>What student-centered problems have surfaced during this reflection?</p> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. <i>[problems experienced by most students; problems experienced by specific student groups]</i> 			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships 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.	LSSI, AHS, DePaul, Strong LSC, FON  Struggle becomes getting families in to the school	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</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 style="text-align: right;">Student Voice Infrastructure Rubric</p>

[SE: 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)

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

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder 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.

Communication is not always 2 ways, most teachers reach out, Tuesday Newsday is sent, often we get feedback that these things are not read.

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] 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
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.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

All iReady data is trending in a positive direction, however, 35% of gen ed students and 28% of DL students are still performing 1 or 2 grade levels below in ELA. In Math, 68% of gen ed students and 44% of DL students are performing 2 grade levels of below. IAR data had an upward trend as well, however, 11% of gen ed students and 53% of DL students did not meet the standards in ELA. In Math, 17% of gen ed students and 51% of DL students did not meet the standards.

As we completed year 2 of Skyline ELA implementation, 28% of gen ed classrooms completed all units. By the end of summer 2023, 56% of grade levels had completed the boxing protocols, standards audit and subtractive planning for all units.

As a school, 77% of gen ed classrooms administered and analyzed the data for all 3 Skyline ELA Interim Assessments. 44% of gen ed classrooms administered and analyzed the data for common math and science interim assessments. End of unit assessments were given in the classrooms, but not collaboratively analyzed for ELA, Math, Science and Social Science.

Upon analysis of our practice data utilizing Marzano's Rigor Walk Rubric, 33% of classrooms did not demonstrate having the student task aligned to the learning target (4). In 89% of the classrooms, students were not challenging and questioning each other (5c) and as well as monitoring one another's progress towards achieving the learning target (5e).

Our prioritized learning condition from Cultivate is CLASSROOM COMMUNITY: Sense of community and mutual support among classmates.

What is the feedback from your stakeholders?

Teachers are struggling with pacing of year long curriculum while holding students to a high level of expectation. DL students are not accessing grade level curriculum.

Students are not feeling as if they are in a student-centered classroom culture that cultivates an environment for all students to thrive and flourish.

Parents are wanting to ensure that their students are receiving appropriate grade-level instruction in all core content areas.

What student-centered problems have surfaced during this reflection?

Students in resource aren't experiencing much grade level content
 Students' on-level grade functioning is still not where we were "pre-COVID"
 Modifications of tier 1 instruction for access points for all students.
 Students not having a clear understanding/cycle of feedback to understand where they are along the continuum of mastery
 Are teachers of the mindset to hold students to high expectations?

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 have looked at the math data and chosen a new math curriculum. Training is scheduled for teachers.

The assessment plan along with changing our Flex Day options to have time throughout the year.

Return to Top Determine Priorities

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

Students...
 Student-Centered Problem: Students are not showing evidence of learning aligned to grade level CCSS or the appropriate taxonomy of the standard.

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

As adults in the building, we...
 Root Cause: Teachers are not consistently aligning tasks and student evidence of learning to grade level common core standards.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Gather student evidence of learning through tasks, informal and formal assessments aligned to grade level CCSS to inform instruction

then we see....

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.

Students self monitoring their progress toward the learning target and developing their voice by tracking the evidence they have produced as a result of classwork

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...
All content being aligned to grade level CCSS and relevant to students measured by an increase in "Strongly Agree" in questions 1, 4, 5e, 6 & 7 on the Rigor Walk Rubric. As well as an increase in Tier 1 students in reading from 60% to 85%, in math from 54% to 80% and a reduction of Tier 3 students in reading from 18% to 9% and in math from 20% to 10%.

[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	Dates for Progress Monitoring Check Ins
ILT	Q1 10/24/2023 Q3 3/19/2024 Q2 1/16/2024 Q4 6/4/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The Semester 1 Rigor Walk will be done during math classes to get baseline data of learning target alignment with taxonomy of student work. All classrooms will be visited either with the Network or internally. 90% of classrooms should receive Strongly Agree on numbers 1 & 4 with alignment between number 2 & 3.	N4, Admin & ILT	10/24/23	Select Status
Action Step 1	Team of 5 ILT members begins training for Marzano's Art & Science of Teaching	Marzano Team	September 11th & 12th	Completed
Action Step 2	Teacher's bring student evidence from IM math cool down, game play papers and/or workbooks to PDP that is aligned with learning target	ILT lead, all teachers participate	Q1	In Progress
Action Step 3	PDP focused on Rigor Walk Rubric, focus on language changes, highlighting #1 & #4 with learning from Marzano's training. Individual practice goals will be set by each teacher for safe practice.	Marzano Team & ILT led, all teachers participate	Q1	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	In-house Rigor Walk: math and science focused for #5 where all classrooms should receive strongly agree.	Admin/ILT	1/16/24	Select Status
Action Step 1	Analysis of common unit assessment (math or science) focusing on mastery of standard in connection with learning targets	Admin/ILT led	Q2	Select Status
Action Step 2	Marzano team provides an overview of #5 in a PD for staff and each staff member will identify a safe practice goal	Marzano Team	Q2 Flex Day	Select Status
Action Step 3	Staff will be paired with a peer to observe safe practice and offer feedback	ILT Led	Q2	Select Status
Action Step 4	Analysis of Skyline ELA interim Assessment focusing on mastery of standard in connection with learning targets	Admin/ILT	December 1st	Select Status
Action Step 5				Select Status
Implementation Milestone 3	N4 Focused Visit on Marzano's Rubric focusing on #5 where all classrooms should receive Agree or Strongly Agree on 5b&c	N4/Admin/ILT	3/19/24	Select Status
Action Step 1	Team of 5 ILT members continues training for Marzano	Marzano Team	February 21&22	Select Status
Action Step 2	Marzano team implements learning for 5b&c in PDPs. Each staff member will set a safe practice goal connected to 5b/c.	Marzano Team	Q3	Select Status
Action Step 3	Staff will be paired with a peer to observe safe practice and offer feedback on their safe practice goal for 5b/c	ILT	Q3	Select Status
Action Step 4	Analysis of common unit assessment (math or science) focusing on mastery of standard in connection with learning targets	Admin/ILT	Q3	Select Status
Action Step 5	Analysis of Skyline ELA interim Assessment focusing on mastery of standard in connection with learning targets	Admin/ILT	March 1st	Select Status
Implementation Milestone 4	Semester 2 Rigor Walk w/N4 and in-house so all classrooms are visited and 100% of classrooms receive Strongly Agree on 5b&c	N4/Admin/ILT	6/4/24	Select Status
Action Step 1	Marzano team implements learning for 5b&c in PDPs with differentiation based on safe practice goals and peer feedback.	Marzano Team	Q4	Select Status
Action Step 2	Analysis of common unit assessment (math or science) focusing on mastery of standard in connection with learning targets	Admin/ILT	Q4	Select Status
Action Step 3	Analysis of Skyline ELA interim Assessment focusing on mastery of standard in connection with learning targets	Admin/ILT	6/1/24	Select Status
Action Step 4	Team of 5 ILT members continues training for Marzano	Marzano Team	April 4th & 5th	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The Marzano team will implement learning for 5c & e (students challenge and question each other & students monitoring each other to ensure all group members achieve the learning target) as well as 6 (teachers track evidence of students meeting the lesson learning target). Internal and Network Rigor Walks will focus on Math, Science and ELA with a goal of 90% of classrooms receiving Strongly Agree with 10% of classrooms receiving Agree in all areas.
SY26 Anticipated Milestones	The Marzano team will implement learning for 7 (students self-monitor their progress toward the lesson learning target) with differentiated learning for staff members who are new or have not yet mastered previous learning. Internal and Network Rigor Walks will focus on all content areas with a goal of 90% of classrooms receiving Strongly Agree with 10% of classrooms receiving Agree in all areas.

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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
15% yearly increase in gen ed students achieving mid or above grade level & early on grade level. and 10% increase in mid or above grade level & early on grade level for DL students.	Yes <input type="checkbox"/>	iReady (Math)	Overall <input type="text"/>	32%	47%	62%	77%
			Students with an IEP <input type="text"/>	39%	49%	59%	69%
100% of classrooms will analyze Interim & common unit assessments results at vertical meetings throughout the year. Interim assessments will be for ELA and Science, common unit assessments will be for Math and Social Studies.	Yes <input type="checkbox"/>	Interim Assessment Data	Overall <input type="text"/>	77% completion of administering and analyzing ELA Skyline Interim Assessments	100% completion of administering and analyzing ELA Skyline Interim Assessments	Percentage to be adjusted once standards mastery is analyzed during SY24 to a percentage of students achieving	Adjusted based on SY24 data
			Overall <input type="text"/>	0% common unit assessments analyzed as vertical teams	100% completion of common math assessments analyzed as vertical teams	Percentage to be adjusted once standards mastery is analyzed during SY24 to a percentage of students achieving	Adjusted based on SY24 data

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: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.	100% completion of administering and analyzing ELA Skyline Interim Assessments. 100% completion of common math assessments analyzed as vertical teams. This analysis will be done in conjunction with the standards taught in ELA and math alongside informal assessments given throughout the units. Analysis will be done in grade level and vertical team meetings.	Baseline data of student mastery of grade level standards on unit and interim assessments will be established throughout SY24 to determine improvement of standard mastery in ELA and Math. This will be established vertically. Therefore, percentage mastery of a standard in SY24 for kindergarten students will be utilized to set the goal for standard mastery in 1st grade for SY25 and so on.	This goal will be set after SY24 as well for the following year, so the kindergarten students from SY24 will have a set standard mastery goal for SY26.
Select a Practice <input type="text"/>			

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Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
15% yearly increase in gen ed students achieving mid or above grade level & early on grade level. and 10% increase in mid or above grade level & early on grade level for DL students.	iReady (Math)	Overall	32%	47%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	39%	49%	Select Status	Select Status	Select Status	Select Status
100% of classrooms will analyze Interim & common unit assessments results at vertical meetings		Overall	77% completion of administering and analyzing ELA Skyline Interim Assessments	100% completion of administering and analyzing ELA Skyline Interim Assessments	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction									
Reflection	Root Cause	Implementation Plan																
throughout the year. Interim assessments will be for ELA and Science, common unit assessments will be for Math and Social Studies.			Interim Assessment Data		Overall		0% common unit assessments analyzed as vertical teams	100% completion of common math assessments analyzed as vertical teams	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>						

Practice Goals		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of classrooms will score strongly agree or agree on #1, 2, 3, &4 utilizing Marzano's Rigor Walk Rubric data.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	100% completion of administering and analyzing ELA Skyline Interim Assessments. 100% completion of common math assessments analyzed as vertical teams. This analysis will be done in conjunction with the standards taught in ELA and math alongside informal assessments given throughout the units. Analysis will be done in grade level and vertical team meetings.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Teachers are struggling with progress monitoring Tier 2 and 3 interventions with fidelity. Tier movement is minimal despite 83%-87% of Tier 2 and Tier 3 intervention minutes being completed/logged. Cycles for MTSS team meetings and data analysis were inconsistent

What is the feedback from your stakeholders?

Across the school the MTSS process was not used with fidelity. All Ts can use additional interventions training Ts also expressed that they need to know what data to use so that they can plan/target for small group instruction.

What student-centered problems have surfaced during this reflection?

Pillar of math and MTSS
Students receiving consistent content based instruction
Needing a shared sense of ownership and responsibility of all teachers

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?

New math curriculum will help with EL support and language objectives, but not in other content areas
Any curriculum is as good as the implementation

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Determine Priorities

Resources:

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

Students...
Students aren't connected to their learning outcomes
Students aren't persevering or demonstrating the confidence, knowledge and ability to speak, comprehend and write using the success criteria for tier 1 instruction. Additionally Ss aren't hitting growth targets that will allow them to advance from tier 2 to tier 1 instruction

[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...
have determined that there is a need for Instructional/MTSS coherence across grade levels .
Ts are not responding to students' needs by providing high quality interventions and supports. Ts need additional coaching/ support with implementing the MTSS process

[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...
Collaborate with students to create high yet obtainable SMART goals and create small MTSS groups based on specific skill deficits

then we see...
High levels instructional implementation of MTSS inclusive of progress monitoring across all grade levels with vertical and horizontal alignment within and across all K-8 classrooms

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.

which leads to...

Students demonstrating mastery of tier 1 content across all subjects inclusive of all sub-groups (race, gender, DL, STLS, and English learners), according to the Illinois Assessment of Readiness (IAR)
 Math: 20% yearly decrease in the number of students in groups 1 & 2 (IAR) will be in group 3 or higher by SY25-26.
 20% increase in the number of students who are eligible to enroll in Algebra
 Pass rate of 60% Algebra Exit Exam
 An increase in the number of 8th graders attending selective enrollment high schools
 Decrease in the number of tier 3 students



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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

Dates for Progress Monitoring Check Ins

Q1 10/24/2023 Q3 3/19/2024
 Q2 1/16/2024 Q4 6/4/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Design MTSS systems and structures for 100% implementation of teachers working towards the goal of increasing student growth	Admin		Completed
Action Step 1	Recruit diverse members for the MTSS	Admin	Q1	Completed
Action Step 2	Train MTSS team to use the Problem Solving Process and train teachers to use Branching Minds	Admin/MTSS team	Q1	In Progress
Action Step 3	Build capacity of MTSS team members to utilize the results of the Root Survey to identify school strengths and areas of improvement for existing systems and infrastructure	Admin	On going	In Progress
Action Step 4	Teachers will interpret/analyze- BOY iReady, Star360 reading and math data during grade level meetings to identify grade levels and classroom trends to address in small group instruction	MTSS team	Q1	Completed
Action Step 5	Create school-wide small group expectations - that include components, data collection and frequency expected			Completed
Implementation Milestone 2	100 % of teachers will implement small groups as part of their daily instruction for reading and math	Teachers	Q2	Select Status
Action Step 1	100% of teacher trained in the inventions for MTSS (Freckle and I-Ready)	MTSS team/ Outside trainers	Q2	Select Status
Action Step 2	Teachers will interpret/analyze- MOY iReady, Star360 reading and math data during grade level meetings to identify grade levels and classroom trends to address in small group instruction	Teachers/MTSS team/Admin	Q2	Select Status
Action Step 3	Review analyze and share information from data cycles with all stakeholder	MTSS team	Q2	Select Status
Action Step 4	Support teachers small group instruction through collaborative planning during grade level meetings	Admin/MTSS team	Q2	Select Status
Action Step 5	Review analyze and share information from data cycles with all stakeholder			Select Status
Implementation Milestone 3	Teachers will utilize branching minds to group students and track progress with fidelity	Teachers/ instructional coaches/admin	Q3	Select Status
Action Step 1	Monitor the use of Branching minds	MTSS team	Q3	In Progress
Action Step 2	Triangulate a minimum of 3 data sources to determine tiering	Admin	Q3	In Progress
Action Step 3	Monitor the implementation of the MTSS cycles	MTSS team / During PDP	Q3	Not Started
Action Step 4	Analyze progress monitoring data	All	Q3	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Analyze, reflect and plan for MTSS roll-out plan for SY 24-25	MTSS/ ILT	Q4	Select Status
Action Step 1	Use EOY data to evaluate effectiveness of tier2 and 3 instruction	ILT	Q4	Select Status
Action Step 2	Analyze tier 2 practices horizontally and vertically	ILT	Q4	Select Status
Action Step 3	Recalibrate MTSS/ procedures	MTSS/ILT	Q4	Select Status
Action Step 4	Prepare for new MTSS student groups using END-OF-YEAR screener	All	Q4	Select Status
Action Step 5	Meets DEVELOPED components for high quality, well-documented student support and support plan on MTSS Continuum	MTSS/ILT	Q4	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 75% of Ts using multiple data points and differentiating instruction while providing just in time supports 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 75% of student support plans implemented with fidelity. Maintain developed status for the Systems and Infrastructure section of the MTSS Continuum. Achieve Fully Operational status for Teaming & Meeting Quality structures.

SY26 Anticipated Milestones
 100% of Ts using multiple data points and differentiating instruction while providing just in time supports, maintain OPERATIONAL components of high quality, well-documented students support and support plans in Branching Minds Platform 100% of student support plans implemented with fidelity Become FULLY OPERATIONAL on the Primary Instruction and Core Curriculum for Academics and Behavior section of the MTSS Continuum

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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

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
20% yearly reduction in the number of Ss classified as tier 1 and 2 on the math IAR	No	IAR (Math)	Overall	64%	52%	42%	34%
			Select Group or Overall				
Reduce the number of Ss receiving Tier 2/3 documented interventions	Yes	MTSS Academic Tier Movement	Overall	80	72		
			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. 🍌

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.	The MTSS Leadership Team rates as "Developed" or higher in the Teaming & Meeting Quality, Systems and Infrastructure section and High quality well-documented student support and the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Fully operational " in most components as measured by the MTSS Continuum.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing and progress monitoring tier 2 interventions plans in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
Select a Practice			

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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
20% yearly reduction in the number of Ss classified as tier 1 and 2 on the math IAR	IAR (Math)	Overall	64%	52%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce the number of Ss receiving Tier 2/3 documented interventions	MTSS Academic Tier Movement	Overall	80	72	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.	The MTSS Leadership Team rates as "Developed" or higher in the Teaming & Meeting Quality, Systems and Infrastructure section and High quality well-documented student support and the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing and progress monitoring tier 2 interventions plans in the Branching Minds platform	Select Status	Select Status	Select Status	Select Status

[Reflection](#) [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)
[Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Select a Practice

Select Status

Select Status

Select Status

Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our PAC in SY23 began engaging the parents in the process of inquiry based learning in math, science and health to better understand how their students are being taught now that is different from how they were taught when in school. We want to continue this process through math, science and health standards as a way to support the parents in understanding supporting their students in productive struggle in the areas that connects with Newberry's Math & Science Magnet identity. 

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