

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
Tim Riff	Principal	triff@cps.edu
Daniel Micallef	AP	dmmicallef@cps.edu
Michelle Reynolds	Teacher Leader	mereynolds1@cps.edu
Sarah Becker	Teacher Leader	sebecker@cps.edu
Nicole Sullivan	Teacher Leader	nkoniuszkyk@cps.edu
James Cummings	Teacher Leader	jcummings1@cps.edu
Cara Howerter	Teacher Leader	cmdowding@cps.edu
RJ Zarate	Teacher Leader	rszarate@cps.edu
Jannely Avila	Paraprofessional	jneris1@cps.edu
Diana Esposito	Teacher Leader	dresposito@cps.edu
Bridget Kelly	LSC Member	bockelly14@yahoo.com
Dani Shurman	LSC Member	dani.schurman@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/1/23	7/27/23
Reflection: Curriculum & Instruction (Instructional Core)	3/1/23	8/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/1/23	8/11/23
Reflection: Connectedness & Wellbeing	3/1/23	8/11/23
Reflection: Postsecondary Success	3/1/23	8/11/23
Reflection: Partnerships & Engagement	3/1/23	8/11/23
Priorities	3/1/23	8/28/23
Root Cause	3/1/23	8/28/23
Theory of Acton	3/1/23	8/28/23
Implementation Plans	8/14/23	8/28/23
Goals	8/14/23	8/28/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/28/23	8/28/23
Approval	8/28/23	8/28/23

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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	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
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We are in the process of implementing culturally responsive materials in all classrooms. There is an opportunity for better alignment of curriculum. This process, and all instruction, will benefit from teachers collaborating, aligning instruction and giving each other feedback.

What is the feedback from your stakeholders?

Alignment of our reading instruction is an important and highly impactful strategy for improvement. Expectations and academic language vary from classroom to classroom causing potential confusion and misunderstanding.

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

We have assembled a team of teachers to choose a new reading curriculum and approach, leveraging both internal expertise and external consultants and experts. This is a work in progress, but we expect the impact to be significant. Implementing a high quality, research based reading program will include efforts to give all students what they need. We are currently creating protocols for peer observation and more frequent and effective vertical planning.

- [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.

There are opportunities for us to better align our English Language Arts instruction. There are high quality, research based materials and practices happening in all classrooms, but there is a lack of continuity of materials and approach. Teachers would benefit from increased collaboration opportunities including peer observations and more time for cross team planning.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

We have many systems in place, but we still need more teachers to be ESL endorsed, and we have struggled to staff Special Education positions.

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

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

We have received positive feedback in this regard, but we have room to grow to be more culturally responsive in our texts and teaching. 🍌

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?

Our systems and processes are successful to identify areas of need and the proper interventions. We continue to work on scheduling of interventions and proper progress monitoring. 🍌

- [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.

We have a robust system for MTSS and we utilize all available resources to support student intervention. We are mindful and intentional with our scheduling to place students in accordance with the law and what is best for them including, Least Restrictive Environment and placing English Learners with teachers who have the ESL endorsement. We are still working to employ Language objectives and culturally responsive texts and teaching in every classroom. 🍌

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

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

What are the takeaways after the review of metrics?

Our students would benefit from increased support and explicit culture building activities to improve our school culture and how students interact with one another. 🍌

What is the feedback from your stakeholders?

Internal survey data, 5 Essentials, and Cultivate survey all indicated a need for students to feel safer from teasing and harassment. 🍌

- 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](#)

Yes Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

[Student Voice Infrastructure](#)

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

What student-centered problems have surfaced during this reflection?

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

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

We have a variety of teams and approaches to address social emotional health and wellbeing, but students report that there is a significant amount of teasing and unkind behavior that occurs. Students reported that they do not feel that their peers are supportive of them in class. 🍌

We have monthly SEL themes and lessons, targeted social groups, and the BHT and Climate and Culture Team attend to social emotional wellbeing and determine interventions and strategies with students in need. 🍌

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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)
Partially	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
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
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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
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

Between 35% - 40% of our students earn acceptance at CPS Selective Enrollment and IB schools. Many of our families choose private school, and students make choices in advance of the 8th grade year, so this undermines motivation in participating fully in the high school admission process. 🍌

What is the feedback from your stakeholders?

Parents and students would benefit from more and earlier information about high school admission. There is an opportunity for us to better prepare students through real life experiences and examination of 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?

We work with students, beginning in seventh grade, to prepare them for the high school admission process. Through a series of in class activities, school visits, high school fairs, and informational meetings, we prepare students and families to make the most informed decision possible. 🍌

[Graduation Rate](#)

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

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

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.

We are still working to create more opportunities for real life experiences and fulsome creation of individual learning plans. 🍌

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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
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Our parents are supportive of our efforts, and we are always looking for ways to leverage our relationship for the benefit of the students and the school. Based on survey feedback, we have made the school more accessible to parents this year. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents would like more opportunities to be involved with the school, and students would appreciate increased voice in our efforts. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>We work proactively to build community, and we communicate regularly and frequently to keep parents informed. We offer several opportunities for parents to volunteer and be involved with the school. 🍌</p>		<p>We created a Family Engagement Committee, and we are working with all staff members to create communication plans and opportunities to meaningful engage our parents. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We are in the process of implementing culturally responsive materials in all classrooms. There is an opportunity for better alignment of curriculum. This process, and all instruction, will benefit from teachers collaborating, aligning instruction and giving each other feedback.

What is the feedback from your stakeholders?

Alignment of our reading instruction is an important and highly impactful strategy for improvement. Expectations and academic language vary from classroom to classroom causing potential confusion and misunderstanding.

What student-centered problems have surfaced during this reflection?

There are opportunities for us to better align our English Language Arts instruction. There are high quality, research based materials and practices happening in all classrooms, but there is a lack of continuity of materials and approach. Teachers would benefit from increased collaboration opportunities including peer observations and more time for cross team planning.

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

We have assembled a team of teachers to choose a new reading curriculum and approach, leveraging both internal expertise and external consultants and experts. This is a work in progress, but we expect the impact to be significant. Implementing a high quality, research based reading program will include efforts to give all students what they need. We are currently creating protocols for peer observation and more frequent and effective vertical planning.

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Determine Priorities

Resources: 

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

Students... will benefit from a vertically aligned and consistent curriculum and approach in all grades.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we... have a culture of independence and autonomy, which has resulted in teachers not having enough opportunities to collaborate and openly work with each other to hone their craft.



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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we... create opportunities for teachers to collaborate, observe each other, and plan for instruction across grade level and content area teams



Resources: 

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

then we see....

teachers learning from the diverse teaching practices of their peers, providing feedback to each other as well as frequently planning and assessing student progress

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...
 Improved and aligned instruction in all classrooms, giving students the consistency and support needed to build on their success year over year.

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Resources:

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

Team/Individual Responsible for Implementation Plan
 OPS ILT

Dates for Progress Monitoring Check Ins
 Q1 10/27/2023 Q3 4/1/2024
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers have completed one peer observation.	ILT	10/27/23	In Progress
Action Step 1	Communicate expectations in team meetings	Administration	10/27/23	In Progress
Action Step 2	Create scheduling Google Form	Administration	10/27/23	Not Started
Action Step 3	Debrief in team meetings	Teachers	10/27/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	All teachers have completed a peer observation and completed a debrief discussion.	Teachers	12/22/2023	In Progress
Action Step 1	Create standardized feedback protocols and form	ILT	12/22/2023	Not Started
Action Step 2	Debrief in team meetings	Administration	12/22/2023	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	All teachers are able to articulate a shift in practice based on a peer observation.	Teachers	4/1/2024	Not Started
Action Step 1	Conduct individual and team reflections	Administration	4/1/2024	Not Started
Action Step 2	Gather feedback on the process and make adjustments, as needed	ILT	4/1/2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers schedule their own peer observations and debriefs.	Teachers	6/7/2024	Not Started
Action Step 1	Conduct individual and team reflections	Administration	6/7/2024	Not Started
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
 All teachers will participate in peer observations across grade levels and content areas. Teachers will actively seek opportunities to engage each other in vertical planning and alignment of instructional practices.

SY26 Anticipated Milestones
 Teachers will lead the Professional Development Committee and create systems and structures to support peer observation and collaboration within and across teams.

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Indicators of a Quality CIWP: Goal Setting

Resources: [IL-EMPOWER Goal Requirements](#)

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.

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
Teachers' responses will indicate a Strong or Very Strong performance level on the Collaborative Teachers portion of the 5Essentials survey.	Yes	5E Collaborative Teachers	Overall	Collaborative Teachers - 72	Organized	Well Organized	Well Organized
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			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. 📌

Identified Practices	SY24	SY25	SY26
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 work in teams to schedule per observations., with the goal of every teacher completing at least one observation and being observed at least once during the first quarter. Teachers will then engage in professional learning about feedback and continue to conduct observations with a standardized feedback form. By the end of the year, teachers will schedule and conduct their own observations, based on interest or a collective goal.	All teachers will participate in peer observations across grade levels and content areas. Teachers will actively seek opportunities to engage each other in vertical planning and alignment of instructional practices.	Teachers will lead the Professional Development Committee and create systems and structures to support peer observation and collaboration within and across teams.
Select a Practice			
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
Teachers' responses will indicate a Strong or Very Strong performance level on the Collaborative Teachers portion of the 5Essentials survey.	5E Collaborative Teachers	Overall	Collaborative Teachers - 72	Organized	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
		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

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

Curriculum & Instruction

<p>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.</p>	<p>Teachers will work in teams to schedule per observations., with the goal of every teacher completing at least one observation and being observed at least once during the first quarter. Teachers will then engage in professional learning about feedback and continue to conduct observations with a standardized feedback form. By the end of the year. teachers will schedule and conduct their own observations, based on interest or a collective goal.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our students would benefit from increased support and explicit culture building activities to improve our school culture and how students interact with one another.

What is the feedback from your stakeholders?

Internal survey data, 5 Essentials, and Cultivate survey all indicated a need for students to feel safer from teasing and harassment.

What student-centered problems have surfaced during this reflection?

We have a variety of teams and approaches to address social emotional health and wellbeing, but students report that there is a significant amount of teasing and unkind behavior that occurs. Students reported that they do not feel that their peers are supportive of them in class.

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

We have monthly SEL themes and lessons, targeted social groups, and the BHT and Climate and Culture Team attend to social emotional wellbeing and determine interventions and strategies with students in need.

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Determine Priorities

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

Students...
do not always feel supported by their peers and are sometimes subject to teasing and harassment from them.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...
Intentionally build school community and conduct interventions, but we have not yet been successful in building our culture to combat the pervasive negative behavior.



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

Resources:

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...
increase and improve our school wide social emotional learning program, are more responsive to students in need through more thorough assessment and collaborative problem solving



[Indicators of a Quality CIWP: Theory of Action](#)

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

Resources:

then we see....
 engaged and empowered students taking ownership of our school community and culture, establishing norms and holding each other accountable

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...
 a school culture of kindness and stewardship in which all community members feel safe to be themselves and

[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
 OPS ILT

Dates for Progress Monitoring Check Ins
 Q1 10/27/2023 Q3 4/1/2024
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Recruit a representative group of teachers and staff members for the Climate and Culture Committee.	Administration	10/27/23	Select Status
Action Step 1	Offer coverage for meeting times	Administration	10/27/23	Completed
Action Step 2	Publicize team meeting agendas and minutes	Administration	10/27/23	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	All staff align on behavior expectations and communication of the expectations.	Teachers	12/22/2023	Select Status
Action Step 1	Present ideas for feedback at all staff meeting	Climate and Culture Comm	12/22/2023	Not Started
Action Step 2	Create signage	Climate and Culture Comm	12/22/2023	Not Started
Action Step 3	Teachers present to students in classrooms	Teachers	12/22/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	All students are able to articulate behavior expectations.	Teachers	4/1/2024	Select Status
Action Step 1	Talk to students in the hallways about expectations	Teachers	4/1/2024	Not Started
Action Step 2	Reinforce expectations during Social Emotional Learning Lessons	Teachers	4/1/2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Students monitor themselves and enforce the behavior expectations.	Teachers	6/7/2024	Select Status
Action Step 1	Train Student Leadership Team to train middle school students	Climate and Culture Comm	6/7/2024	Not Started
Action Step 2	Reinforce expectations during Social Emotional Learning Lessons	Teachers	6/7/2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 The Climate and Culture Committee will identify school wide expectations and all students will be able to articulate them and monitor their own behavior and enforce the expectations with each other.

SY26 Anticipated Milestones
 Students will participate in the Climate and Culture Committee in order to identify goals and interventions to ensure that all students treat each other with respect.

[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
Students' responses will indicate a Strong or Very Strong performance level on the Supportive Environment portion of the 5Essentials survey.	Yes	5E: Supportive Environment	Overall	Neutral - 52	Organized	Well Organized	Well Organized
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	Recruit a representative group of teachers and staff members for the Climate and Culture Team., which will create school wide behavior expectations and communicate them through signage and alignment of language among all staff members.	The Climate and Culture Team will ensure that all students are able to articulate school wide expectations, monitor their own behavior and enforce the expectations with each other. Students will reinforce the expectations through the morning announcements, weekly behavior raffle, and during all classes.	The Climate and Culture Committee will recruit student members in order to identify goals and interventions to ensure that all students treat each other with respect.
Select a Practice			
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
Students' responses will indicate a Strong or Very Strong performance level on the Supportive Environment portion of the 5Essentials survey.	5E: Supportive Environment	Overall	Neutral - 52	Organized	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
		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
<p>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.</p>	<p>Recruit a representative group of teachers and staff members for the Climate and Culture Team., which will create school wide behavior expectations and communicate them through signage and alignment of language among all staff members.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We are in the process of implementing culturally responsive materials in all classrooms. There is an opportunity for better alignment of curriculum. This process, and all instruction, will benefit from teachers collaborating, aligning instruction and giving each other feedback.

What is the feedback from your stakeholders?

Alignment of our reading instruction is an important and highly impactful strategy for improvement. Expectations and academic language vary from classroom to classroom causing potential confusion and misunderstanding.

What student-centered problems have surfaced during this reflection?

There are opportunities for us to better align our English Language Arts instruction. There are high quality, research based materials and practices happening in all classrooms, but there is a lack of continuity of materials and approach. Teachers would benefit from increased collaboration opportunities including peer observations and more time for cross team planning.

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

We have assembled a team of teachers to choose a new reading curriculum and approach, leveraging both internal expertise and external consultants and experts. This is a work in progress, but we expect the impact to be significant. Implementing a high quality, research based reading program will include efforts to give all students what they need. We are currently creating protocols for peer observation and more frequent and effective vertical planning.

Return to Top Determine Priorities

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

Students...
will benefit from a more aligned and consistent curriculum and approach in literacy from grades K-8.

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 a culture of independence and autonomy, which has resulted in a variety of curricula and approaches to literacy instruction.

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....
implement a unified research-based literacy curriculum and instructional approach in all grades

Resources:

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

then we see....
consistent literacy curriculum and instructional approach in all classrooms



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...
improved student mastery of literacy standards and skills for all students.



[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.
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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

OPS ILT

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 4/1/2024
Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Form a representative committee to examine curricula.	ILT	10/27/23	Select Status
Action Step 1	Work with consultant and reading professor to set expectations	ILT	10/27/23	In Progress
Action Step 2	Create a representative team of staff members	ILT	10/27/23	In Progress
Action Step 3	Order and review samples	ILT	10/27/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implement sample lessons from a small group of curricula.	Curriculum Committee	12/22/2023	Select Status
Action Step 1	Committee recommends 2-3 potential curricula	Curriculum Committee	12/22/2023	Not Started
Action Step 2	Committee members share with teams and teams try the lessons	Curriculum Committee	12/22/2023	Not Started
Action Step 3	Team debriefs, followed by committee debrief	Curriculum Committee	12/22/2023	Not Started
Action Step 4				Not Started
Action Step 5				Select Status
Implementation Milestone 3	Determine which curriculum is the best fit.	Curriculum Committee	4/1/2024	Select Status
Action Step 1	Committee makes recommendation	Curriculum Committee	4/1/2024	Not Started
Action Step 2	Present chosen curriculum at all staff meeting	Curriculum Committee	4/1/2024	Not Started
Action Step 3	Distribute samples and materials for review	Curriculum Committee	4/1/2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Implement a limited number of lessons and practices in the 4th quarter.	Teachers	6/7/2024	Select Status
Action Step 1	Schedule professional development	Administration	6/7/2024	Not Started
Action Step 2	Teachers incorporate lessons into current instruction	Teachers	6/7/2024	Not Started
Action Step 3	Team debriefs and reflections	Administration	6/7/2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
We will fully implement a new reading curriculum and approach in grades K-5.

SY26 Anticipated Milestones
We will fully implement a new reading curriculum and approach in all grades.

[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).
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 -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
66% of students Meet or Exceed Expectations on the Reading section of the Illinois Assessment of Readiness.	Yes	IAR (English)	Overall	53.1	60	62	66
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	Form a team of teachers and staff members who will examine curricula and implement sample lessons and approaches. The team will determine the best fit curriculum and complete a partial implementation in grades K-3 by the end of the year.	We will fully implement a new reading curriculum and approach in grades K-5. All teachers will receive training prior to and throughout the school year to support implementation. Teachers will examine and assess implementation once per month in team meetings and engage in vertical planning during district professional development days.	We will fully implement a new reading curriculum and approach in all grades. All teachers will receive training prior to and throughout the school year to support implementation. Teachers will examine and assess implementation once per month in team meetings and engage in vertical planning during district professional development days.
Select a Practice			
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
					Select Status	Select Status	Select Status	Select Status
66% of students Meet or Exceed Expectations on the Reading section of the Illinois Assessment of Readiness.	IAR (English)	Overall	53.1	60	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

Curriculum & Instruction

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.	Form a team of teachers and staff members who will examine curricula and implement sample lessons and approaches. The team will determine the best fit curriculum and complete a partial implementation in grades K-3 by the end of the year.	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:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed



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

