

## 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
Edwin Loch	Principal	ehloch@cps.edu
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	7/31/23
Reflection: Curriculum & Instruction (Instructional Core)	3/1/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/1/23	6/1/23
Reflection: Connectedness & Wellbeing	6/1/23	8/1/2023
Reflection: Postsecondary Success	3/1/23	6/1/23
Reflection: Partnerships & Engagement	5/1/23	6/8/23
Priorities	4/15/23	7/31/23
Root Cause	7/13/23	8/31/23
Theory of Acton	8/8/23	9/1/23
Implementation Plans	8/31/23	9/8/23
Goals	8/31/23	9/8/23
Fund Compliance	8/18/23	9/11/2023
Parent & Family Plan	8/18/23	9/11/2023
Approval	9/8/23	9/13/23

## 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	10/20/23
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>	New Literacy Curriculum in K-5; Year 2 in Skyline 6-8 Literacy implementation; 6th-8th SLA	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	ELA iReady Data (K-2) [EOY SY23] 33% are mid or above grade level 19% are early/on grade level 38% are 1 grade level below 9% are 2 grade levels below  ELA STAR 360 (3-8) [SY23] BOY: At/Above: 34% -> EOY: At/Above: 33% BOY: On Watch: 15% -> EOY: On Watch: 24% BOY: Intervention: 22% -> EOY: Intervention: 20% BOY: Urgent Intervention: 29% -> EOY: Urgent Intervention: 24%  Math iReady Data (K-2) [EOY SY23] 24% are mid or above grade level 19% are early/on grade level 48% are 1 grade level below 9% are 2 grade levels below  Math STAR 360 (3-8) [EOY SY23] BOY: At/Above: 43% -> EOY: At/Above: 44% BOY: On Watch: 17% -> EOY: On Watch: 12.5% BOY: Intervention: 21% -> EOY: Intervention: 22% BOY: Urgent Intervention: 20% -> EOY: Urgent Intervention: 21%	<a href="#">STAR (Reading)</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b>  We have to improve and have more collaboration on how to make the curriculum and instruction more cohesive and consistent across grade-level for the benefit of the student's learning experience. A school-wide structural approach on rubrics and grading needs addressing. Not all teachers have access to materials or books needed for instruction. Materials in native language. More PD on new ELA curriculum.	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">Interim Assessment Data</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>  Adoption of high quality curriculum for ELA K-5; ELA 6th-8th Skyline, SLA for 6th-8th ongoing scheduled PD from MyView / MiVision and Skyline. Interventionist, LBSI Support, and Bilingual Coordinator are available to support staff.	

**What student-centered problems have surfaced during this reflection?**

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

Students experience inconsistent differentiation in Tier 1 instruction which negatively impacts Tier 2 and Tier 3 interventions for our student population. There is varied student experience within grade bands (horizontal) and school experience (vertical) with prioritized learning objectives (curricular emphasis).

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

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


**Metrics**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	Continued PD is need on how to provide ESL instruction/support ELs need materials to best achieve academic goals  761 students total 306 ELL 178 IEPs 91 ELL/DL	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
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Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>	<p>ELA iReady Data (K-2) [EOY SY23] 33% are mid or above grade level 19% are early/on grade level 38% are 1 grade level below 9% are 2 grade levels below</p> <p>ELA STAR 360 (3-8) [SY23] BOY: At/Above: 34% -&gt; EOY: At/Above: 33% BOY: On Watch: 15% -&gt; EOY: On Watch: 24% BOY: Intervention: 22% -&gt; EOY: Intervention: 20% BOY: Urgent Intervention: 29% -&gt; EOY: Urgent Intervention: 24%</p> <p>Math iReady Data (K-2) [EOY SY23] 24% are mid or above grade level 19% are early/on grade level 48% are 1 grade level below 9% are 2 grade levels below</p> <p>Math STAR 360 (3-8) [EOY SY23] BOY: At/Above: 43% -&gt; EOY: At/Above: 44% BOY: On Watch: 17% -&gt; EOY: On Watch: 12.5% BOY: Intervention: 21% -&gt; EOY: Intervention: 22% BOY: Urgent Intervention: 20% -&gt; EOY: Urgent Intervention: 21%</p>	<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Yes	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Continued PD needed for BrM Teachers need additional support writing Language Objectives for each content area Bilingual support team is needed; to support bilingual teachers</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>	<p>In terms of Inclusive &amp; Supportive Learning Environment, I feel like there needs to be more support and resources for teachers who aren't so familiar with how to provide different types of interventions and collect the data.</p>	
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Professional development has been provided on EL strategies by the Bilingual Coordinator and support from the Network EL Network Specialist). Network 1 EL Specialist and ELPT will continue to provide professionals development around EL instructional strategies.</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>Professional development has been provided on inclusive practices by our LBSI support, staff attended Co-Teaching kickoff, Ancillary staff attended BOY PD around inclusive practices from ODLSS</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>English learners and diverse learners experience inconsistent access to differentiated materials and instruction. Many EL students experience inconsistent access to various supports on a daily basis throughout their various courses. Students in our most restrictive learning environments experience inconsistent access to their neurotypical peers.</p>			


[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	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>BHT and Climate and Culture Team are the same. Our universal Tier 1 SEL Curriculum is Harmony. First year for culture and climate team. BHT meets weekly team members are: ELPT, Case managers, interventionist, lead coach, psychologist, social worker and our outside LSSI social worker. Our BHT will begin work on Tier 1 supports staff and students. Our BHT will work on collaboration with teachers to strengthen referral process and screening procedures. Team monitors BrM interventions and meets with teachers to provide and support. BHT team is implementing tier 2 restorative practices.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
		<p><b>What is the feedback from your stakeholders?</b></p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p>


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.	Intentional after school program for 1-8 grade students. Possibly continue academic programming for SY24. Additionally, review funding for Arts program for grades K-4. Pre-k students can benefit from after school enrichment programs. As for as enrichment goes, there should be an effort made to provide enrichment activities for the preschool program as well. I think that this school has a great amount of English Learners and it would be beneficial if we emphasized more on student's cultures. I think it would also help both students and families feel welcomed. Helping students with poor attendance to have more success at school Pre-K could benefit from further enrichment. We could include all grade levels for after school activities chronic absenteeism needs to be addressed with families. Let's plan Back to School night for hours that are after 5 for our working parents. *All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively* We need to create a better dialogue at the start of the school with teachers and facilitators of programs. Too many times students are forced to choose between programs or have no choice to participate. Better coordination with clear information delivered to students and families. I think that we struggle our connectedness and well-being. Most of our students have minimal sense of belonging to the school unless they play a sport or do music. Most of our students that participate in extracurricular activities feel a sense of pride that they belong and have a higher purpose in our school. That creates a comfortable learning environment in school and students feel happy being part of a group or team. That rapport is often contagious and mainly visible in the upper grades.		<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

**What student-centered problems have surfaced during this reflection?**

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

Some students experience poor attendance. Lack of enrichment activities for primary and intermediate students. 

**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?**

Academic programs for kdg-8. We have weekly school wide spirit days. Middle school student council. We have a school wide fine arts program. We participate in CPS Score programs. 

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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).	<a href="#">College and Career Competency Curriculum (C4)</a>	After reviewing school wide student assessment data there is a need for individual learning plans for 6th-8th students complete tasks on schoolinks. 	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>  <a href="#">9th and 10th Grade On Track</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>		
Partially	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).	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> Make more post career planning available to the upper grade students. Post Secondary Education - DL students have a transition plan that requires them to explore career goals and life skills but we don't offer that to our general education students. Post secondary- college visits, career days, exploratory experiences One improvement I would suggest is to provide ample planning time for co-teachers (Reg. Ed., DL, and EL) and make it mandatory. I know nothing about post secondary success and am interested in how we as a school can improve student attendance. Financial support towards completing endorsements in various areas would be helpful. Postsecondary Success, as there is no formal curriculum that we have been presenting to the students to ensure they will go to college or a trade school. As a team, we focus on the intrinsic importance of learning and how it improves us as people to be lifelong learners. 	<a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
	There is an active Postsecondary Leadership Team (PLT)	<a href="#">PLT Assessment Rubric</a>		

N/A	that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	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). <a href="#">Alumni Support Initiative One Pager</a>

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

There is a new platform for college and career readiness called School Links platform. Training needed for Counselors who missed training during the summer. 🍌

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

Students would benefit for visiting colleges, career days and exploratory experiences. 🍌

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. <a href="#">Spectrum of Inclusive Partnerships</a>	After reviewing our Five Essentials survey our parent participation needs to increase. 🍌	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. <a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). <a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> As far as enrichment goes, there should be an effort made to provide enrichment activities for the preschool program as well. 🍌 I believe that we do not have enough engagement with the parents. I would like to see more involvement from families and for families. We had a Father-Daughter Dance and a bake sale, it would be great to have more of such events to involve our local community. One improvement I would like to see made is that letters that go home to parents be translated into as many languages as necessary. Many times the letters go home only in English and many parents might be missing out on important informatio I would also like to see the students being included in the	Formal and informal family and community feedback received locally. (School Level Data)



would also like to see the students being included in the decisions that pertain to them. They may have some important information or opinions to add but the adults do not take the time to ask them

I think that this school has a great amount of English Learners and it would be beneficial if we emphasized more on student's cultures. I think it would also help both students and families feel welcomed.

Helping students with poor attendance to have more success at school.

partnership and engagement- we don't have any community partnerships and only a little bit of family involvement.

I believe that Reinberg does a pretty good job with Partnership and Engagement within the community. I feel that do a good job involving families and we offer opportunities such as last years Parent/ Student dance to make the school a focal point of the community. A possible improvement we could make is with businesses within the community. Fundraisers at local restaurants that have the Reinberg community support their business while at the same time supporting our school.

I think as a school we need to make sure that we prioritize offering students non-academic enrichment before/after school to allow them opportunities to grow. (Connectedness & Wellbeing, Partnership & Engagement) I think this is where we are going to find and foster those student leaders. Whether through sports, the arts, or another medium, I think we as a school should find ways to provide this to students in addition to academic supports.

Maybe we could hold academic help (such as tutoring) before school and then the extra curricular activities after school? This would allow students who are academically struggling to still participate in clubs/activities that foster leadership, teamwork, and physical/emotional health.

**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.

Increase parent school wide participation in increase student success.



**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?**

Community partnerships with Metropolitan Family Services and Lutheran Social Services. Increase parent participation in BAC, PTC and LSC. Student Council is established in Middle School.



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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

New Literacy Curriculum in K-5; Year 2 in Skyline 6-8 Literacy implementation; 6th-8th SLA

ELA iReady Data (K-2) [EOY SY23]  
 33% are mid or above grade level  
 19% are early/on grade level  
 38% are 1 grade level below  
 9% are 2 grade levels below

ELA STAR 360 (3-8) [SY23]  
 BOY: At/Above: 34% -> EOY: At/Above: 33%  
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Math iReady Data (K-2) [EOY SY23]  
 24% are mid or above grade level  
 19% are early/on grade level  
 48% are 1 grade level below  
 9% are 2 grade levels below

Math STAR 360 (3-8) [EOY SY23]  
 BOY: At/Above: 43% -> EOY: At/Above: 44%  
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 BOY: Intervention: 21% -> EOY: Intervention: 22%  
 BOY: Urgent Intervention: 20% -> EOY: Urgent Intervention: 21%

What is the feedback from your stakeholders?

We have to improve and have more collaboration on how to make the curriculum and instruction more cohesive and consistent across grade-level for the benefit of the student's learning experience. A school-wide structural approach on rubrics and grading needs addressing. Not all teachers have access to materials or books needed for instruction. Materials in native language. More PD on new ELA curriculum.

What student-centered problems have surfaced during this reflection?

Students experience inconsistent differentiation in Tier 1 instruction which negatively impacts Tier 2 and Tier 3 interventions for our student population. There is varied student experience within grade bands (horizontal) and school experience (vertical) with prioritized learning objectives (curricular emphasis).

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?

Adoption of high quality curriculum for ELA K-5; ELA 6th-8th Skyline, SLA for 6th-8th ongoing scheduled PD from MyView / MiVision and Skyline. Interventionist, LBSI Support, and Bilingual Coordinator are available to support staff.

Return to Top Determine Priorities

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

Students...  
 Students experience inconsistent differentiation in Tier 1 instruction which negatively impacts Tier 2 and Tier 3 interventions for our student population. There is varied student experience within grade bands (horizontal) and school experience (vertical) with prioritized learning objectives (curricular emphasis).

Resources:

[Determine Priorities Protocol](#)

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

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

As adults in the building, we...  
 don't have a professional learning plan that encompasses consistent grade level planning with on going support.

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.

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What is your Theory of Action?

If we... create a differentiated professional learning plan with specific goals and timeline that is aligned to teacher's needs, incorporate vertical and grade level planning, and provide on-going supports for curriculum planning



**Indicators of a Quality CIWP: Theory of Action**

Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see... teachers implement various scaffolds that support student engagement aligned to their zone of proximal development



which leads to... improved learning outcomes as evidenced by TSG, SANDI, ACCESS, iReady, Star360 and CBMs.



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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**

CIWP Members

**Dates for Progress Monitoring Check Ins**

Q1 10/20/23      Q3 3/22/2024  
 Q2 12/21/2023      Q4 6/6/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Development of a school wide professional learning plan.	CIWP Team	9/22/23	Select Status
<b>Action Step 1</b>	Create a PL template that builds into Reinberg's schoolwide plan that includes dates/time/person responsible/what is the learning/how are we learning it/why etc. ( <a href="#">Leadership Plan</a> / <a href="#">Committee Meeting Calendar</a> )	Leadership Team	9/15/23	Completed
<b>Action Step 2</b>	Build an outline around myView/miVision, BrM and Skyline professional development.	Lead Coach/ Interventionist/ Administration	9/20/23	Completed
<b>Action Step 3</b>	Communicate CPS trainings to all teachers, teachers sign up and attend training for curriculum, assessment and intervention	Grade Level Teams/ Administration	9/22/23	Select Status
<b>Action Step 4</b>	Develop and administer a teacher needs survey to determine instructional challenges and supports in various practices focused on differentiating instruction for all learners	CIWP Team/ Grade Level Teams	10/2-6/23	Select Status
<b>Action Step 5</b>	Recruit teacher leaders/out source PD as needed	CIWP Team/ Lead Coach/ Admin	on-going	Select Status
<b>Implementation Milestone 2</b>	100% of teachers differentiating instruction in all content areas	Instructional Leadership Team	6/2026	Select Status
<b>Action Step 1</b>	Develop a rubric with criteria for evidence of differentiation in teacher plans and practice	CIWP/Leadership Team	11/17/23	Select Status
<b>Action Step 2</b>	Using the rubric to review lesson plans and conduct observations to gather baseline data and identify strong teacher leaders to be part of the Instructional Leadership Team	CIWP/Leadership Team	December 4-8, 2023	Select Status
<b>Action Step 3</b>	Use the baseline data gathered from reviewing lesson plans and conducting observations to incorporate learning objectives for professional development in Milestone 1.	Instructional Leadership Team	1/26/24	Select Status
<b>Action Step 4</b>	Utilize the rubric to gather middle of the year data and give feedback to teacher or teacher teams	Instructional Leadership Team	Skip for Year 1	Select Status
<b>Action Step 5</b>	Utilize the rubric to gather end of the year data to inform the plan for professional development	Instructional Leadership Team	May 6-10, 2024	Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status



Action Step 4				Select Status
Action Step 5				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	80% of instruction is tailored to student's needs	
<b>SY26 Anticipated Milestones</b>	100% of instruction is tailored to student's needs	

**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:**

<b>IL-EMPOWER Goal Requirements</b>
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 on, mid and above grade level	Yes	iReady (Reading)	Overall	Reading 33	43		
			Overall	Math 24	34		
%of students at and above grade level	Yes	STAR (Reading)	Overall	Reading 33	43		
			Overall	Math 44	54		

**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:4 The ILT leads instructional improvement through distributed leadership.	Teachers experience high-quality professional development and support, as measured by teacher feedback surveys.	Teachers experience high quality and tailored professional development with on going support, as measured by teacher feedback surveys.	Teachers experience high quality and tailored professional development with individualized/group level support, as measured by teacher feedback surveys.
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers implement core instruction using differentiated supports in content, process and product that are aligned student's individual needs, as measured by our differentiation rubric.	Many teachers implement core instruction using differentiated supports in content, process and product that are aligned student's individual needs, as measured by our differentiation rubric.	All teachers implement core instruction using differentiated supports in content, process and product that are aligned student's individual needs, as measured by our differentiation rubric.
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 on, mid and above grade level	iReady (Reading)	Overall	Reading 33	43	Select Status	Select Status	Select Status	Select Status
		Overall	Math 24	34	Select Status	Select Status	Select Status	Select Status
%of students at and above grade level	STAR (Reading)	Overall	Reading 33	43	Select Status	Select Status	Select Status	Select Status
		Overall	Math 44	54	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:4 The ILT leads instructional improvement through distributed leadership.	Teachers experience high-quality professional development and support, as measured by teacher feedback surveys.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers implement core instruction using differentiated supports in content, process and product that are aligned student's individual needs, as measured by our differentiation rubric.	Select Status	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?

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

Continued PD is need on how to provide ESL instruction/support ELs need materials to best achieve academic goals
761 students total 306 ELL 178 IEPs 91 ELL/DL
ELA iReady Data (K-2) [EOY SY23] 33% are mid or above grade level 19% are early/on grade level 38% are 1 grade level below 9% are 2 grade levels below
ELA STAR 360 (3-8) [SY23] BOY: At/Above: 34% -> EOY: At/Above: 33% BOY: On Watch: 15% -> EOY: On Watch: 24% BOY: Intervention: 22% -> EOY: Intervention: 20% BOY: Urgent Intervention: 29% -> EOY: Urgent Intervention: 24%
Math iReady Data (K-2) [EOY SY23] 24% are mid or above grade level 19% are early/on grade level 48% are 1 grade level below 9% are 2 grade levels below
Math STAR 360 (3-8) [EOY SY23] BOY: At/Above: 43% -> EOY: At/Above: 44% BOY: On Watch: 17% -> EOY: On Watch: 12.5% BOY: Intervention: 21% -> EOY: Intervention: 22% BOY: Urgent Intervention: 20% -> EOY: Urgent Intervention: 21%

What is the feedback from your stakeholders?

Continued PD needed for BrM Teachers need additional support writing Language Objectives for each content area Bilingual support team is needed; to support bilingual teachers In terms of Inclusive & Supportive Learning Environment, I feel like there needs to be more support and resources for teachers who aren't so familiar with how to provide different types of interventions and collect the data.
--

What student-centered problems have surfaced during this reflection?

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

English learners and diverse learners experience inconsistent access to differentiated materials and instruction. Many EL students experience inconsistent access to various supports on a daily basis throughout their various courses. Students in our most restrictive learning environments experience inconsistent access to their neurotypical peers.
---

Professional development has been provided on EL strategies by the Bilingual Coordinator and support from the Network EL Network Specialist). Network 1 EL Specialist and ELPT will continue to provide professionals development around EL instructional strategies.
Professional development has been provided on inclusive practices by our LBSI support, staff attended Co-Teaching kickoff, Ancillary staff attended BOY PD around inclusive practices from ODLSS

Return to Top Determine Priorities

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

Resources:

Students... English learners and diverse learners experience inconsistent access to differentiated materials and instruction. Many EL and DL students experience inconsistent access to various supports on a daily basis throughout their various courses. Students in our most restrictive learning environments experience inconsistent access to their neurotypical peers.
---

<a href="#">Determine Priorities Protocol</a>
---

<b>Indicators of a Quality CIWP: Determine Priorities</b> 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

Resources:

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

As adults in the building, we... are inconsistent at utilizing the equity based MTSS Framework. As a result, students experience inconsistent and varying levels of tiered, language, SEL and individualized supports.
---

<a href="#">5 Why's Root Cause Protocol</a>
---

<b>Indicators of a Quality CIWP: Root Cause Analysis</b> 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....**  
effectively deliver primary instruction and core curriculum, create high quality well-documented student support and support plans, progress monitor supports and interpret data to adjust instruction (per MTSS Continuum)



**then we see....**  
students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data



**which leads to...**  
improved tiered instruction, higher number of students moving benchmarks on interventions, and students at grade level



**Resources:**

**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

[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**   
CIWP Team/ Student Support Team (SST)

**Dates for Progress Monitoring Check Ins**

Q1 10/20/23      Q3 3/22/2024  
Q2 12/21/2023      Q4 6/6/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Meets FULLY OPERATIONAL components for Systems and Infrastructure on the MTSS Continuum	SST	06/2026	Select Status
<b>Action Step 1</b>	SST team will complete the Roots Survey and analyze results	SST	09/26/2023	Select Status
<b>Action Step 2</b>	SST Team will create a defined plan for training and implementation of Branching Minds for documentation	SST	10/24/2023	Select Status
<b>Action Step 3</b>	School personnel utilize universal screening data to develop and implement one of the following: student plans with identified goals OR tiered interventions OR student groups within the Branching Minds platform	SST/ Grade Level Teams	06/2024	Select Status
<b>Action Step 4</b>	Collaboratively utilize Branching Minds interventions across content areas and grade level classrooms/teams	SST/Grade Level Teams	06/2025	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers with EL/DL students are providing appropriate supports through Tier 1 instruction and supports	ELPT/Specialized Support Coach	6/2026	Select Status
<b>Action Step 1</b>	Complete the EL Placement Recommendation Tool, Transition Survey, Family IEP Report and SDI Tool to identify school and student needs/trends in teachers/grade levels/content areas for supporting students	ELPT/ Specialized Support Coach/ LBS1	Yearly	Select Status
<b>Action Step 2</b>	PD on Tier 1 EL student supports and SDI, using trends from respective tool outcomes	ELPT/Specialized Support Coach	1 per semester	Select Status
<b>Action Step 3</b>	ELPT/Specialized Support Coach meet with GLT's to implement identified strategies for teachers/grade level	ELPT/Specialized Support Coach	2 per semester	Select Status
<b>Action Step 4</b>	Observe teachers DL/EL supports, 3x per year	Leadership Team	Observation Cycles, BOY-MOY-EOY	Select Status
<b>Action Step 5</b>	Check in with GLTs monthly using data to lead actions/next steps	Leadership Team	Monthly	Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status

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**

<b>SY25 Anticipated Milestones</b>	-80% of teachers differentiating core instruction -DEVELOPED components for Systems and Infrastructure on the MTSS Continuum -Level 2 of the EL Observational Tool: Professional Learning Implementation -DEVELOPED in components of Quality Indicators for Specially Designed Instruction	
<b>SY26 Anticipated Milestones</b>	-100% of teachers effectively differentiating core instruction -FULLY OPERATIONAL for Systems and Infrastructure on the MTSS Continuum -Level 3 of the EL Observational Tool: Professional Learning Implementation -EXEMPLARY in components of Quality Indicators for Specially Designed Instruction	

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

**Indicators of a Quality CIWP: Goal Setting**

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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:**

<b>IL-EMPOWER Goal Requirements</b>
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 <u>mid or above grade level</u> /growth data	Yes	iReady (Reading)	English Learners	6	15		
			Students with an IEP	10	20		
%of students <u>at and above grade level</u> /growth data	Yes	STAR (Reading)	English Learners	8	15		
			Students with an IEP	2	5		

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	FULLY FOUNDATIONAL components for Systems and Infrastructure on the MTSS Continuum	DEVELOPED components for Systems and Infrastructure on the MTSS Continuum	FULLY OPERATIONAL for Systems and Infrastructure on the MTSS Continuum
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Developing in Environment, Behavior and Co-Teaching Indicators	Developing in Instruction, Environment, Behavior and Co-Teaching Indicators	Exemplary in Instruction, Environment, Behavior and Co-Teaching Indicators
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers demonstrate some expectations in units and/or lesson plans for all EL students.	Teachers demonstrates the expectations in many units and/or lesson plans for all EL students.	Teachers demonstrates the expectations consistently in units and/or lesson plans for all EL students.

[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 mid or above grade level/growth data	iReady (Reading)	English Learners	6	15	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	10	20	Select Status	Select Status	Select Status	Select Status
%of students at and above grade level/growth data	STAR (Reading)	English Learners	8	15	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	2	5	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	FULLY FOUNDATIONAL components for Systems and Infrastructure on the MTSS Continuum	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Developing in Environment, Behavior and Co-Teaching Indicators	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers demonstrate some expectations in units and/or lesson plans for all EL students.	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.

Curriculum and Instruction Inclusive & Supportive Learning Environment



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