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
Jerryelyn Jones	Other - AIC	jljones3@cps.edu
Davontee Sabbs	Curriculum & Instruction Lead	dcsabbs@cps.edu
Reagan Booker	Partnerships & Engagement Lead	rnbooker@cps.edu
Judy Hollander	Inclusive & Supportive Learning Lead	jahollander@cps.edu
Toshia Minor	Postsecondary Lead	tcminor7@cps.edu
Rosie Thornton	Inclusive & Supportive Learning Lead	rthorton@cps.edu
Theresa Cross	Teacher Leader	tlharding@cps.edu
Lekesha Coleman	Principal	llwilliams6@cps.edu
Lupce Grezlovski	Connectedness & Wellbeing Lead	lpgrezlovski@cps.edu
	Select Role	
	Select Role	
	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	7/13/23	8/10/23
Reflection: Curriculum & Instruction (Instructional Core)	8/8/23	8/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/8/23	8/12/23
Reflection: Connectedness & Wellbeing	8/8/23	8/12/23
Reflection: Postsecondary Success	8/8/23	8/12/23
Reflection: Partnerships & Engagement	8/8/23	8/12/23
Priorities	8/8/23	8/12/23
Root Cause	8/8/23	8/12/23
Theory of Acton	8/12/23	8/15/23
Implementation Plans	8/12/23	8/15/23
Goals	8/12/23	8/15/23
Fund Compliance	8/12/23	8/15/23
Parent & Family Plan	8/12/23	8/15/23
Approval	9/14/23	9/14/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/19/2024
Quarter 4	6/7/2024

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	This year through our Rigor Walks we realized we needed to shift our Tier 1 curriculum for math and reading to a high quality curriculum. Our walks showed that students were spending time working on tasks and activities that did not align to their grade level standards for a majority of their instructional block. There is also a need to continue to adopt and implement acceleration based practices. For SY24 we are adopting Skyline for ELA K-5 and Math K-8. We are also opting into the PreK Skyline supplemental materials to ensure our youngest learners have access to high quality supplemental materials. This will be a heavy lift for the teachers and the change management will create a great opportunity for the ILT to help show the path forward. i-Ready data shows that throughout the last year each grade level K-2 was trending upwards, however, growth in phonics was limited compared to the other strands. i-Ready Math data shows that throughout the year each grade level was trending upwards, however, growth in numbers & operations was limited. In each content area the growth in first grade was limited, when compared to Kindergarten and second grade performance.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Teachers believe at Oglesby there is evidence of Ambitious Instruction. The 5 Essentials data shows teachers believe English instruction, Academic Press, and Math Instruction are very strong. They also believe that quality discussion is weak. Teachers also feel the academic personalism and peer support for academic work are high. The ILT team members understood the need to shift to a high quality curriculum and had opportunities to research different high quality curricular resources.	
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
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?** We are adopting Skyline for the upcoming school year to ensure all teachers in all grades have access to high quality curriuclum and access to professional learning to support them throughout the year.. We anticipate one obstacle will be the transition of school leadership as we prepare for the school year and learning a new person's expectations for our classrooms and instruction. We look forward to learning more about Co Labs, ILT Institutes, Practice Summits, and the professional learning offered to DL, PreK, Montessori, and other areas.	

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 need access to grade level curriculum that is culturally relevant to them
-Students need engaging academic experiences that help accelerate learning
-Students need access to Tier 2 and 3 interventions for academics and SEL

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	We began using Branching Minds as a way to support our MTSS work mid year for some of our intervention groups. We are learning to identify resources and progress monitoring assessments to support our Tier 2 and Tier 3 groups. There is a great opportunity to work with families throughout the Problem Solving Process to help ensure students and families feel supported. We have another great opportunity to create, implement and progress monitoring academic intervention plans consistently through Branching Minds so that we can	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	see students move across the tiers. Most students receive instruction in their LRE, however some DL teachers express concerns about students being placed in full-time resource settings because students have limited access to same grade peers. We have had difficulty staffing our Case Manager position since January 2023 and look forward to getting back on track with IEP development and implementation through the upcoming school year.	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	**What is the feedback from your stakeholders?** On the 5Essentials survey Teacher/Student Trust is at a neutral level which shows an area of opportunity. Students also indicated a poor sense of safety at school.	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Training teachers on Skyline ELA and Math. Ongoing training for Skyline Social Science and Math. Training will continue to be necessary for BranchingMinds and MTSS as well as the Tier 2 and 3 programs.	
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.

-DL students need current IEPs that reflect their LRE to the greatest extent possibel
-EL students need access to curriculum that includes scaffolds and supports for EL students that are grounded in the WIDA can do statements
-Students need access to the full suite of MTSS supports through the PSP, regular interventions, and progress monitoring throughout the year
--Intervention progress with students are not being shown on intervention plan
--Tier 2 and 3 interventions are not consistently engaged with.
--Students are not receiving interventions that are logged into Branching Minds.

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	On the Spring 2023 Cultivate Survey the top 3 prioritized learning conditions are: feedback for growth, classroom community, and supportive teaching. The school is organizing to have a BHT in place for the upcoming school year and to begin MTSS supports earlier than last year.	% 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.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students 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.		**What is the feedback from your stakeholders?** Teachers noted an extremely low level of school commitment and collective responsibility on the 5Essentials survey. Students noted feeling unsafe at scohol on the 5Essentials survey.	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.

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 need additional feedback for learning
-Students need additional support with fostering a classroom community
-Students need additonal support for trauma they've experienced
-Students need to feel seen, known and cared for while at school
-Students need access to OST programming that includes academic and enrichment opportunities

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?

There are additional SEL opportunities built into the Skyline curriculum that will help students engage in SEL practices through their Tier 1 curriculum
The master schedule was redesigned to include a daily opportunity for SEL lessons.

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	There are additional opportunities for students to engage in planning for C4 instruction. Students have some exposure through Success Bound, however, the opportunities are limited. Structures fo supporting the completion of postsecondary ILPs are not in place consistently. Work Based Learning activities are not planned throughout the year to allow students to explore clareers and/or make use of the WBL Toolkit.	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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?**	3 - 8 On Track
			Throughout the past year the number of students on track declined. All students applied to HS through GoCps and students had varying levels of access to SuccessBound.	Learn, Plan, Succeed
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).			% of KPIs Completed (12th Grade)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		College Enrollment and Persistence Rate
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?**	9th and 10th Grade On Track
			No related improvement efforts are in progress at this time. All students would benefit from these programs.	Cultivate (Relevance to the Future)
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		Freshmen Connection Programs Offered (School Level Data)

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

-Lack of opportunity to engage in WBL
-Lack of opportunity to create ILPS
-Greater time and attention is needed for Success Bound to be implemented as designed

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	Some teachers work diligently to incorporate family and community into their classrooms. Some teachers partner with the community as they work toward the school's goals. We have additional opportunities to partner with community mmebers. School does not yet have a functioning LSC, PTA, or other parent organization. When invited parents and community members are eager to support the Oglesby community On the 5 Essentials survey Involved Families is the lowest domain and has declined over the last several years.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

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)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?** Parent influence on decision making in schools, teacher-parent trust, and parent involvement in school are all rated as Weak on the 5Essnetials survey. The school does not yet have a functioning LSC or other parent 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.

-Limited opportunities for parents to engage with the teachers and through school events
-Students and parents feel disconnected from the learning environment.
-Parents and Teacher Relationships affects how the student identity is felt in the classroom.

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 related improvement efforts are in progress.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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?

This year through our Rigor Walks we realized we needed to shift our Tier 1 curriculum for math and reading to a high quality curriculum. Our walks showed that students were spending time working on tasks and activities that did not align to their grade level standards for a majority of their instructional block. There is also a need to continue to adopt and implement acceleration based practices.
For SY24 we are adopting Skyline for ELA K-5 and Math K-8. We are also opting into the PreK Skyline supplemental materials to ensure our youngest learners have access to high quality supplemental materials. This will be a heavy lift for the teachers and the change management will create a great opportunity for the ILT to help show the path forward.
i-Ready data shows that throughout the last year each grade level K-2 was trending upwards, however, growth in phonics was limited compared to the other strands. i-Ready Math data shows that throughout the year each grade level was trending upwards, however, growth in numbers & operations was limited. In each content area the growth in first grade was limited, when compared to Kindergarten and second grade performance.

What is the feedback from your stakeholders?

Teachers believe at Oglesby there is evidence of Ambitious Instruction. The 5 Essentials data shows teachers believe English instruction, Academic Press, and Math Instruction are very strong. They also believe that quality discussion is weak. Teachers also feel the academic personalism and peer support for academic work are high.

The ILT team members understood the need to shift to a high quality curriculum and had opportunities to research different high quality curricular resources.

What student-centered problems have surfaced during this reflection?

-Students need access to grade level curriculum that is culturally relevant to them
-Students need engaging academic experiences that help accelerate learning
-Students need access to Tier 2 and 3 interventions for academics and SEL

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

We are adopting Skyline for the upcoming school year to ensure all teachers in all grades have access to high quality curriculum and access to professional learning to support them throughout the year.. We anticipate one obstacle will be the transition of school leadership as we prepare for the school year and learning a new person's expectations for our classrooms and instruction. We look forward to learning more about Co Labs, ILT Institutes, Practice Summits, and the professional learning offered to DL, PreK, Montessori, and other areas.

Return to Top   **Determine Priorities**

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

Students...

Students need access to a high quality tier 1 curriculum for all subject areas

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

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

As adults in the building, we...

were not implementing a high quality curriculum for reading or math.

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....

support teachers through implementation of high quality curricular resources in all content areas and for all grades, implement rigorous grade level standards aligned tasks, and plan and internalize lessons to support effective delivery

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.

then we see....

students who are engaged in grade level learning

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...

more students achieving grade level proficiency and engaging in critical thinking, writing, creative endeavors, and collaborating

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Return to Top | **Implementation Plan**

Resources: 🚀

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✎

ILT Team, Lead Coach

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	100% of teachers utilize the chosen high quality curricular resource	Teachers, ILT, Lead Coach	12/1/2023	In Progress
Action Step 1	All teachers complete Skyline Badges.	Teachers, ILT	10/1/2023	Select Status
Action Step 2	All teachers attend professional development (Savvas, Skyline, Creative Curriculum)	Teachers	(CPS & Network 11 professional learning deadlines)	Select Status
Action Step 3	Admin and Lead Coach provide feedback on lesson annotations to ensure use of the core curriculum during GLTs, weekly	Admin & Lead Coach	November 2023	Select Status
Action Step 4	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT	March 1, 2024	Select Status
Action Step 5	Tier 2 and Tier 3 teachers identified, assigned supports for curriculum implementation	ILT, Lead Coach	October ILT Meeting	Select Status
Implementation Milestone 2	100% of teachers trained to annotate Unit Plans and/or lesson TFGs using school criteria.	ILT, Teachers, Lead Coach	June 6, 2024	Select Status
Action Step 1	Ensure all teachers are annotating plans for Standard/Learning Target, Activies and Assignments, Assessments, Routines and Procedures through the first 3 weeks of school	ILT, Teachers, Lead Coach	September 8, 2023	Select Status
Action Step 2	Annotate lesson plans for DL/EL students to ensure access to GL instruction for all students	ILT, Teachers, Lead Coach	September 30, 2023	Select Status
Action Step 3	Engage teachers with Co Labs for Year 1 of Skyline Implementation for Reading and Math	ILT, Lead Coach	By June 1, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers utilize curriculum embedded assessments as designed	Admin, ILT, Teachers, Lead Coach	June 1, 2024	Select Status
Action Step 1	Create annual comprehensive school assessment calendar	Admin, ILT	September 1, 2023	Select Status
Action Step 2	Train teachers on Checkpoint to ensure assessments are administered digitally	ILT, Lead Coach, Teachers	By November 1, 2023	Select Status
Action Step 3	Utilize Data Analysis Protocol after each Interim and Unit Assessment	ILT, Lead Coach, Teachers	Ongoing / By June 1, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Utilize Grade Level Team meetings to align DOK levels and grade level standards/task alignment; Align digital platform usage to Tier 1 curricular resources Conduct LSI Rigor Walks to determine quality of implementation and alignment betweens standards and tasks	✎

SY26 Anticipated Milestones	Continue LSI Rigor Walks to progress monitor implementation of curricular resources	✎

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
Increase the number of students meeting or exceeding standards in ELA as assessed by the IAR	Yes	IAR (English)	Overall	8			
			Select Group or Overall				
Increase the number of students early/on grade level in ELA as assessed by i-Ready in K-2	Yes	iReady (Reading)	Overall	41			
			Select Group or Overall				

(Numerical Targets [Optional] ✎)

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will implement a new high quality curricular resource for ELA and Math.	Teachers will work toward quality implementation of Skyline ELA and Math, including aligned Tier 2 and Tier 3 supports that accelerate learning.	Teachers will align all instructional decision making with the instructional core and in alignment with Skyline curricular pacing and outcomes.
C&I:2 Students experience grade-level, standards-aligned instruction.	Rigor walks will show evidence of 50% of students having access to grade-level, standards-aligned instruction in ELA & Math.	Rigor walks will show evidence of 75% of students having access to grade-level, standards-aligned instruction in ELA & Math.	Rigor walks will show evidence of 90+% of students having access to grade-level, standards-aligned instruction in ELA and Math.
Select a Practice			

Return to Top   SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students meeting or exceeding standards in ELA as assessed by the IAR	IAR (English)	Overall	8		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

| Increase the number of students early/on grade level in ELA as assessed by i-Ready in K-2 | iReady (Reading) | Overall | 41 | | 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
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.	Teachers will implement a new high quality curricular resource for ELA and Math.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Rigor walks will show evidence of 50% of students having access to grade-level, standards-aligned instruction in ELA & Math.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	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?

We began using Branching Minds as a way to support our MTSS work mid year for some of our intervention groups. We are learning to identify resources and progress monitoring assessments to support our Tier 2 and Tier 3 groups. There is a great opportunity to work with families throughout the Problem Solving Process to help ensure students and families feel supported. We have another great opportunity to create, implement and progress monitoring academic intervention plans consistently through Branching Minds so that we can see students move across the tiers.
Most students receive instruction in their LRE, however some DL teachers express concerns about students being placed in full-time resource settings because students have limited access to same grade peers. We have had difficulty staffing our Case Manager position since January 2023 and look forward to getting back on track with IEP development and implementation through the upcoming school year.

What is the feedback from your stakeholders?

On the 5Essentials survey Teacher/Student Trust is at a neutral level which shows an area of opportunity. Students also indicated a poor sense of safety at school.

What student-centered problems have surfaced during this reflection?

-DL students need current IEPs that reflect their LRE to the greatest extent possibel
-EL students need access to curriculum that includes scaffolds and supports for EL students that are grounded in the WIDA can do statements
-Students need access to the full suite of MTSS supports through the PSP, regular interventions, and progress monitoring throughout the year
--Intervention progress with students are not being shown on intervention plan
--Tier 2 and 3 interventions are not consistently engaged with.
--Students are not receiving interventions that are logged into Branching Minds.

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?

Training teachers on Skyline ELA and Math. Ongoing training for Skyline Social Science and Math.
Training will continue to be necessary for BranchingMinds and MTSS as well as the Tier 2 and 3 programs.

Return to Top
Determine Priorities

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

Students...

are not receiving interventions consistently that help move them toward grade level proficiency.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

are not yet consistently identifying studnets based on data and planning for Tier 2 and Tier 3 interventions for students who have demonstrated need for academics and/or SEL.

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....

provide access to Tier 2 and Tier 3 interventions for academics and SEL

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 =>

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....

more students achieving mastery of grade level standards and fewer students achieving below grade level ✎

which leads to...

a decrease in the number of students who need Tier 2 and tier 3 interventions. ✎

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✎

MTSS Lead, Interventionist, and Lead Coach

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✎	Who ✎	By When ✎	Progress Monitoring
Implementation Milestone 1	100% of teachers and tutors are trained on Branching Minds	Teachers	10/1/2023	Select Status
Action Step 1	Ensure all teachers have had access to Branching Minds Training and successfully completed the training	Teachers	10/1/2023	Select Status
Action Step 2	Provide follow up sessions for teachers who need additional support	Teachers	Ongoing	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	MTSS Lead, Interventionist, MTSS Team, Teachers	By June 1 2024	Select Status
Action Step 1	Develop and implement plans for interventions within Branching Minds	MTSS Team	October 26, 2023	Select Status
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Team	October 26, 2023	Select Status
Action Step 3	Plans are being updated and shared with stakeholders	MTSS Team, Teachers	October 26, 2023	Select Status
Action Step 4	Provide PD on entering interventions and plans into Branchign Minds	MTSS Lead, Interventionist	September 22, 2023	Select Status
Action Step 5	Identify school priority list of academic interventions	MTSS Lead, Interventionist,	September 22, 2023	Select Status
Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	Interventionist	June 1, 2024	Select Status
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team	November 1, 2023	Select Status
Action Step 2	Once a month review Branching Minds data during GLT	ILT Team, MTSS Lead, Interventionist	By November 1, 2023	Select Status
Action Step 3	Share Branching Minds data during weekly staff newsletter	MTSS Lead, Interventionist	Weekly by June 6, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	50% of teachers are utilizing Branching Minds with consistency for academic and SEL interventions	✎

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	✎

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
Increase the % of students receiving tier 2/3 interventions who are meeting targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	15			
			Select Group or Overall				
Increase in subscores for the 5Es: Supportive Environment	Yes	5E: Supportive Environment	Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✎

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
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.	School team will achieve Foundational rating on MTSS Continuum on 5/7 domains.	School team will achieve DEVELOPED on all domains of the MTSS comtinuum.	School team will achieve Fully Operational on the MTSS continuum for 6/7 domains.
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.	50% of teachers are utilizing Branching Minds platform to create, implement and progress monitor academic intervention plans.	75% of teachers are utilizing Branching Minds platform to create, implement and progress monitor academic intervention plans.	90+% of teachers are utilizing Branching Minds platform to create, implement and progress monitor academic intervention plans.
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
Increase the % of students receiving tier 2/3 interventions who are meeting targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall	15		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase in subscores for the 5Es:	5E: Supportive	Overall			Select Status	Select Status	Select Status	Select Status

Supportive Environment | Environment

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

Inclusive & Supportive Learning Environment

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.	School team will achieve Foundational rating on MTSS Continuum on 5/7 domains.	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.	50% of teachers are utilizing Branching Minds platform to create, implement and progress monitor academic intervention plans.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Select Foundation

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

Determine Priorities

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

Students...

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Select Foundation

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....

✎

which leads to...

✎

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.

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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

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✎	**Who** ✎	**By When** ✎	**Progress Monitoring**
Implementation Milestone 1			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✎
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]	✎

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to
Reflection	Root Cause	Implementation Plan		Monitoring	pull over your Reflections here =>

Select Foundation

Goal Setting

Return to Top

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:
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-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
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				

Numerical Targets [Optional] ✎

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
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
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Select Foundation

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Funds will be used for the following goals: increase parents' knowledge of curriculum, their student's performance and intervention information, improve communication between students receiving interventions and interventionists, create processes for ongoing parent collaboration and involvement.

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