

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
Nora A. Cadenas	Principal	nacadenas@cps.edu
Pebble C. Jackson	AP	pcjackson@cps.edu
Loel Madden	Teacher Leader	lamadden@cps.edu
Marcella Martinez	Teacher Leader	mmartinez5@cps.edu
Maribel Rojas	Curriculum & Instruction Lead	mrojas2@cps.edu
	Select Role	
	Select Role	
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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	6/16/23	6/16/23
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	7/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/20/23	7/20/23
Reflection: Connectedness & Wellbeing	7/21/23	7/21/23
Reflection: Postsecondary Success	7/25/23	7/25/23
Reflection: Partnerships & Engagement	7/26/23	7/26/23
Priorities	8/29/23	9/1/23
Root Cause	8/29/23	9/1/23
Theory of Acton	8/30/23	8/30/23
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

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	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 7, 2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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	<p>*iReady- K-2 increased in English Math from 0% to 23% Early/Mid/On/Above grade level. *iReady K-2 increased in Spanish Math from 6% to 38% Early/Mid/on/Above grade level *iReady- K-2 increased in English Reading from 4% to 46% Early/Mid/On/Above grade level. *iReady- K-2 increased in Spanish Reading from 85% to 100% Early/Mid/On/Above grade level. *iAR increased in ELA from 7% Meeting Expectations in SY22 to 15 % in SY23. *iAR remained at 5% Meeting Expectations in Math SY22 and SY23. The approaching category increased from 13% to 22% from SY22 to SY23. *Percent of Students Reaching Proficiency on ACCESS increased from 3% to 4% from SY22 to SY23. *Star</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>		
Yes	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>What is the feedback from your stakeholders?</p> <p>*Learning curve for the implementation of the new Math Curriculum in SY23. *Skyline Spanish isn't well developed. *Skyline in general is not user-friendly. *Instructional time from January to May is reduced for grades 3-8 due to many required assessments. Grades 5-8 Bilingual students are tested the most.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>	
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</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>*Seward has a Math Coach to support teachers with the implementation of the Math Curriculum.</p> <p>*Using Ed Reports, Seward will research a high-quality reading curriculum with the intention of adopting one by Q2 or at least by SY23-24.</p> <p>*Focus on priority standards and being more consistent with progress monitoring.</p>	
Yes	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>				
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.	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>				
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document				

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.

Since grades 6-8 are departmentalized, scheduling intervention time for Tier 2 and 3 students has been a challenge. Students have to miss part or all of Tier 1 instruction in a subject area (Design or Science) to receive consistent intervention.

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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.	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>According to the MTSS continuum in SY24 we are in the prefoundational stage in systems and infrastructure since we do not have an MTSS team. We currently do not have a process for identifying and analyzing student data within the Branching Minds platform. It is important to note that prior to SY23 we had an MTSS lead and team established. This team created a protocol for identifying students that needed additional tier support. We also met biweekly to discuss student data. In SY23 we did not sustain the MTSS team though there was an MTSS lead who was our interventionist. Currently the protocols established previously are not being maintained.</p> <p>In the High quality well-documented student support plans we are in the foundational level. Our CPS Tutors use Branching Minds regularly to document their Amplify interventions. We have a low number of teachers who use Branching Minds to document their interventions.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>	
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.	MTSS Integrity Memo		<p>What is the feedback from your stakeholders?</p> <p>In our staff survey our stakeholders felt that it would be important to have an MTSS lead and team that would provide professional development on the various components of</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
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
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

MTSS. For example: refresher on MTSS tiers, hands on supports based on the variety of student interventions.

Now that we have the Branching Minds platform, teachers find it essential to get training on the platform use and key features utilizing their classroom data.

Teachers want more professional development on creating language objectives and ways on how to ensure that students are growing in their second language acquisition.

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?

Teachers received virtual training on Branching Minds but they did not find it practical because they were not able to utilize their classroom data to engage in the learning. 📌

We are considering having our former MTSS lead/interventionist facilitate a hands-on professional development session during GLMs on BM so that teachers can navigate the platform using their classroom data and be able to create their groups, create goals, and plan interventions.

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 are not able to meet grade level benchmarks 📌
- * students are inconsistently being given small group instruction and therefore are not moving tiers based on the Star360 and iReady.
- * there are a high number of long-term ELs in our TBE program

[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	The Five Essentials reports that Seward was rated as neutral all five areas: Collaborative Teachers, Effective Leaders, Involved Families, Supportive Environment, and Ambitious Instruction. 📌 The Spring Cultivate Survey indicates that in the category of Supportive Teaching , onitoring Strategies (71%) followed identity Safety (62%) are the stronges areas. The areas of challenge are Academic Risk Taking and Growth Mindset.	% 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
Partially	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
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? The teacher survey administered in August indicates the following: 📌 *Universal Teaming Structures: 62.4% yes, 34.4% partially and 3.1% no *Students experiencing Tier 1 healing supports: 50% yes, 50% partially *Equitable Access to student centered enrichment and OST Programs: 62.5% yes, 25% partially, 12.5% no *Chronic Students with a re-entry plan: 9.4% yes, 46.9% partially, 43.8% no	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Reduction in number of students with dropout codes at EOY

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

- Based on the results of Cultivate Survey, 📌
- 1 Student report not Taking Academic Risks or not having the opportunity to take risks which could be the result of instructional planning, the culture and climate of the classrooms, or the need to establish clear strategies for integrating student voice in curricular planning.
 2. The students rated Growth Mindset as low in the area of Supportive Teaching which can indicate a need to focus on those strategies as part of the instructional plan.

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?

Seward Teachers have reflected on Connectedness and Well-being as an area of need and it has been selected as a Foundation for the CIWP process. 📌

Seward has developed a pacing guide for the Second Step Lacings for the SY23-24 school year.

Seward has implemented the Calm Classroom program in which the students practice relaxation techniques as a community.

Seward students are given several opportunities to participate in Out-of School activities and groups to create relationships with peers and adults through extracurricular activities.

Quarterly, the school's community participate in school spirit/motivational activities that last at least one week.

Student are celebrated for attendance and academic efforts through activities and rewards.

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Postsecondary Success

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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics


Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
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).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

A teacher survey was administered in August and the following were the results of the survey. 

- * Annual plan stakeholder data: 50% yes, 31.3% partial, 18.8% no
- * Structures for supporting ILPs: 37.5% yes, 43.8% partial, 18.8% no
- * Work based learning activities: 31.3% yes, 40.6% partial, 28.1% no
- * Early college courses: 9.4% yes, 65.6% partial, 25% no
- * Industry certified education: 3.1% yes, 65.8% partial, 31.3% no
- * Post-secondary leadership team: 9.4% yes, 65.6% partial, 25% no
- * Alumnae coordinator: 9.4% yes, 68.8% partial, 21.9% no

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

* Students in grades 6-8 receive instruction in Career and College readiness via the school counselor through the Success Bound Curriculum. The 8th grade students also receive one-on-one sessions with the counselor as a support to navigate the High School application process and to selection options. 


* An annual "Career Day" occurs with former students and adults from the community come into the school and discuss their careers and the requirements for those careers (grades PreK-8).

*The IB program includes careers in their quarterly summative assessments (grades 6-8).

* Grades PreK-5 are not completely aware of the programs for grades 6-8.

- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)


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?

* All teachers need to be aware of the career and college readiness programs occurring in grades 6-8. 

* The IB coordinator will remind all IB teachers (grades 6-8) of the "role" section (careers) of the summative tasks.

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.

While our school has made commendable efforts to provide comprehensive career and college readiness programs for students in grades 6-8, we have identified a significant gap in awareness and participation among students in grades PreK-5. This lack of awareness about the programs available for grades 6-8 students hinders our younger students from proactively preparing for their future educational and career paths. We need to bridge this information gap to ensure that all students in our school have equitable access to vital career and college readiness resources and opportunities. 

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Partnership & Engagement


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit

A teacher survey was administered in August and the following were the results of the survey. 

- * Proactively fostering relationships: 75% yes, 25% no
- * Staff fosters 2-way communication: 56.3% yes, 43.8% no
- * Student voice infrastructure: 46.9% yes, 6.2% partial, 46.9% no

*Based on the CPS IB Program Self-Assessment & Site Conditions Report SY23-24, Family and Community Engagement scored a 3 out of 4

*Based on the CPS IB Program Self-Assessment & Site Conditions Report SY23-24, Partnerships scored a 3 out of 4

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)
- [5E: Supportive Environment](#)
- Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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 style="text-align: right;">Student Voice Infrastructure Rubric</p>

	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>*Seward has active parent group such as LSC, PAC, and BAC. Each meeting is documented with agendas and sign-in sheets. Over the year, the participation has decreased. We have tried strategies such as student performances and raffles. 🍌</p> <p>*Each year, Seward hosts a Back to School event for families and community members. This gives the families the opportunity to meet and interact with the entire staff. Families also are made aware of the various community resources available to them.</p> <p>* Seward is partnered with Resurrection Project to engage parents in the schooling process with the students. Eight parents serve as Parent Mentors and are placed in the classroom to support with the instruction. The Parent Mentor also hosts events for students and community members such as EL Dia de Nino, Winter Family Night, and Day of the Day celebrations.</p> <p>* Parent are invited to participate in IB sessions monthly. Information and Self-Study conversations. trends across stakeholders; feedback trends across specific stakeholder groups]</p>

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

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.

Despite our ongoing efforts to extend invitations for workshops, meetings, and events to parents through multiple channels such as email, robo-calls, and flyers, we still encounter challenges in actively engaging a significant portion of our student body's parents. Our surveys and feedback forms, although deployed regularly, do not yield the participation and feedback from parents that we need to enhance the educational experience of their children. We must find innovative ways to connect with parents effectively, ensuring their active involvement and input in shaping the educational journey of our 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?

* Parent invitations for various workshops, meetings, and events will continue via email, robo-calls, and flyers. 🍌

* Regularly seek input from parents through surveys or feedback forms.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

*iReady- K-2 increased in English Math from 0% to 23% Early/Mid/On/Above grade level.
 *iReady K-2 increased in Spanish Math from 6% to 38% Early/Mid/on/Above grade level
 *iReady- K-2 increased in English Reading from 4% to 46% Early/Mid/On/Above grade level.
 *iReady- K-2 increased in Spanish Reading from 85% to 100% Early/Mid/On/Above grade level.
 *IAR increased in ELA from 7% Meeting Expectations in SY22 to 15 % in SY23.
 *IAR remained at 5% Meeting Expectations in Math SY22 and SY23. The approaching category increased from 13% to 22% from SY22 to SY23.
 *Percent of Students Reaching Proficiency on ACCESS increased from 3% to 4% from SY22 to SY23.
 *Star

What is the feedback from your stakeholders?

*Learning curve for the implementation of the new Math Curriculum in SY23.
 *Skyline Spanish isn't well developed.
 *Skyline in general is not user-friendly.
 *Instructional time from January to May is reduced for grades 3-8 due to many required assessments. Grades 5-8 Bilingual students are tested the most.

What student-centered problems have surfaced during this reflection?

Since grades 6-8 are departmentalized, scheduling intervention time for Tier 2 and 3 students has been a challenge. Students have to miss part or all of Tier 1 instruction in a subject area (Design or Science) to receive consistent intervention.

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?

*Seward has a Math Coach to support teachers with the implementation of the Math Curriculum.
 *Using Ed Reports, Seward will research a high-quality reading curriculum with the intention of adopting one by Q2 or at least by SY23-24.
 *Focus on priority standards and being more consistent with progress monitoring.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are inconsistently receiving daily implementation of evidence-based instruction and assessments for learning. This is hindering students' ability to receive timely feedback and engage actively in their 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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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are not consistently planning, implementing, and providing experiences for students that transform learning environments where evidence-based assessments and instruction practices are woven into their daily classroom experiences.

As a result of,
 *lack of understanding of data
 *lack of understanding of standards
 *resistance to change
 *classroom management challenges
 *lack of content knowledge

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....


align evidence-based assessments with standards-based instruction as part of the daily learning plan

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.

then we see....

teachers implementing a more responsive approach to inquiry-based instruction that offers differentiated and timely adjustments and relevant feedback to meet the needs of all students.

which leads to...

knowledgeable, reflective, and empowered students with a growth mindset who attain a more profound understanding of concepts and are prepared to take ownership of their progress toward meeting the attainment of grade-level educational standards. 

[Return to Top](#) **Implementation Plan**




Resources: 

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



Team/Individual Responsible for Implementation Plan 

Dates for Progress Monitoring Check Ins

Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 7, 2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Integration of evidence-based assessments with standards-based instruction	ILT	June 2024	Select Status
Action Step 1	Develop and deliver a series of professional development workshops for teachers that introduce the concepts of evidence-based assessments and alignment, focusing on practical strategies and tools for implementation	ILT	Quarterly	Select Status
Action Step 2	Unpacking the priority standards per grade level or content standards	ILT, Teachers	Quarterly	Select Status
Action Step 3	Strengthening unit planning components to ensure alignment of the priority standards	ILT, Teachers	Quarterly	Select Status
Action Step 4	Integrate aligned assessments and instruction into their unit plans and provide feedback to teachers to inform adjustments and best practices.	Teachers	Quarterly	Select Status
Action Step 5	Create a schedule to document the timeline of observation, feedback and coaching.	ILT, Administration	September 2023	Select Status
Implementation Milestone 2	Empowering student success through data driven instruction	ILT, Teachers	June 2024	Select Status
Action Step 1	Engage students and stakeholders in developing SMART goals to empower students in having ownership of their learning. Include parents (for example families who have difficulty with tardiness and absenteeism)	ILT, Teachers and Students	After the BOY, MOY and EOY Assessments	Select Status
Action Step 2	Establish a systematic process for collecting evidence-based assessments at regular intervals throughout the school year.	ILT, Administration	Quarterly	Select Status
Action Step 3	Continuously integrate growth mindset activities/lessons to promote a growth mindset among students.	Teachers	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Train teachers in differentiated instruction techniques to meet the diverse needs of students in the classroom. 
SY26 Anticipated Milestones	Implement sustainable strategies to involve students in self-assessment and goal-setting, fostering a growth mindset. 

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Resources: 

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](#).

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

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.

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
Ensure that at least 80% of classroom assessments are rated as "fully aligned" with specific educational standards in each subject area by the end of the school year. (Unit and Lesson Planning)	Yes	Other Cultivate	Students with an IEP	34.4% School Survey; 36% Cultivate-Feedback for Growth	80% School Survey; 46% Cultivate-Feedback for Growth	90% School Survey; 56% Cltivate-Feedback for Growth	100% School Survey; 65% Cultivate-Feedback for Growth
		Other Cultivate	English Learners	34.4% School Survey; 36% Cultivate-Feedback for Growth	80% School Survey; 46% Cultivate-Feedback for Growth	90% School Survey; 56% Cltivate-Feedback for Growth	100% School Survey; 65% Cultivate-Feedback for Growth
Attain a 10% growth rate in student achievement data, as measured by standardized test scores and benchmark assessments, compared to the previous school year.	Yes	IAR (English)	Students with an IEP	IAR 0% met expectations	IAR 5% met expectations	IAR 15% met expectations	IAR 25% met expectations
		IAR (Math)	Students with an IEP	IAR 2% met expectations	IAR 7% met expectations	IAR 17% met expectations	IAR 27% met expectations

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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	unit plans/lesson plans - ILT will create a checklist for evidence-based assessments 80% alignment is expected on the CIWP School survey	peer observations of evidenced-based assessments and trend discussions 90% alignment is expected on the CCIWP School survey	Continuously ensure unit plan/lesson plans include standards-based assessments that are aligned and used via teacher-peer observations 100% alignment is expected on the CIWP School survey
C&I:2 Students experience grade-level, standards-aligned instruction.	teachers will unpack standards using lead 180; align their learning targets and evidenced-based assessments 80% alignment is expected on the CIWP School survey	school "walkthroughs" with specific "look-fors" (learning targets aligned to standards, evidenced-based assessments) 90% alignment is expected on the CIWP School survey	Continuously ensure teachers align their learning targets and evidenced-based assessments verified by school "walkthroughs" 100% alignment is expected on the CIWP School survey
C&I:4 The ILT leads instructional improvement through distributed leadership.	create GLM PDs on using lead 180, aligning learning targets create GLM PDs on creating evidenced-based assessments aligned to standards	create GLM PDs on assessment data discussions	Continue the practice of GLM discussions around assessment data

[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
Ensure that at least 80% of classroom assessments are rated as "fully aligned" with specific educational standards in each subject area by the end of the school year. (Unit and Lesson Planning)	Other	Students with an IEP	34.4% School Survey; 36% Cultivate-Feedback for Growth	80% School Survey; 46% Cultivate-Feedback for Growth	Select Status	Select Status	Select Status	Select Status
		English Learners	34.4% School Survey; 36% Cultivate-Feedback for Growth	80% School Survey; 46% Cultivate-Feedback for Growth	Select Status	Select Status	Select Status	Select Status
Attain a 10% growth rate in student achievement data, as measured by standardized test scores and benchmark assessments, compared to the previous school year.	IAR (English)	Students with an IEP	IAR 0% met expectations	IAR 5% met expectations	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	IAR 2% met expectations	IAR 7% met expectations	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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	unit plans/lesson plans - ILT will create a checklist for evidence-based assessments 80% alignment is expected on the CIWP School survey	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	teachers will unpack standards using lead 180; align their learning targets and evidenced-based assessments 80% alignment is expected on the CIWP School survey	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	create GLM PDs on using lead 180, aligning learning targets create GLM PDs on creating evidenced-based assessments aligned to standards	Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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.

What are the takeaways after the review of metrics?

According to the MTSS continuum in SY24 we are in the prefoundational stage in systems and infrastructure since we do not have an MTSS team. We currently do not have a process for identifying and analyzing student data within the Branching Minds platform. It is important to note that prior to SY23 we had an MTSS lead and team established. This team created a protocol for identifying students that needed additional tier support. We also met biweekly to discuss student data. In SY23 we did not sustain the MTSS team though there was an MTSS lead who was our interventionist. Currently the protocols established previously are not being maintained.

In the High quality well-documented student support plans we are in the foundational level. Our CPS Tutors use Branching Minds regularly to document their Amplify interventions. We have a low number of teachers who use Branching Minds to document their interventions.

Supplemental Interventions Tier 2 & 3: Progress Monitoring- we are in the Foundational level due to a large of teachers that not consistently using Branching Minds to track progress monitoring data.

Interpret Data & Adjust Instruction - We are currently in the Foundational Level. Even though we did not have an MTSS team we still analyzed data during grade levels to make learning plans for students that needed T2 and T3 supports.

What is the feedback from your stakeholders?

In our staff survey our stakeholders felt that it would be important to have an MTSS lead and team that would provide professional development on the various components of MTSS. For example: refresher on MTSS tiers, hands on supports based on the variety of student interventions.

Now that we have the Branching Minds platform, teachers find it essential to get training on the platform use and key features utilizing their classroom data.

Teachers want more professional development on creating language objectives and ways on how to ensure that students are growing in their second language acquisition.

What student-centered problems have surfaced during this reflection?

- * student are not able to meet grade level benchmarks
- * students are inconsistently being given small group instruction and therefore are not moving tiers based on the Star360 and iReady.
- * there are a high number of long-term ELs in our TBE program

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?

Teachers received virtual training on Branching Minds but they did not find it practical because they were not able to utilize their classroom data to engage in the learning.

We are considering having our former MTSS lead/interventionist facilitate a hands-on professional development session during GLMs on BM so that teachers can navigate the platform using their classroom data and be able to create their groups, create goals, and plan interventions.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- * Students are not able to meet grade-level benchmarks
- * Students are inconsistently being given small group instruction and therefore are not moving tiers
- * There are a high number of long-term ELs in our TBE program

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

- have inconsistencies in our implementation of the MTSS framework.
- are not consistently providing academic interventions for students who require Tier 2 or Tier 3 supports.
- lack comprehensive knowledge about the different components of MTSS.
- are not consistently utilizing Branching Minds to document interventions and progress monitoring.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....

execute clear systems and structures for tiered student supports utilizing data collection within our MTSS structures,

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)"

then we see....

focused collaboration amongst all stakeholders implement data-driven targeted interventions, and data-informed decision-making with goal-setting,

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

which leads to...
 an increase in reflective students within Tier 1 and a decrease in Tier 2 and Tier 3 according to Branching Minds.

[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

Dates for Progress Monitoring Check Ins

Q1 **October 27, 2** Q3 **April 1, 2024**
 Q2 **December 22** Q4 **June 7, 2024**

SY24 Implementation Milestones & Action Steps

By When

Progress Monitoring

Implementation Milestone 1	Establish Data Driven MTSS Structures/Components for decision-making	MTSS Team	June 2024	Select Status
Action Step 1	Provide ongoing professional development on the MTSS components	MTSS Team/ Staff	Quarter 1	Select Status
Action Step 2	Understand and utilize the Tier Change Recommended Guidance in order to identify appropriate tier for interventions.	MTSS Team/ Staff	June 2024	Select Status
Action Step 3	Develop and implement learning plans utilizing problem solving across levels of support-MTSS	MTSS Team/ Staff	June 2024	Select Status
Action Step 4	Provide professional development on Branching Minds platform's use & key features utilizing teacher classroom data.	MTSS Lead	Quarter 1	Select Status
Action Step 5	Establish a system for implementation and documentation of tiered supports in Branching Minds.	MTSS Lead/Team	June 2024	Select Status
Implementation Milestone 2	Enhancing quality and fidelity of IEP implementation.	Special Education Team		Select Status
Action Step 1	Provide ongoing training and professional development for teachers, special education staff, and related service providers on IEP development and implementation	N8 SEA- Daniela Delgado		Select Status
Action Step 2	Foster a collaborative and open communication team approach that includes active participation of teachers, special education staff, parents/guardians, and related service providers	Special Education Team, Homeroom Teachers, Case Manger	June 2024	Select Status
Action Step 3	Involve teachers, related service providers, and parents in the development of IEP goals and ensure that IEP goals are specific, measurable, achievable, relevant, and time-bound (SMART).	Special Education Team and Homeroom Teachers	June 2024	Select Status
Action Step 4	Establish clear protocols and implement a robust data collection and sharing system to make informed decisions about necessary adjustments to IEP goals and services.	Special Education Team & Case Manager	June 2024	Select Status
Action Step 5	Seek feedback from students, parents, and staff on ways to enhance IEP implementation	Special Education Team,	June 2024	Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Foster collaboration among teachers, administrators, and support staff through regular meetings and workshops.	
SY26 Anticipated Milestones	Refine data collection processes based on feedback and outcomes from Year 2.	

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

Resources:

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.

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)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
To increase the percentage of students in Tier 1 in Reading and Math by 10% annually.	Yes	iReady (Reading-Math)	Overall	Star 360 Data: English Math- 57% on GL Spanish Math- 81% on GL English Reading- 52% on GL Spanish Reading- 92% on GL Ready Data: English Math- 81% Red; 69 % Yellow; 23% Greens Spanish Math- 12% Red; 50% Yellow; 38% Greens English Reading- 8% Red; 46% Yellow; 46% Greens Spanish Reading- 0% Red; 18% Yellow; 82% Greens	Star 360 Data: English Math- 81% on GL Spanish Math- 91% on GL English Reading- 62% on GL Spanish Reading- 100% on GL Ready Data: English Math- 33% Greens Spanish Math- 48% Greens English Reading- 56% Greens Spanish Reading- 92% Greens	Star 360 Data: English Math- 97% on GL Spanish Math- 91% on GL English Reading- 62% on GL Spanish Reading- 100% on GL Ready Data: English Math- 43% Greens Spanish Math- 58% Greens English Reading- 66% Greens Spanish Reading- 100% Greens	Star 360 Data: English Math- 77% on GL Spanish Math- 100% on GL English Reading- 72% on GL Spanish Reading- 100% on GL Ready Data: English Math- 53% Greens Spanish Math- 66% Greens English Reading- 76% Greens Spanish Reading- 100% Greens
		STAR (Reading-Math)	Students with an IEP	Star 360 Data: Math English Tier 1 = 31% Math Spanish Tier 1 = 100% Reading English Tier 1 = 6% Reading Spanish Tier 1 = 100% Ready DL Data: Math - "2 GL below" 90%; 2 GL below 10% Reading - "1 GL below" 90%; 2 GL below 10%	Star 360 Data: Math English Tier 1 = 41% Math Spanish Tier 1 = 100% Reading English Tier 1 = 100% Reading Spanish Tier 1 = 100% Ready DL Data: Math - "2 GL below" 90%; 2 GL below 10% Reading - "on GL" 10%	Star 360 Data: Math English Tier 1 = 53% Math Spanish Tier 1 = 100% Reading English Tier 1 = 26% Reading Spanish Tier 1 = 100% Ready DL Data: Math - "2 GL below" 90%; 2 GL below 10% Reading - "on GL" 20%	Star 360 Data: Math English Tier 1 = 61% Math Spanish Tier 1 = 100% Reading English Tier 1 = 36% Reading Spanish Tier 1 = 100% Ready DL Data: Math - "2 GL below" 90%; 2 GL below 10% Reading - "on GL" 30%
To decrease the percentage of students in Tier 3 in Reading and Math by 5% annually.	Yes	iReady (Reading-Math)	Overall	Star Data: Math English-Tier3-27% Math Spanish- Tier 3-13 % Reading English - Tier 3 - 33% Reading Spanish - Tier 3-8% Ready Data: English Math- 8% "2GLs below"; 69 % "1 GL below"; 23% Greens Spanish Math- 12% "2GLs below"; 50% "1 GL below"; 38% Greens English Reading- 8% "2GLs below"; 46% "1 GL below"; 46% Greens Spanish Reading - 0% "2GLs below"; 18% "1 GL below"; 82% Greens	Star Data: Math English-Tier3-22% Math Spanish- Tier 3-8 % Reading English - Tier 3 - 28% Reading Spanish - Tier 3- 3% Ready Data: Math English-Tier3-22% Math Spanish- Tier 3-8 % Reading English - Tier -28% Reading Spanish - 3%	Star Data: Math English-Tier3-17% Math Spanish- Tier 3-3 % Reading English - Tier 3 - 23% Reading Spanish - Tier 3- 0% Ready Data: Math English-Tier3-17% Math Spanish- Tier 3-3 % Reading English - Tier -23% Reading Spanish - 0%	Star Data: Math English-Tier3-12% Math Spanish- Tier 3-0% Reading English - Tier 3 - 18% Reading Spanish - Tier 3 - 0% Ready Data: Math English-Tier3-12% Math Spanish- Tier 3-0% Reading English - Tier -18% Reading Spanish - 0%
		STAR (Reading-Math)	Students with an IEP	Star360 Data for DLs: Math English Tier 3 = 44% Math Spanish Tier 3 = 0% Reading English Tier 3 = 71% Reading Spanish Tier 3 = 0% Ready DL Data: Math - "2 GL below" 10% Reading - "2 GL below" 10%	Star360 Data for DLs: Math English Tier 3 = 39% Math Spanish Tier 3 = 0% Reading English Tier 3 = 61% Reading Spanish Tier 3 = 0% Ready DL Data: Math - "2 GL below" 5% Reading - "2 GL below" 5%	Star360 Data for DLs: Math English Tier 3 = 34% Math Spanish Tier 3 = 0% Reading English Tier 3 = 61% Reading Spanish Tier 3 = 0% Ready DL Data: Math - "2 GL below" 0% Reading - "2 GL below" 0%	Star360 Data for DLs: Math English Tier 3 = 29% Math Spanish Tier 3 = 0% Reading English Tier 3 = 56% Reading Spanish Tier 3 = 0% Ready DL Data: Math - "2 GL below" 0% Reading - "2 GL below" 0%

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.	Teachers of students receiving Tier 2 supports will document intervention/progress monitor notes every 2 weeks and for students receiving Tier 3 supports every week on Branching Minds. 80% of the teachers will enter intervention/progress monitoring notes for their students receiving Tier 2 supports (biweekly) and Tier 3 supports (weekly).	Teachers of students receiving Tier 2 supports will document intervention/progress monitor notes every 2 weeks and for students receiving Tier 3 supports every week on Branching Minds. 90% of the teachers will enter intervention/progress monitoring notes for their students receiving Tier 2 supports (biweekly) and Tier 3 supports (weekly).	Teachers of students receiving Tier 2 supports will document intervention/progress monitor notes every 2 weeks and for students receiving Tier 3 supports every week on Branching Minds. 100% of the teachers will enter intervention/progress monitoring notes for their students receiving Tier 2 supports (biweekly) and Tier 3 supports (weekly).	
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case manager and administration will use the Seward IEP Compliance Protocol to ensure all components are clearly stated on IEP and will ensure fidelity of implementation. Using the Seward IEP Compliance Protocol the percentage of IEPs implemented with fidelity will improve by 50%.	Case manager and administration will use the Seward IEP Compliance Protocol to ensure all components are clearly stated on IEP and will ensure fidelity of implementation. Using the Seward IEP Compliance Protocol the percentage of IEPs implemented with fidelity will improve by 75%.	Case manager and administration will use the Seward IEP Compliance Protocol to ensure all components are clearly stated on IEP and will ensure fidelity of implementation. Using the Seward IEP Compliance Protocol the percentage of IEPs implemented with fidelity will improve by 100%.	
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
To increase the percentage of students in Tier 1 in Reading and Math by 10% annually.	iReady (Reading-Math)	Overall	Star 360 Data: Math English- Tier 1- 47% Math Spanish - Tier 1 - 71% Reading English - Tier 1 - 42% Reading Spanish - Tier 1 - 82% iReady Data: English Math- 8% Red; 69 % Yellow; 23% Greens Spanish Math- 12% Red; 50% Yellow; 38% Greens English Reading- 8% Red; 46% Yellow; 46% Greens Spanish Reading- 0% Red; 18% Yellow; 82% Greens	Star 360 Data: English Math- 57% on GL Spanish Math- 81% on GL English Reading- 52% on GL Spanish Reading- 92% on GL Ready Data: English Math- 33% Greens Spanish Math- 48% Greens English Reading- 56% Greens Spanish Reading- 92% Greens	Select Status	Select Status	Select Status	Select Status

		Students with an IEP	<p>Star 360 Data Math English Tier 1 = 31% Math Spanish tier 1 = 100% Reading English Tier 1 = 6% Reading Spanish Tier 1 = 100% iReady DL Data: Math - 1 GL below 90%; 2 GL below 10% Reading - 1 GL below 90%; 2 GL below 10%</p>	<p>Star 360 Data Math English Tier 1 = 41% Math Spanish tier 1 = 100% Reading English Tier 1 = 16% Reading Spanish Tier 1 = 100% iReady DL Data: Math-'on GL'-10% Reading-'on GL'-10%</p>	Select Status	Select Status	Select Status	Select Status
To decrease the percentage of students in Tier 3 in Reading and Math by 5% annually.	iReady (Reading-Math)	Overall	<p>Star Data: Math English-Tier3-27% Math Spanish- tier 3-13 % Reading English - Tier 3 - 33% Reading Spanish - Tier 3-8% iReady Data: English Math- 8% "2GLs below", 69 % "1 GL below", 23% Greens Spanish Math- 12% "2GLs below", 50% "1 GL below", 38% Greens English Reading- 8% "2GLs below", 46% "1 GL below", 46% Greens Spanish Reading- 0% "2GLs below", 18% "1 GL below", 82% Greens</p>	<p>Star Data: Math English-Tier3-22% Math Spanish- tier 3-8 % Reading English - Tier 3 -28% Reading Spanish - Tier 3- 3% iReady Data: Math English-Tier3-22% Math Spanish- tier 3-8 % Reading English - Tier -28% Reading Spanish - 3%</p>	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	<p>Star360 Data for DLs Math English Tier 3 = 44% Math Spanish Tier 3 = 0% Reading English Tier 3= 71% Reading Spanish Tier 3 = 0% iReady DL Data: Math - "2 GL below"- 10% Reading - "2 GL below"- 10%</p>	<p>Star360 Data for DLs Math English Tier 3 = 39% Math Spanish Tier 3 = 0% Reading English Tier 3= 66% Reading Spanish Tier 3 = 0% iReady DL Data: Math - "2 GL below"- 5% Reading - "2 GL below"- 5%</p>	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		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.	<p>Teachers of students receiving Tier 2 supports will document intervention/progress monitor notes every 2 weeks and for students receiving Tier 3 supports every week on Branching Minds.</p> <p>80% of the teachers will enter intervention/progress monitoring notes for their students receiving Tier 2 supports (biweekly) and Tier 3 supports (weekly).</p>	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<p>Case manager and administration will use the Seward IEP Compliance Protocol to ensure all components are clearly stated on IEP and will ensure fidelity of implementation.</p> <p>Using the Seward IEP Compliance Protocol the percentage of IEPs implemented with fidelity will improve by 50%.</p>	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?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

The Five Essentials reports that Seward was rated as neutral all five areas: Collaborative Teachers, Effective Leaders, Involved Families, Supportive Environment, and Ambitious Instruction.

The Spring Cultivate Survey indicates that in the category of Supportive Teaching, onitoring Strategies (71%) followed identity Safety (62%) are the stronges areas. The areas of challenge are Academic Risk Taking and Growth Mindset.

What is the feedback from your stakeholders?

The teacher survey administered in August indicates the following:

- *Universal Teaming Structures: 62.4% yes, 34.4% partially and 3.1% no
- *Students experiencing Tier 1 healing supports: 50% yes, 50% partially
- *Equitable Access to student centered enrichment and OST Programs: 62.5% yes, 25% partially, 12.5% no
- *Chronic Students with a re-entry plan: 9.4% yes, 46.9% partially, 43.8% no

What student-centered problems have surfaced during this reflection?

Based on the results of Cultivate Survey,

1 Student report not Taking Academic Risks or not having the opportunity to take risks which could be the result of instructional planning, the culture and climate of the classrooms, or the need to establish clear strategies for integrating student voice in curricular planning.

2. The students rated Growth Mindset as low in the area of Supportive Teaching which can indicate a need to focus on those strategies as part of the instructional plan.

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?

Seward Teachers have reflected on Connectedness and Well-being as an area of need and it has been selected as a Foundation for the CIWP process.

Seward has developed a pacing guide for the Second Step Lacings for the SY23-24 school year.

Seward has implemented the Calm Classroom program in which the students practice relaxation techniques as a community.

Seward students are given several opportunities to participate in Out-of School activities and groups to create relationships with peers and adults through extracurricular activities.

Quarterly, the school's community participate in school spirt/motivational activities that last at least one week.

Student are celbrated for attendance and academic efforts through activities and rewards.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- * Students who are chronically absent and their parents can benefit from the development of intentional and timely re-entry plans
- * Many students are entering grade levels with decreased significant academic and social skills.
- *Students consistently struggle with inclusiveness due to their self-esteem. This does not correspond to the well-being comfortable in their 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.

Return to Top 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...

- *need to provide a well-balanced SEL curriculum that allows students to transition to inclusiveness.
- *need to ensure information is shared in a consistent process with kids, parents, & non-homeroom teachers without compromising confidentiality.
- *need to ensure that the school fosters an environment where community and family can be involved.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....

implement SEL principles throughout the school to infuse and nurture social-emotional learning into daily interactions

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.


then we see....

enhanced empathy, communication, and relationship-building among students and staff,

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

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

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

which leads to...
 a more supportive, compassionately aware, and caring school community. 

[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 


Dates for Progress Monitoring Check Ins

Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 7, 2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Create a long-term sustainability plan to ensure SEL remains a core part of the school's culture.	BHT	June 2024	Select Status
Action Step 1	Provide professional development to assist with learning the SEL principles.	BHT	Quarterly	Select Status
Action Step 2	Strengthen knowledge on Illinois State Standards for SEL	BHT	Quarterly	Select Status
Action Step 3	Establishing a school-wide practice to recognize positive student behaviors.	ILT	Quarterly	Select Status
Action Step 4	Strengthen the implementation of Second Step and Calm Classroom	Teachers	Ongoing	Select Status
Action Step 5	Establish a culture and climate team	Counselor, Restorative	August 2023	Select Status
Implementation Milestone 2	Engage with the local community to extend SEL practices beyond the school environment.	BHT and Admin	December 2023	Select Status
Action Step 1	Foster parent and family engagement by providing resources	Counselor, BHT, Program Leads, Admin	Ongoing	Select Status
Action Step 2	Provide opportunities for families to participate in SEL activities. ie family nights, family field trips	Teachers and Parent Mentors, Program Leads	Quarterly	Select Status
Action Step 3	Recognizing parents for example, student attendance, donations, collaboration, involvement etc.	Teachers, Program Leads, Admin	Quarterly	Select Status
Action Step 4	School-wide communication system like newsletter, common app to communicate with parents, submissions for Facebook page-pictures, videos etc.	Program Leads, Administration, Teachers, BHT	Ongoing	Select Status
Action Step 5	School environment-should promote SEL practices	All stakeholders	Ongoing	Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Establish a peer mentorship program to encourage students and staff to support each other in their SEL journey. 

SY26 Anticipated Milestones Develop a plan for sustaining SEL practices beyond Year 3 including mentorship transitions and ongoing professional development. 

[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
Measure and aim for a 20% increase in self-reported improved relationship-building levels among students and staff based on the Cultive survey or assessments compared to baseline data.	Yes	Cultivate	Overall	24% Cultivate-Belonging	48% Cultivate-Belonging	68% Cultivate-Belonging	88% Cultivate-Belonging
Create opportunities for students and staff to engage in community service or acts of kindness. Aim for a 10% increase in the participation rate.	Yes	Other	Overall	Create a Baseline Data Survey* to assess the current student connectedness and wellbeing supports.	Increase baseline data by 10%	increase SY24 data by 10%	increase SY25 data by 10%

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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By the end of Year 1, ensure that 100% of staff have completed initial SEL training or workshops and have knowledge of the Illinois State Standards for SEL.	All staff are implementing SEL training/workshops with fidelity.	Continue providing annual SEL training for all staff, with a goal of maintaining 100% completion.
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.	Establish a Culture and Climate Team with a focus of increasing positivity in the school. Teachers will create and employ a "Baseline Data Survey" to assess the current student connectedness and wellbeing supports. The Culture and Climate team will regularly assess the school's climate and culture to identify areas of improvement.	Consistently implement positive behavior support programs to reinforce and celebrate positive behaviors. Engage parents and community members in school climate improvement efforts. Continue conducting regular climate surveys to assess progress and make adjustments.	Empower students to take a leadership role in promoting a positive school culture and climate. Provide ongoing professional development for staff on fostering a positive and inclusive school environment. Continue conducting regular climate surveys to assess progress and make adjustments.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Measure and aim for a 20% increase in self-reported improved relationship-building levels among students and staff based on the Cultive survey or assessments compared to baseline data.	Cultivate	Overall	24% Cultivate-Belonging	48% Cultivate-Belonging	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Create opportunities for students and staff to engage in community service or acts of kindness. Aim for a 10% increase in the participation rate.	Other	Overall	Create a Baseline Data	Increase baseline data by	Select Status	Select Status	Select Status	Select Status
					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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By the end of Year 1, ensure that 100% of staff have completed initial SEL training or workshops and have knowledge of the Illinois State Standards for SEL.	Select Status	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.	Establish a Culture and Climate Team with a focus of increasing positivity in the school. Teachers will create and employ a "Baseline Data Survey" to assess the current student connectedness and wellbeing supports. The Culture and Climate team will regularly assess the school's climate and culture to identify areas of improvement.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

IAR (English): Attain a 10% growth rate in student achievement data, as measured by standardized test scores and benchmark assessments, compared to the previous school year.

Required Reading Goal

IAR (English): Attain a 10% growth rate in student achievement data, as measured by standardized test scores and benchmark assessments, compared to the previous school year.

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Students with an IEP	IAR 0% met expectations	IAR 5% met expectations	IAR 15% met expectations	IAR 25% met expectations
Students with an IEP	IAR 2% met expectations	IAR 7% met expectations	IAR 17% met expectations	IAR 27% met expectations
Students with an IEP	IAR 0% met expectations	IAR 5% met expectations	IAR 15% met expectations	IAR 25% met expectations
Students with an IEP	IAR 2% met expectations	IAR 7% met expectations	IAR 17% met expectations	IAR 27% met expectations

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>
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.

Increase Student Achievement through Parent Involvement:

- To give parents strategies for helping their children succeed at school (e.g. homework help, early readiness skills, use of technology, etc.) SY23-26 (Foundation: Curriculum and Instruction)
- To give parents specific strategies for improving their child's literacy skills (e.g. reading aloud, monitoring their reading progress and comprehension, book-making, playing reading games, etc.) SY23-26 (Foundation: Curriculum and Instruction)
- To give parents the opportunity to attend local conferences (e.g. Bilingual Parent Summit) and workshops focused on parenting, education, and basic life skills. SY23-26 (Foundation: Inclusive and Supportive Learning Environment)
- To give parents the opportunity to learn about the social-emotional needs of their children and provide them with the necessary support (e.g. bullying, socialization skills, leadership skills, etc.) SSY23-26 (Foundation: Connectedness and Wellbeing)

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