

## CIWP Team & Schedules

Resources 

### 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 
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Katherine Steward	Select Role	ksteward4@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	7/18/23	7/18/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/18/23
Reflection: Connectedness & Wellbeing	7/18/23	7/11/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/18/23	7/18/23
Root Cause	7/27/23	7/27/23
Theory of Action	7/27/23	7/27/23
Implementation Plans	7/27/23	7/27/23
Goals	7/27/23	7/27/23
Fund Compliance	8/3/23	8/3/23
Parent & Family Plan	8/10/23	8/10/23
Approval	8/31/23	8/31/23

## 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	10/17/2023
Quarter 2	12/12/2023
Quarter 3	3/19/2024
Quarter 4	5/28/2024

**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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Reading - boys progressing faster than girls  
 Math - girls progressing faster than boys  
 Students are growing at slower rates (less than a year)  
 Students are growing but not attaining on IAR  
 I-Ready - stronger in reading than in math

**What is the feedback from your stakeholders?**

More checkpoint assessments  
 Differentiation and scaffolding in lessons and assessments  
 Student-centered learning   
 Focus on timing- Time tasks in classroom  
 Embed critical thinking into each standard  
 Test-taking strategies (reference sheet, typing responses, etc.)  
 Set up classroom environments to feel natural to testing environment (assessments on computers, timing assessments, utilize tech tools, etc.)

**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?**

Distributed leadership plan   
 Test-taking strategies, teachers utilizing rubrics to prepare for testing  
 Teaching/learning cycle in place, just not consistent  
 Science instruction may have helped to increase reading scores

- [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](#)

**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.

Most students are receiving grade-level instruction, but many teachers are not differentiating their instruction to meet the specific needs of students in order to actually access grade-level curriculum (including differentiated assessments).   
 Student identity, choice, and community building is an area of growth.  
 Students not prepared for assessments, not receiving consistent feedback from teachers, etc.

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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	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

Consistent implementation of Branching Minds (inclusive of DL teachers)   
 Understanding interventions (how to implement, what to implement, how/when to progress monitor)  
 What is happening at the teacher table?  
 Understanding the difference between small groups and intervention  
 What's happening during stations?  
 Gen ed teachers need to understand DL accommodations/modifications, goals, etc.  
 Referral process & review plan

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
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.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

**What is the feedback from your stakeholders?**

Focus on DL schedules, IEPs, accommodations, etc  
DL teachers provide/monitor interventions  
DL teachers need to utilize branching minds  
Training for ELLs

**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?**

Branching Minds interventions/progress monitoring  
I-Ready interventions

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

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

Students are receiving inconsistent intervention and small group instruction. Students interventions are not consistently being placed into branching minds which makes progress monitoring difficult to track  
DL students are not consistently receiving more IEP goal content than grade level content  
Students are receiving varying level of accommodations and modifications

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

**What are the takeaways after the review of metrics?**

Teachers not completing Suite360 and Second Step  
Students/families do not always take advantage of enrichment and after school programs, teachers/vendors are not always available for enrichment

**What is the feedback from your stakeholders?**

Meeting times have been a barrier in the past  
Training around how to implement SEL within the class time  
Have a clearly defined referral process for academic or behavior support  
Include the teachers in the attendance plan for chronic absenteeism  
Teachers need to be more proactive with calling families when it comes to absenteeism and communication  
Universal plan of make up instruction  
Consistent MONITORING of programs

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

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>	
Safety issues Students don't live in the neighborhood Parent contact info not updated Students don't usually stay or are unable to stay for after school programs Diverse learners need SECAs to participate in after school programs Schedule changes			Safety/attendance plans Counselors & SEL team completing second step, Naviance Culture & Climate implementing Suite360		

[Return to Top](#) **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	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	SEL team, counselors, etc. implementing Naviance	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Yes	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
Yes	<a href="#">Work Based Learning Toolkit</a>  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).	<b>What is the feedback from your stakeholders?</b> Career fair at O'Keeffe How do we get our students ready (starting in 5th grade) for classes like Algebra, high school, etc.	<a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).		
N/A	<a href="#">Alumni Support Initiative One Pager</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).		

<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Checking grades weekly Understanding GPA, grades, etc. High school fair, college tours (BAM) Struggle to transition from middle school to high school Class time work vs. homework		Counselors, SEL team, counselor intern implementing Naviance tasks, etc.	

Many students don't have support with homework at home

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## 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.	<a href="#">Spectrum of Inclusive Partnerships</a>	Foster relationships within parent and teachers to lessen division (Start them EARLY) 	<a href="#">Cultivate</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>  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)
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).	<a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> Being consistent with parent communication and maintaining a collaborative approach 	Formal and informal family and community feedback received locally. (School Level Data)
	<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.  Teacher parent teaming up on student. Negative parental contact. 		<b>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?</b>  We have a Parent Advisory Council that has met inconsistently in the past. We also ask that teachers communicate with parents the first week of school as well as monthly. We additionally send out monthly communication to all parents. Our attendance team also is in daily communication with students who are not in attendance. 	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Reading - boys progressing faster than girls  
 Math - girls progressing faster than boys  
 Students are growing at slower rates (less than a year)  
 Students are growing but not attaining on IAR  
 I-Ready - stronger in reading than in math

What is the feedback from your stakeholders?

More checkpoint assessments  
 Differentiation and scaffolding in lessons and assessments  
 Student-centered learning  
 Focus on timing- Time tasks in classroom  
 Embed critical thinking into each standard  
 Test-taking strategies (reference sheet, typing responses, etc.)  
 Set up classroom environments to feel natural to testing environment (assessments on computers, timing assessments, utilize tech tools, etc.)

What student-centered problems have surfaced during this reflection?

Most students are receiving grade-level instruction, but many teachers are not differentiating their instruction to meet the specific needs of students in order to actually access grade-level curriculum (including differentiated assessments). Student identity, choice, and community building is an area of growth. Students not prepared for assessments, not receiving consistent feedback from teachers, etc.

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?

Distributed leadership plan  
 Test-taking strategies, teachers utilizing rubrics to prepare for testing  
 Teaching/learning cycle in place, just not consistent  
 Science instruction may have helped to increase reading scores

Return to Top Determine Priorities

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

**Students...**  
 Students are not completely engaged and are not able to access standards based topics or curriculum. This is evident by attainment scores through assessments and student engagement results from cultivate survey.

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...**  
 Not planning with appropriate scaffolds that meet students' needs that include engagement strategies and high expectations.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

**If we....**  
 plan and differentiate, high quality, standards-based tier 1 instruction based on students' instructional and behavioral data


Resources:

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

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

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

then we see....


personalized learning, teacher facilitated engagement strategies, and scaffolding of rigorous tasks that requires written expression 

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

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

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

which leads to...

an increase in instructional time on task, increased student engagement and critical thinking on daily standards-based classwork in order to reach higher attainment scores on grade level tasks and standardized assessments. 

[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/ Climate & Culture Team


**Dates for Progress Monitoring Check Ins**


Q1 10/17/2023

Q3 3/19/2024

Q2 12/12/2023

Q4 5/28/2024

**SY24 Implementation Milestones & Action Steps** 

**Who** 

**By When** 

**Progress Monitoring**

<b>Implementation Milestone 1</b>	100% of staff members utilizing schoolwide BMC, PBIS, and SEL initiatives in order to reduce the loss of instructional time	Knight & Lee	SY25	<a href="#">Select Status</a>
<b>Action Step 1</b>	Staff implements BMC plan including routines, signature strategies, and consequence systems determined by grade-bands in all classrooms, common spaces, hallways, etc.	All Staff	Zero Week	<a href="#">Select Status</a>
<b>Action Step 2</b>	Teachers consistently utilize the referral google form and track journals in Aspen with student behavior, parent contact, etc.	All Staff	Ongoing	<a href="#">Select Status</a>
<b>Action Step 3</b>	Culture and Climate team shares discipline tracker weekly with teachers/staff and conducts C&C walks in classrooms, hallways, during transitions, etc.	Knight & Lee Leadership Team	Ongoing	<a href="#">Select Status</a>
<b>Action Step 4</b>	Plan and monitor timing of instruction		Ongoing	<a href="#">Select Status</a>
<b>Action Step 5</b>	Implement PBIS & SEL instruction with fidelity	All Staff	Ongoing	<a href="#">Select Status</a>
<b>Implementation Milestone 2</b>	Obtain 80% of attainment per standard on formative and summative assessments	ILT	SY25	<a href="#">Select Status</a>
<b>Action Step 1</b>	Perform daily/weekly formative assessments in order to track and monitor student data, using Checkpoint, exit tickets, whole group tracking, etc. and utilize it to make informed instructional decisions.	Teachers	Ongoing	<a href="#">Select Status</a>
<b>Action Step 2</b>	Teachers receive PL around small groups/intervention components in order to implement effective instruction for small groups	Leadership Team	Ongoing	<a href="#">Select Status</a>
<b>Action Step 3</b>	Teachers utilize cohenrence maps to meet students where they are to provide differentiaton and scaffolding for all students to access grade level standards	ILT, Coaches, Teachers	Ongoing	<a href="#">Select Status</a>
<b>Action Step 4</b>	Backwards map from interim assesments to create a scope and sequence that prioritizes standards assessed and lesson objectives.	ILT, Coaches, Teachers	Ongoing	<a href="#">Select Status</a>
<b>Action Step 5</b>	Analyze interim data to ensure 80% of students are mastering standards taught.	ILT, Coaches, Teachers		<a href="#">Select Status</a>
<b>Implementation Milestone 3</b>	100% of teachers show evidence of instructional strategies based on instructional core rubric	Leadership Team		<a href="#">Select Status</a>
<b>Action Step 1</b>	Train teachers on the different components of the rubric - answer questions, provide appropriate good examples	ILT	Ongoing	<a href="#">Select Status</a>
<b>Action Step 2</b>	Modeling of Components - Schedule and allow teachers time to observe a class	ILT	Ongoing	<a href="#">Select Status</a>
<b>Action Step 3</b>	Coach teachers through out the school year on the walk through tool	Coaches/ ILT	Ongoing	<a href="#">Select Status</a>
<b>Action Step 4</b>	Conduct weekly walks and provide feedback on the walk-through within 24 hours - formal and informal	Leadership Team/ ILT	Ongoing	<a href="#">Select Status</a>
<b>Action Step 5</b>	Analysis of the rubric data - determining trends, next steps and PLC around the data	Leadership Team/ ILT	Ongoing	<a href="#">Select Status</a>
<b>Implementation Milestone 4</b>				<a href="#">Select Status</a>
<b>Action Step 1</b>				<a href="#">Select Status</a>
<b>Action Step 2</b>				<a href="#">Select Status</a>
<b>Action Step 3</b>				<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 100% of staff members utilizing schoolwide BMC in order to reduce the loss of instructional time by 50%  
 Obtain 70% of attainment per standard on formative and summative assessments  
 100% of teachers show evidence of instructional strategies based on instructional core rubric

**SY26 Anticipated Milestones**  
 100% of staff members utilizing schoolwide BMC in order to reduce the loss of instructional time by 75%  
 Obtain 80% of attainment per standard on formative and summative assessments  
 100% of teachers show evidence of instructional strategies based on instructional core rubric

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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
Students in 3rd-8th will reach 4/5 score on IAR.	No	IAR (Math)	Overall	4%	15%	20%	25%
			Select Group or Overall				
Students in K-2 will reach mid or above grade level score on iReady.	Yes	iReady (Reading)	Overall	39%	50%	60%	70%
			Select Group or Overall				

**Practice Goals**

**Identify the Foundations Practice(s) most aligned to your practice goals.**

**Specify your practice goal and identify how you will measure progress towards this goal.**

	SY24	SY25	SY26
<i>C&amp;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.</i>	The leadership team will coach teachers around the teaching and learning cycle to ensure that teachers are using data to plan for scaffolding, small groups, and tier 1 instruction. This will be measured by assessment data analysis conducted within coaching and content cluster meetings.	While continuing their work from SY24, teachers will additionally be empowered to analyze in the moment assessments as well as formal assessments in order to provide in the moment scaffolding for students to access and master grade level standards. This will be measured by classroom walk through tools and analysis of teacher's trackers.	In conjunction with the goals of SY24 and SY25, in SY26, teachers will focus on students analyzing their own data to decide next steps in their personalized learning. This will be analyzed through personalized learning progress monitoring.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will implement a BMC plan which includes signature strategies, engagement strategies, SEL, and PBIS in order to ensure students are actively engaged in critical thinking strategies. This will be measured by classroom walk through tools.	While continuing the BMC systems in place for SY24, in SY25, teachers will include more restorative practices and rely more heavily on PBIS in order to engage in more healing practices. This will be measured by referral frequency as well as classroom walk through tool.	In SY26, our goals would be that students will carry out many of the PBIS, SEL, and restorative practice initiatives. We will have peer leaders that will focus on school wide implementation. This will be measured by peer and self referrals and data collection.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will use coherence maps, scope and sequence, and professional learning to make informed instructional decisions around district wide curriculum. We will progress monitor through lesson plan analysis templates and walk through data.	While continuing their work around progress monitoring, in SY25, teachers will begin to make small group plans based on groups of students instructionally needs. As a group, they will be in charge of their instructional goals as well as their own progress monitoring. This will be measured through classroom observations, planning analysis templates, as well as personalized learning analysis.	In SY26, students will begin their individual personalized learning based on their individual data. Students will be empowered to create their own goals, create quarterly plans for success, as well as progress monitor their progress. This will be measured by a personalized learning analysis for each student.



[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
Students in 3rd-8th will reach 4/5 score on IAR.	IAR (Math)	Overall	4%	15%	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<i>Select Group or Overall</i>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
Students in K-2 will reach mid or above grade level score on iReady.	iReady (Reading)	Overall	39%	50%	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<i>Select Group or Overall</i>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	The leadership team will coach teachers around the teaching and learning cycle to ensure that teachers are using data to plan for scaffolding, small groups, and tier 1 instruction. This will be measured by assessment data analysis conducted within coaching and content cluster meetings.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will implement a BMC plan which includes signature strategies, engagement strategies, SEL, and PBIS in order to ensure students are actively engaged in critical thinking strategies. This will be measured by classroom walk through tools.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will use coherence maps, scope and sequence, and professional learning to make informed instructional decisions around district wide curriculum. We will progress monitor through lesson plan analysis templates and walk through data.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

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.
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.
No	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?

Consistent implementation of Branching Minds (inclusive of DL teachers)  
 Understanding interventions (how to implement, what to implement, how/when to progress monitor)  
 What is happening at the teacher table?  
 Understanding the difference between small groups and intervention  
 What's happening during stations?  
 Gen ed teachers need to understand DL accommodations/modifications, goals, etc.  
 Referral process & review plan

What is the feedback from your stakeholders?

Focus on DL schedules, IEPs, accommodations, etc  
 DL teachers provide/monitor interventions  
 DL teachers need to utilize branching minds  
 Training for ELLs

What student-centered problems have surfaced during this reflection?

Students are receiving inconsistent intervention and small group instruction.  
 Students interventions are not consistently being placed into branching minds which makes progress monitoring difficult to track  
 DL students are not consistently receiving more IEP goal content than grade level content  
 Students are receiving varying level of accommodations and modifications

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?

Branching Minds interventions/progress monitoring  
 I-Ready interventions

Return to Top Determine Priorities

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

Students...  
 students are not consistently receiving targeted interventions and scaffolded instruction based on their individualized needs.

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...  
 have varying understanding and experience in providing differentiated instruction that meets students instructional levels and provides instructional supports for students to reach mastery.

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....  
 personalize instruction at all MTSS tiers based on individual student's instructional needs to access and master grade level content

Resources: [Indicators of a Quality CIWP: Theory of Action](#)  
 Theory of Action is grounded in research or evidence based practices.

## Inclusive & Supportive Learning Environment

then we see....  
 teachers creating personalized learner plans based on student data and surveys that guide the planning and implementation of instructional strategies at each tier. Tier 1 instruction will include the necessary scaffolds, accommodations and modifications for all students, including diverse learners. Tier 2 and Tier 3 instruction will use research based interventions, along clear data cycles that are progress monitored through Branching Minds. All staff members will be supported for all tiers by the Case Manager and MTSS lead.

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...  
 student tier movement towards Tier 1 on standardized assessment as well as increased attainment for grade level standards.

### 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/ Case Manager

**Dates for Progress Monitoring Check Ins**  
 Q1 10/17/2023 Q3 3/19/2024  
 Q2 12/12/2023 Q4 5/28/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of teachers/staff are implementing individualized Tier 1 instructional strategies that provide access to grade-level curriculum for all students	Case Manager	SY25	Select Status
<b>Action Step 1</b>	All staff members (Gen ed teachers, DL teachers, and SECAs) receive PL around planning and implementing individualized Tier 1 instruction which includes accommodations, modifications, and scaffolding	Case Manager	Zero Week	Select Status
<b>Action Step 2</b>	Staff members co-plan and co-teach to ensure individualized instruction is provided for each student	Coaches	August SY24	Select Status
<b>Action Step 3</b>	Case manager & team will observe and coach all staff members around providing individualized Tier 1 instruction	Case Manager	September SY24	Select Status
<b>Action Step 4</b>	Staff members will utilize progress monitoring to ensure IEP goals are being met	Case Manager	August SY24	Select Status
<b>Action Step 5</b>	Tier 1 instructional plans include necessary accommodations, modifications and scaffolds needed for each class	Coaches	September SY24	Select Status
<b>Implementation Milestone 2</b>	100% of Tier 2 and 3 students receive academic interventions to assist them in accessing grade level content	MTSS Lead	SY25	Select Status
<b>Action Step 1</b>	Staff members receive professional learning around small group and intervention expectations, progress monitoring, and intervention platforms.	MTSS Lead	Zero Week	Select Status
<b>Action Step 2</b>	Staff members plan and implement daily and weekly tier 2 and 3 interventions	MTSS Lead	October SY24	Select Status
<b>Action Step 3</b>	Staff members track and input progress monitoring every 6 lessons	MTSS Lead	October SY24	Select Status
<b>Action Step 4</b>	MTSS lead coaches staff members around planning, implementation, progress monitoring, and data analysis	MTSS Lead	October SY24	Select Status
<b>Action Step 5</b>	MTSS team analyzes intervention data to create next steps for tier	MTSS Lead	November SY24	Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status


### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
 All staff members will be calibrated in implementing MTSS interventions at all tiers and providing accommodations and modifications for all students in all tiers. The MTSS team and DL team will be well established and meet regularly to analyze school wide data to ensure these practices are effective. All staff members receive coaching to improve practices for all Tier 2/Tier 3 and DL students receiving interventions.




**SY26 Anticipated Milestones** We will continue these practices, however, will then include analyzing interventions for efficacy and to determine next steps for choosing interventions that meet the needs of our students. 

[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

**Performance Goals**

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Increase the percents of students receiving Tier 2 and Tier 3 interventions to meet their goal targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall		30%	50%	75%
			Select Group or Overall				
From BOY to EOY, the % of students with an IEP will show a positive benchmark movement	Yes	STAR (Reading)	Students with an IEP	7.60%	15%	25%	35%
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
I&S:3 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.	All teachers will calibrate and be coached around accommodating, modifying and scaffolding instruction based on their individual student needs within the inclusion and resource settings. Teachers will also calibrate around writing IEPs to ensure that they are written to ensure that students are placed in the most accurate LRE based on their strengths and growth areas.	In SY25, all teachers will confidently implement scaffolded, modified and accommodated Tier 1-3 instruction based on student data. This will assist in accurately identifying the LRE that best supports students with disabilities. This will be measured by data analysis of assessments, classroom walk throughs, and IEP analysis.	In SY26, students will facilitate their own personalized learning by creating goals and learning paths. Teachers will help facilitate this by providing frameworks and guidance around various scaffolds and accommodations based on their own learning needs. This will be measured by analyzing personalized learning plans and progress monitoring data.
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 Case Manager and MTSS lead will create and lead a team to calibrate the team on MTSS efforts throughout the school. This team will be responsible for the development of all staff members to create, monitor, and implement intervention plans based on school wide data. This team will also analyze MTSS data to ensure that the chosen interventions are effective in students reaching their goals. This team will also conduct walks and give feedback to staff members on specific instructional practices when giving an intervention to ensure that students are receiving the most quality interventions to reach their goals.	In SY25, all teachers will create intervention plans for all students in Tiers 1-3. Small group plans will be created for groups of students to create goals, plans, and progress monitoring their own learning. This will be measured by classroom walks, analyzing intervention plans, and small group plans and progress monitoring.	In SY26, students will create their own interventions by analyze their own data, create a learning path, and progress monitoring along the way. Teachers will facilitate this by creating guides and rubrics for students to follow. This will be measured by classroom walkthrough tools as well as analyzing personalized plans and progress monitoring data.
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 percents of students receiving Tier 2 and Tier 3 interventions to meet their goal targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall		30%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
From BOY to EOY, the % of students with an IEP will show a positive benchmark movement	STAR (Reading)	Students with an IEP	7.60%	15%	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:3 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.	All teachers will calibrate and be coached around accomodating, modifying and scaffolding instruction based on their individual student needs within the inclusion and resource settings. Teachers will also calibrate around writing IEPs to ensure that they are written to ensure that students are placed in the most accurate LRE based on their strengths and growth areas.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The Case Manager and MTSS lead will create and lead a team to calibrate the team on MTSS efforts throughout the school. This team will be responsible for the development of all staff members to create, monitor, and implement intervention plans based on school wide data. This team will also analyze MTSS data to ensure that the chosen interventions are effective in students reaching their goals. This team will also conduct walks and give feedback to staff members on specific instructional practices when giving an intervention to ensure that students are receiving the most quality interventons to reach their goals.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



## Parent and Family Plan

If Checked:



### 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:



### 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.

O'Keeffe's parent engagement priority will focus on supporting parents around interpreting student data (STAR360, IREADY, Interim assessments, SEL, Attendance). We will provide parents access to multiple data points along side research based strategies to support their child at home. This directly aligns to Priority #2.



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