

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Kathy Carter	Principal	kbflagg@cps.edu
Mary Thomas	AP	mkillian@cps.edu
Keisha Watts	MTSS Interventionist	ktwatts-odom@cps.edu
Ruevina Watson	Connectedness & Wellbeing Lead	rking21@cps.edu
Charyl Tate	School Engagement Coordinator	ctate-houst@cps.edu
Janet Brown	Teacher Leader	jmprater-son@cps.edu
Sonja Hammond	Parent	sonjahammond62@yahoo.com
Ellis Perry	Teacher Leader	eperry@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/21/23	6/22/23
Reflection: Curriculum & Instruction (Instructional Core)	8/2/23	8/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/2/23	8/2/23
Reflection: Connectedness & Wellbeing	8/2/23	9/9/23
Reflection: Postsecondary Success	8/2/23	9/9/23
Reflection: Partnerships & Engagement	8/2/23	9/9/23
Priorities	8/2/23	8/2/23
Root Cause	8/2/23	8/2/23
Theory of Action	8/2/23	8/2/23
Implementation Plans	8/2/23	8/2/23
Goals	8/2/23	8/2/23
Fund Compliance	8/2/23	8/15/23
Parent & Family Plan	8/2/23	9/9/23
Approval	8/15/23	9/12/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	2/9/24
Quarter 4	6/10/24

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.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
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
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

While teachers have access, it is our endeavor to become masters of the featured curriculum series, Skyline. All core subjects will utilize the Skyline platform to ensure all students have access to this research-proven curriculum with hopes of achieving mastery as stipulated by the Common Core Standards. Teachers are registering to attend high-level professional development to ensure readiness to teach the curriculum with full fidelity. As evidenced by past instructional walks, students have been exposed, but may not have always experienced the full experience of standards-aligned instruction as presented in Skyline. Park Manor is in year two of implementation. We expect teaching and learning mastery to continuously improve.

What is the feedback from your stakeholders?

Per feedback from BoY Cultivate student data, students would like to feel that they have more of a 'voice' when it comes to their learning experiences. While Park Manor has been intentional in building the capacity of students to participate actively in committees that allow their voices to be heard, more work can be done to leverage this. For example, student leaders have expressed interest in joining the Local School Council! Teachers have leaned into the power of Distributed Leadership and its ability to operate as a structured vertical team. Leadership opportunities have allowed teachers to take ownership of peer-coaching and collaborative planning. Allowing multiple sources of data to tell the story of students has been essential to supporting students both academically and social emotionally. Park Manor's assessment plan engages students in benchmark assessments, interims assessments, instructional weekly assessments as well as district wide assessments. Data analysis cycles have included triangulation to help sharpen student growth areas for a stronger, more aligned intervention plan for students. Park Manor teachers understand the urgency of ensuring every student access to their grade level content, so we meet them where there are, fill the gaps and drive supports until the student achieves their grade level standards.

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?

The MTSS (Multi-Tiered-Systems of Support) support system has been key in ensuring every student receives the support uniquely designed for them. Park Manor follows the District-aligned assessment timeline to ensure evidence-based assessment practices are what is needed to tell the story of a student's academic needs. It is important to implement progress monitoring cycles, which includes assessments, to measure if academic supports are effective. The platform used to ensure all students are receiving appropriate support is Branching Minds. The Park Manor-appointed Interventionist is in place to ensure interventions are in place and implemented with fidelity.

- [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.

Student-centered problems that might surface during this reflection are as follows:
 *Equity - It is important to ensure all students have equal access to resources and opportunities for feedback and expression of needs to access their learning opportunities.
 *Individualized Learning Opportunities - the learning modalities and styles of students weren't always assessable. We are certain that one-size-fit-all is not what is best for our students.

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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.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

When taking intentional time to reflect, important steps have already been taken to ensure that students have the opportunity to feel supported in their learning environment. Some survey data reveals there is room for improvement. This means allowing students to have an active voice in their learning experiences. This is encouraged even on the Danielson Framework (Distinguished).

- 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.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

When engaging with parents and reviewing some of the most recent data, parents have expressed being very pleased with student-voice committee work and the learning experiences of their students thus far. Teachers have plans to ensure frequent communication is made with parents and invitations to participate to add more meaning to the learning experiences.

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?

The team understands the urgency of including families intentionally in order to boost success rates for all students. With this focus being actively activated and leveraged, teaching and learning will remain at the forefront. This will strengthen the voices of parents who wouldn't normally feel welcomed to visit Park Manor ES and feel empowered to participate in learning experiences that create powerful partnerships with parents.

[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.

Student-centered problems that should be considered is the ability to ensure all students are feeling supported both academically and social-emotionally. It is possible that students know how to elevate their voice, but are many times overlooked due to accessibility or simply not feeling they will be heard/acknowledged. In addition, data to support this possible growth-area is easily measured by surveying students and providing a wrap-around to ensure students receive necessary customized supports.

Return to [Top](#) Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Park Manor's SEL Support Staff (School Counselor and Dean) have been key drivers of the BHT Team. There are bi-weekly meetings that allows the team to review data, problem-solve on discuss students who require a team-approach to help meet their needs. To assist with this work, intentionally selected staff members have been key is assisting with Tier II pull support structures such as check in:check out as organized by the BHT Team. Students have consistently responded positively as indicated by their data as measured by entries in the behavioral tracker and Aspen data. During data triangulation cycles, it is noted that student attendance data improves when students are paired with a trusted adult who holds them accountable every day (as evidenced by Dashboard Data).	% 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
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? As evidenced by survey data, parents trust staff members to provide a safe and nurturing learning environment for students. Teachers have expressed willingness to support student engagement activities, even if beyond the school day. When surveyed, parents are beyond grateful for students to have opportunities for exposure that helps to shape their character while enriching their educational opportunities.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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>Students are not often feeling included; they feel they should be provided with safe spaces to express freely without being penalized by the adults in the building. In addition, students have openly expressed the desire to show their personal style without restrictive uniform requirements. This is all related to them feeling disconnected to their learning environment. 🍌</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>Related improvement thus far is to allow students the opportunity to ponder inclusion on Park Manor's Local School Council. This invitation to students who have already expressed interest will certainly shift students' beliefs that staff members absolutely value the voice of students. 🍌</p>	

[Student Voice Infrastructure](#)

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

[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	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>Despite the various platform changes, the team has been flexible in communicating goals and milestones with students. Park Manor's Counselor has helped to build the capacity of the team by communicating important updates from the PLC. Forward planning includes ensuring ample time is dedicated during sessions with students so they also understand the urgency of planning their paths beyond Park Manor. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>		<p>9th and 10th Grade On Track</p>
N/A	<p>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).</p>		<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>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).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>	<p>What is the feedback from your stakeholders?</p> <p>Feedback has been communicating deep gratitude for assisting students with prioritizing their career goals. Park Manor is elated to have the opportunity to nurture students' ability to stay ahead of the plan by offering Algebra for a 2nd year. Students view this opportunity as a privilege, and parents welcome the challenge for their students. 🍌</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>Not all students are operating with a Growth Mindset while leveraging their identity and authority to gain access to all that is offered. While this area has not been identified as a priority, it will still be important to promote self-advocacy so that students understand the impact of their collective voice. 🍌</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>Park Manor is looking forward to pursuing teaching staff who is fully certified to offer advanced courses in-house so that more students have access and opportunity. It is also urgent to continue to nurture a dialogue with parents so they are fully aware of how advantageous it is for students to pursue and master advanced curriculum during their Middle School years and how this provides options for HS choices! 🍌</p>	

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>Takeaways include acknowledging that this is truly a growth-area for Park Manor. It is the endeavor to maximize key moves with Connectedness and Well-being to positively affect Partnership & Engagement. We are starting by allowing parents to be warmly greeted with an open-door policy; something that has not been the norm in years past. In addition, prompting the F&E Committee to host events with an intentional goal of boosting parent presence; this includes a robust parent room. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<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>Spectrum of Inclusive Partnerships</p> <p>Reimagining With Community Toolkit</p> <p>Student Voice Infrastructure Rubric</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 is the feedback from your stakeholders?</p>	
<p>It is evident that without partnership and engagement, students are the ones who suffer. Properly vetted and student-centered partnerships are key levers in ensuring that students and families have a balanced support system that helps to ensure all students are successful and have access to a variety of needs. 🍌</p> <p>Also, when Park Manor is thoughtful about how to support parents, students receive wrap-around supports between home and school that prepares all for success. This reflection has highlighted the fact that students will be provided with more resources and supports as Park Manor works in alignment with the goals ahead.</p>		<p>So far, informal feedback has been welcomed as it has been encouraging. Parents have complimented the school environment and climate of Park Manor thus far. Parents are anxious to get involved and have been supportive. There have been some subtle improvements to the campus as far as branding; students have shared how nice everything looks. Most importantly, a student has expressed interest in joining Park Manor's Local School Council. This speaks volumes about students' thirst for student representation as Park Manor works to rebuild and thrive as a productive learning environment. 🍌</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>Currently, Park Manor is working to intentionally provide spaces and opportunities to leverage student voices. This includes nurturing matched partnerships to ensure this is done with fidelity. In addition, Park Manor is searching for talent to join the team who is well trained with Restorative Justice practices. This strategy is grounded in ways to provide multiple opportunities for voice-equity and peer-to-peer accountability. This is the foundation to building the capacity of students, families and staff members. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

While teachers have access, it is our endeavor to become masters of the featured curriculum series, Skyline. All core subjects will utilize the Skyline platform to ensure all students have access to this research-proven curriculum with hopes of achieving mastery as stipulated by the Common Core Standards. Teachers are registering to attend high-level professional development to ensure readiness to teach the curriculum with full fidelity. As evidenced by past instructional walks, students have been exposed, but may not have always experienced the full experience of standards-aligned instruction as presented in Skyline. Park Manor is in year two of implementation. We expect teaching and learning mastery to continuously improve.

What is the feedback from your stakeholders?

Per feedback from BoY Cultivate student data, students would like to feel that they have more of a 'voice' when it comes to their learning experiences. While Park Manor has been intentional in building the capacity of students to participate actively in committees that allow their voices to be heard, more work can be done to leverage this. For example, student leaders have expressed interest in joining the Local School Council! Teachers have leaned into the power of Distributed Leadership and its ability to operate as a structured vertical team. Leadership opportunities have allowed teachers to take ownership of peer-coaching and collaborative planning. Allowing multiple sources of data to tell the story of students has been essential to supporting students both academically and social emotionally. Park Manor's assessment plan engages students in benchmark assessments, interims assessments, instructional weekly assessments as well as district wide assessments. Data analysis cycles have included triangulation to help sharpen student growth areas for a stronger, more aligned intervention plan for students. Park Manor teachers understand the urgency of ensuring every student access to their grade level content, so we meet them where there are, fill the gaps and drive supports until the student achieves their grade level standards.

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The MTSS (Multi-Tiered-Systems of Support) support system has been key in ensuring every student receives the support uniquely designed for them. Park Manor follows the District-aligned assessment timeline to ensure evidence-based assessment practices are what is needed to tell the story of a student's academic needs. It is important to implement progress monitoring cycles, which includes assessments, to measure if academic supports are effective. The platform used to ensure all students are receiving appropriate support is Branching Minds. The Park Manor-appointed Interventionist is in place to ensure interventions are in place and implemented with fidelity.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Skyline instruction is requiring additional time to achieve mastery so that students have full access to a research-proven and high quality curriculum paired with instructional practices that maximizes learning.



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?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

As adults in the building, we fully access District level training to ensure students are set up for success during and after instruction. Improvement for this Priority will be evidenced by results from cycled Learning Walks that are measured by objectives defined by Network 12 and the District.



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...

as instructional leaders utilize all levels of professional development for Skyline in all content areas and work to become experts in curriculum facilitation; this includes schoolwide



Resources:

Indicators of a Quality CIWP: Theory of Action

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

professional opportunities and District-level professional development opportunities

then we see....

teachers who are utilizing instructional practices that represents the full scope of the Skyline Curriculum which includes strong core instruction with fidelity, assessment data to drive instructional decisions and instructional adjustments to ensure every students' needs are met.

which leads to...

all students having access to high-quality instruction that yields data indicating Park Manor students are prepared to progress to the next grade level because they have mastered their grade level common core standards.

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

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

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

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

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

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/24

Q2 12/22/23

Q4 6/10/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Structured cycles of support for teachers: Bi-weekly sessions facilitated by designated Skyline Champions.	Administration Team will lead and oversee this work	Starting Now	In Progress
Action Step 1	Utilize the practice data tool to ensure progress toward implementation mastery	Department Leads in conjunction with ILT	By end of 1st Quarter	Not Started
Action Step 2	Build the capacity of department leads to collaborate with in-house Skyline Champions to monitor instructional practices across content areas	Led by Administration by high-leverage planning of tasks that align with opportunities for collaboration. This may mean utilizing the in-house Cadre to cover classes for cycled meetings.	By end of 1st Quarter	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Internal Observation Cycles to measure implementation and outcomes as it pertains to student proficiency as evidenced by assessment data	Led by MTSS Lead	At the close of BoY Testing - utilizing data to prioritize instructional foci	Not Started
Action Step 1	MTSS Lead to engage all teachers in data review cycle, including triangulation to ensure upward trends as it pertains to mastery of featured standards within Skyline.	Led by MTSS and ILT	At the close of BoY Testing - utilizing data to prioritize instructional foci	Not Started
Action Step 2	Skyline Champions to bring to the forefront the multiple uses of embedded mini-lessons to close gaps and/or enrich students who are not on grade-level	Skyline Champions; brought to the forefront for continued professional development during grade level team meetings	Department Leads in conjunction with Skyline Champions	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers who yet require intensive supports with implementation have structured cycles of opportunity to observe in-house teachers to improve practices	Administration Team as evidenced by observation data	By 12/21/23	Select Status
Action Step 1	Cycled pop-ins to target specific feedback around learning target alignment with student task, etc	Administration Team and Coach	By 12/21/23	Select Status
Action Step 2	Leverage partnership with other N12 schools to cover classrooms for teachers to observe and receive deeper coaching sessions	Administration with ISL Supports	By 12/21/23	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	All content area teachers are facilitating Skyline with fidelity resulting in improved student outcomes	All Teachers	By 6/6/23	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Reflection	Root Cause	Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction		
Action Step 1	Continued cycles of monitoring as measured by the monitoring tool (GSurvey)				Administration Team and Coach	By 6/6/23	Select Status				
Action Step 2							Select Status				
Action Step 3							Select Status				
Action Step 4							Select Status				
Action Step 5							Select Status				

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All (100%) teachers have received high-level Skyline facilitation training coupled with practice feedback to address growth areas. In addition, all teachers have 100% of expected Skyline materials to facilitate all components of the content area expected for student success.
SY26 Anticipated Milestones	All (100%) teachers have achieved mastery as it pertains to Skyline facilitation and are exemplars for other schools who are newly adopters of Skyline. Students are also Skyline Champions as evidenced by their ability to navigate web-based resources and learning strategies (Launch, Explore, Discuss as well as meaning student-to-student collaboration). Most importantly, students are leading their learning experiences that are culturally relevant and life-changing.

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
% of students are demonstrating mastery of the standard as evidenced by interim assessment data that is embedded in the curriculum	Yes <input type="checkbox"/>	Interim Assessment Data	Overall <input type="text"/>	50%	60%	65%	70%
			Select Group or Overall				
% of students are demonstrating high levels of engagement with the curriculum (tasks, discussions, etc)	Yes <input type="checkbox"/>	Other <input type="text"/>	Overall <input type="text"/>	40%	60%	65%	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
C&I:2 Students experience grade-level, standards-aligned instruction.	Interim Assessment Data: All teachers will continue to gain access and related materials so that high quality instruction is present in every classroom. Pre-Kindergarten has recently opted in which strengthens Park Manor's vertical alignment! As a result, at least 60% of students are meeting grade-level mastery of standards as evidenced by the Interim Assessment Data.	Interim Assessment Data: All teachers will continue to gain access and related materials so that high quality instruction is present in every classroom. Pre-Kindergarten has recently opted in which strengthens Park Manor's vertical alignment! As a result, at least 65% of students are meeting grade-level mastery of standards as evidenced by the Interim Assessment Data.	Interim Assessment Data: All teachers will continue to gain access and related materials so that high quality instruction is present in every classroom. Pre-Kindergarten has recently opted in which strengthens Park Manor's vertical alignment! As a result, at least 70% of students are meeting grade-level mastery of standards as evidenced by the Interim Assessment Data.
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.	Observation Data: All students will see (modeling) and repeatedly hear best practices when engaging with the featured curriculum. Students will be exposed to their grade-level content and above; despite current levels when arriving for the school year; this includes Park Manor's DL students! 60% of students demonstrate high levels of engagement with the curriculum.	Observation Data: All students will see (modeling) and repeatedly hear best practices when engaging with the featured curriculum. Students will be exposed to their grade-level content and above; despite current levels when arriving for the school year; this includes Park Manor's DL students! 65% of students demonstrate high levels of engagement with the curriculum as evidenced per the Observation Data	Observation Data: All students will see (modeling) and repeatedly hear best practices when engaging with the featured curriculum. Students will be exposed to their grade-level content and above; despite current levels when arriving for the school year; this includes Park Manor's DL students! 70% of students demonstrate high levels of engagement with the curriculum as evidenced per the observation data trends.

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
% of students are demonstrating mastery of the standard as evidenced by interim assessment data that is embedded in the curriculum	Interim Assessment Data	Overall	50%	60%	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of students are demonstrating high levels of engagement with the curriculum (tasks, discussions, etc)	Other	Overall	40%	60%	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Interim Assessment Data: All teachers will continue to gain access and related materials so that high quality instruction is present in every classroom. Pre-Kindergarten has recently opted in which strengthens Park Manor's vertical alignment! As a result, at least 60% of students are meeting grade-level mastery of standards as evidenced by the Interim Assessment Data.	On Track	Select Status	Select Status	Select Status
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.	Observation Data: All students will see (modeling) and repeatedly hear best practices when engaging with the featured curriculum. Students will be exposed to their grade-level content and above; despite current levels when arriving for the school year; this includes Park Manor's DL students! 60% of students demonstrate high levels of engagement with the curriculum.	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	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?

Park Manor's SEL Support Staff (School Counselor and Dean) have been key drivers of the BHT Team. There are bi-weekly meetings that allows the team to review data, problem-solve on discuss students who require a team-approach to help meet their needs. To assist with this work, intentionally selected staff members have been key is assisting with Tier II pull support structures such as check in:check out as organized by the BHT Team. Students have consistently responded positively as indicated by their data as measured by entries in the behavioral tracker and Aspen data. During data triangulation cycles, it is noted that student attendance data improves when students are paired with a trusted adult who holds them accountable every day (as evidenced by Dashboard Data).

What is the feedback from your stakeholders?

As evidenced by survey data, parents trust staff members to provide a safe and nurturing learning environment for students. Teachers have expressed willingness to support student engagement activities, even if beyond the school day. When surveyed, parents are beyond grateful for students to have opportunities for exposure that helps to shape their character while enriching their educational opportunities.

What student-centered problems have surfaced during this reflection?

Students are not often feeling included; they feel they should be provided with safe spaces to express freely without being penalized by the adults in the building. In addition, students have openly expressed the desire to show their personal style without restrictive uniform requirements. This is all related to them feeling disconnected to their learning environment.

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?

Related improvement thus far is to allow students the opportunity to ponder inclusion on Park Manor's Local School Council. This invitation to students who have already expressed interest will certainly shift students' beliefs that staff members absolutely value the voice of students.

Return to Top **Determine Priorities**

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

Students...

Experience a structured progressive support system when SEL supports are needed as indicated by breaching incidents as determined by teachers. The ability to nurture and empower Student Voices will be a focus. Students have expressed wanting a safe platform to express their needs and wants for a nurturing and supporting learning environment.



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.

Resources:

[Determine Priorities Protocol](#)

Return to Top **Root Cause**

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

As adults in the building, we...

...are not always collaboratively seeking to utilize research proven strategies that build the capacity of students to maximize student voices. This is evidenced by student feedback as revealed on surveys. Student are seeking a safe platform from which to speak their peace and to resolve their own conflicts in pursuit of resolutions. As adults in the building, we have not always implemented progressive measures to build problem solving skills for students as evidenced by out-of-school suspension rates (Aspen).



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.

Resources:

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we....

...intentionally plan to actively engage parents and students in spaces where there are intentional protocols to build upon one another's ideas, the buy-in and participation will increase. If we allow parents opportunities to participate in workshops that are designed to gather ideas around nurturing student connectness and opportunities to build upon one



Indicators of a Quality CIWP: Theory of Action

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

Resources:

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

another ideas that are student-centered, results will meet goals. This will be made possible by increasing parent participation and by creating opportunities for student engagement; especially adding an additional position to the Local School Council to include a student representative.

then we see....

...an increase in parent and student participation which will encourage participants to be vulnerable in sharing ideas. This will also result in an increase in school community ownership!



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...

...Park Manor meeting the goal of increasing a sense of Connectedness & Wellbeing as evidenced by a decrease in out-of-school suspensions, an increase in parental presence during school wide events and survey data that indicates student advocacy and wellbeing.



[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

The administration team, Counselor Watson and the incoming Dean of Students (overseer of this metric)

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/24

Q2 12/22/23

Q4 6/10/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Parent Engagement Model - Schoolwide events to encourage parents to visit the campus to share their vision as it pertains to their students' success and well-being	Social Committee >>>Counselor Watson and Mrs. Tate, Leads	Year One - SY24	In Progress
Action Step 1	Survey staff members to build a committee for planning and effective implementation	Social Committee >>>Counselor Watson and Mrs. Tate, Leads	End of Week 3	Not Started
Action Step 2	Plan an Event Calendar to be shared with all stakeholders (Literacy Night, Coffee with the Principal, etc)	Social Committee >>>Counselor Watson and Mrs. Tate, Leads	End of Quarter One	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Platform to allow students a safe space to share concerns and needs to be successful students (Student Voice Committee)			Select Status
Action Step 1	Student LSC Member selection so there is representation	Mr. Perry - LSC Secretary	End of Quarter One, Year One	In Progress
Action Step 2	Partnership with organization to assist with providing a platform that nurtures Student Voices	Administration Team	End of Quarter One, Year One	In Progress
Action Step 3	Students know the Park Manor protocol to initiate concerns that they would like addressed	Counselor and Dean	End of 2nd Quarter	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Parents have access to the parent engagement calendar and the cycle of PAC Meetings	PAC Chairperson	End of Quarter One	Delayed
Action Step 1	Allow all parents the opportunity to join Park Manor's PAC	PAC Chairperson	End of Quarter One	Delayed
Action Step 2	Secured partnerships to host relevant and high-interest parent engagement events	PAC Chairperson	End of 2nd Quarter	Delayed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Anticipated milestone is that 60% of Park Manor parents are active participants of their student's educational journey via any one or more ways; present for schoolwide events, member of PAC or available for check-ins with the teacher as needed. Students are willing participants in their Student Council and demonstrate appropriate protocol to voice concerns as it relates to their educational



journey.
Teachers and staff are a cohesive team as evidenced by their day-to-day interaction in alignment with the shared vision and mission of Park Manor ES. The conversations and actions are grounded in what is best for all students.

SY26 Anticipated Milestones
At least 75% of parents and guardians of students are connected to Park Manor ES as it relates to student success. It is a norm for parents to be cleared to volunteer for Read-Alouds or to assist in classrooms. In addition, the Parent Advisory Council is functional and works in conjunction with the Local School Council to strengthen all supports for students and subsequently teachers and staff. Students are model Park Manor Mustangs who exemplify leadership for their peers by way of communication, academic performance and expression of opinions during appropriate and vetted platforms while on campus. Staff are operating as One Band-One Sound as a result of cycled team building and accountability one to another so that all students are successful. In addition, Park Manor becoming a campus that is nurturing for all stakeholders.

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of parents attending schoolwide events (PAC, etc)	Yes <input type="checkbox"/>	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall <input type="checkbox"/>	30%	40%	50%	55%
			NA <input type="checkbox"/>				
Increased student led engagement (promoting student voice)	Yes <input type="checkbox"/>	Cultivate <input type="checkbox"/>	Overall <input type="checkbox"/>	20%	25%	30%	35%
			NA <input type="checkbox"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Parent Advisory Council collaboration trends will increase to help build partnerships that help strengthen student connections to SEL instruction. The impact can be measured by school level data such as number of incidents, including out-of-school discipline referrals.	Parent Advisory Council collaboration trends will increase to help build partnerships that help strengthen student connections to SEL instruction. The impact can be measured by school level data such as number of incidents, including out-of-school discipline referrals. Expected outcomes to reach at least 50% of Park Manor parents.	Parent Advisory Council collaboration trends will increase to help build partnerships that help strengthen student connections to SEL instruction. The impact can be measured by school level data such as number of incidents, including out-of-school discipline referrals. Expected outcomes to reach at least 55% of Park Manor parents.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Strengthen and refocus BHT to intentionally address the absence of student-voice. Negative student incidents are expected to decrease as a result of providing 'safe spaces' for students to express and set goals as a team.	Strengthen and refocus BHT to intentionally address the absence of student-voice. Negative student incidents are expected to decrease as a result of providing 'safe spaces' for students to express and set goals as a team. As of result of promoting and supporting a robust BHT, at least 30% of students are expected to fully participate in various capacities that allow them to increase student-led engagement.	Strengthen and refocus BHT to intentionally address the absence of student-voice. Negative student incidents are expected to decrease as a result of providing 'safe spaces' for students to express and set goals as a team. As of result of promoting and supporting a robust BHT, at least 35% of students are expected to fully participate in various capacities that allow them to increase student-led engagement.
Select a Practice <input type="text"/>			

[Return to Top](#) **SY24 Progress Monitoring**

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
% of parents attending schoolwide events (PAC, etc)	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall	30%	40%	Limited Progress	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Increased student led engagement (promoting student voice)	Cultivate	Overall	20%	25%	No Progress	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Parent Advisory Council collaboration trends will increase to help build partnerships that help strengthen student connections to SEL instruction. The impact can be measured by school level data such as number of incidents, including out-of-school discipline referrals.	No Progress	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Strengthen and refocus BHT to intentionally address the absence of student-voice. Negative student incidents are expected to decrease as a result of providing 'safe spaces' for students to express and set goals as a team.	No Progress	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.

Designated funds will be allocated to empower parents to partner with teachers and staff to improve educational outcomes for all students in alignment with the District's goals as it pertains to ELA and Math data outcomes. In addition, funds will be utilized to enrich the educational experience of students in major content areas so that tiered interventions meet students where they are and boost their academic outcomes. 

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