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
Sharrone Caridine	Principal	smtravis@cps.edu
Kimberly Tobin	Teacher Leader	kltobin@cps.edu
Angelica Correa	Teacher Leader	asierra@cps.edu
Stephanie Bromer	Teacher Leader	slbromer@cps.edu
Elizabeth Mason	Teacher Leader	elmason@cps.edu
Kelley O'Connor	Interventionist	kmoconnor4@cps.edu
Efrem Popel	Teacher Leader	epopel@cps.edu
Michelle Paramore	Teacher Leader	miparamore@cps.edu
Victoria Imhoff	Teacher Leader	vlorch@cps.edu
Daniella Hendrix	Teacher Leader	dchayes2@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/22/23	6/22/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/12/23	7/12/23
Reflection: Connectedness & Wellbeing	7/12/23	7/12/23
Reflection: Postsecondary Success	7/12/23	7/12/23
Reflection: Partnerships & Engagement	7/12/23	7/12/23
Priorities	7/12/23	7/13/23
Root Cause	7/19/23	8/4/23
Theory of Acton	7/19/23	8/4/23
Implementation Plans	7/19/23	8/4/23
Goals	7/19/23	8/4/23
Fund Compliance	8/7/23	8/25/23
Parent & Family Plan	8/7/23	8/25/23
Approval	8/7/23	8/25/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

	CIWP Progress Monitoring Meeting Dates
Quarter 1	10/5/2023
Quarter 2	12/7/2023
Quarter 3	2/22/2024
Quarter 4	5/23/2024

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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
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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What student-centered problems have surfaced during this reflection?

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

Students are not engaged in evidence-based assessment daily in the classroom.

What are the takeaways after the review of metrics?

We have a high-quality curriculum found in Skyline for all core subjects. Skyline is aligned to the standards and culturally relevant. Our curriculum engages in topics and issues that relate to students. Balanced asssessment is present through common unit assessments and diagnostic tests. iReady is used for evidence based diagnostic assessments and is partially discussed throughout the school year. Distributed leadership is partially successful with leading learning cycle meetings.

What is the feedback from your stakeholders?

Stakeholders feel that the curriculum is grade-level and standards-aligned, however some classes are lacking the implementation of core curriculum.

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?

Focus on the students who score below or well-below grade level on iReady to support intervention.

Metrics

- IAR (Math)
- IAR (English)
- Rigor Walk Data (School Level Data)
- PSAT (EBRW)
- PSAT (Math)
- STAR (Reading)
- STAR (Math)
- iReady (Reading)
- iReady (Math)
- Cultivate
- Grades
- ACCESS
- TS Gold
- Interim Assessment Data

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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.

- Over 50% of students are not on grade level.
- Students do not have access to interventions
- Students are not able to recieve interventions and differentiated core instruction with consistency.

What are the takeaways after the review of metrics?

We do not have a strong tiered level of supports embedded in our curriculum. Our intervention plans entered in Branching Minds are not consistant and often incompete. Most staff members do not put language objectives in lesson plans.

What is the feedback from your stakeholders?

The MTSS comittee has revied the metrics and agree that the continuum is not impelemented with fidelity and is not supporting students and their needs. We have not had an MTSS team in years past.

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?

Attempted use of Branching Minds for MTSS and professional development to work towards leading effective small groups.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)
MTSS Continuum
Roots Survey
ACCESS
MTSS Academic Tier Movement
Annual Evaluation of Compliance (ODLSS)
Quality Indicators of Specially Designed Curriculum
EL Program Review Tool

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure

What are the takeaways after the review of metrics?

After reviewing the metrics, the data shows that our students do not have an emotional connection to the school for the following reasons:
1. ASPEN journal entries for behavior incidents increased throughout the school year.
2. The Cultivate Survey showed a clear discrepancy between our younger students and our middle schoolers, who feel that staff and peers don't believe in them, they are not safe in many areas of the building, and do not feel attached to the school.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets
Reduction in OSS per 100

		3. Our summer OST programs have low attendance rates. Many students and families are uninterested in additional programming at the school outside of the regular school day. 4. Attendance throughout the school year remained under 90%.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	**What is the feedback from your stakeholders?** Parents and students want programming, but schedules/dates need to be relevant for families. OST programming often feels rushed and disorganized, and families need straightforward communication.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

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

- Student attendance (absent and tardy)
- Students are reaching crisis with a much higher frequency than past years.
- Students are not receiving Tier 1, 2 and 3 behavioral and SEL supports/instruction in every space in the school

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?

Added effort for attendance team to create incentives for good attendance. SEL curriclums are available.

Metrics

- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance
- Student Voice Infrastructure
- Reduction in number of students with dropout codes at EOY

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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**
Partially 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)	The 3-8 on track data has consistently been the same over the past several years. The average on track rating for the school overal is always less than 40%. The factors that impact on-track are attenance and grades. Both attendance and grades will be address in the foundation areas of Inclusive & Supportive Learning and Connectedness and Wellbeing.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

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

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.

The Middle School program for 6th-8th grade students has partial implementation of Post secondary programming. However, this section is not going to be selected as a priorty.

What is the feedback from your stakeholders?

Stakeholders (classroom teachers and parents) believe more information needs to be provided on the structures for post secondary planning that start 6th-8th grade.

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

We are in the process of establishing a Middle School student council. The student council will serve as a direct voice for the Middle School team to help teachers and administrators understand their needs and wants.

Metrics

- 3 - 8 On Track
- Learn, Plan, Succeed
- % of KPIs Completed (12th Grade)
- College Enrollment and Persistence Rate
- 9th and 10th Grade On Track
- Cultivate (Relevance to the Future)
- Freshmen Connection Programs Offered (School Level Data)

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships

What are the takeaways after the review of metrics?

Some takeaways will be that we have a strong LSC committee. Although we have a total of 7 members, we are pursuing to have more parents join us for the next coming school year. Due to the pandemic, our parent attendance for PAC and BAC has declined. More time needs to be put aside for planning and teacher surveys to assist with ideas for solid partnerships.

Metrics

- Cultivate
- 5 Essentials Parent Participation Rate
- 5E: Involved Families

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)
(School Level Data)

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

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

What is the feedback from your stakeholders?

Parents and teachers do not feel connected as a whole. Stakeholders agree that in order to solidify a strong partnership with students and parents, communication as a whole will need to be implemented to be successful.

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.

If students do not feel connected that they do not see the value in their education.

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

We hired a new Restorative Practice Lead to support the work of student voice and connectedness.

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We do not have a strong tiered level of supports embedded in our curriculum. Our intervention plans entered in Branching Minds are not consistant and often incompete. Most staff members do not put language objectives in lesson plans.

What is the feedback from your stakeholders?

The MTSS comittee has revied the metrics and agree that the continuum is not impelemented with fidelity and is not supporting students and their needs. We have not had an MTSS team in years past.

What student-centered problems have surfaced during this reflection?

- Over 50% of students are not on grade level.
- Students do not have access to interventions
- Students are not able to recieve interventions and differentiated core instruction with consistency.

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?

Attempted use of Branching Minds for MTSS and professional development to work towards leading effective small groups.

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Determine Priorities

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

Students...

Students showing the need for Tier 2 and Tier 3 academic supports do not have consistent access to a team that can support their academic needs.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

As adults in the building we, struggle with properly planning for tier 2 and tier 3 supports when 75% of the class needs these interventions.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Inclusive & Supportive Learning Environment

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Implement targeted instructional support for students at each MTSS Tier level

then we see....

frequent, intentional, and sheduled differentiated instruction, personalizes individualized student support, and consistent data analysis,

which leads to...

improved student performance, as demonstrated by iReady tier movement and performance on benchmark metrics such as unit assessments, classwork and IAR

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.

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS Team (Kelley O'Connor)

Dates for Progress Monitoring Check Ins

Q1	10/5/2023	Q3	2/22/2024
Q2	12/7/2023	Q4	5/23/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 By 9/21, the MTSS team will plan professional developments designed to train staff to utilize district approved intervention platforms and outline expectations for data collection using Branching Minds	MTSS Team	9/21	Select Status
Action Step 1 Plan professional development centered around routines and procedures to ensure that while a teacher is working with a small group, all other students are engaged in purposeful, indpendent tasks that contribute to learning needs	MTSS Team	9/21	Select Status
Action Step 2 Plan professional development centered around implementation of research based tier 2 interventions	MTSS Team	9/21	Select Status
Action Step 3 Develop a Branching Minds protocol that outlines expectations for goals, frequency of intervention, progress monitoring and deadlines for data entry	MTSS Team	9/21	Select Status
Action Step 4 Create a shared document for monitoring Branching Minds data entry	MTSS Team	9/21	Select Status
Action Step 5	MTSS Team		Select Status

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

Inclusive & Supportive Learning Environment

Implementation Milestone 2	By 9/21/23, a menu of interventions/resources and a plan for tier 2 and tier 3 support will be created and shared with teachers and staff	MTSS Team	9/21	Select Status
Action Step 1	Identify tier 2 and tier 3 students who will be supported by classroom teachers and/or the interventionist	MTSS Team	9/8	Select Status
Action Step 2	Create a menu of tier 2 and tier 3 interventions and resources	MTSS Team	9/15	Select Status
Action Step 3	Develop protocol for implementing interventions and tracking/analyzing student data	MTSS Team	9/15	Select Status
Action Step 4	Schedule and implement necessary professional development	MTSS Team	9/21	Select Status
Action Step 5	Develop a schedule and plan for ongoing teacher support	MTSS Team	9/21	Select Status
Implementation Milestone 3	By 10/6, MTSS team will deliver a series of professional developments centered around tier 2 small group planning, instruction, data collection and analysis	MTSS Team	10/6	Select Status
Action Step 1	MTSS team will develop and share small group lesson plan expectations	MTSS Team	9/26	Select Status
Action Step 2	Lead professional development centered around routines and procedures to ensure that while a teacher is working with a small group, all other students are engaged in purposeful, indpendent tasks that contribute to learning needs	MTSS Team	10/6	Select Status
Action Step 3	MTSS team will develop and share requirements for tracking student progress in Branching Minds	MTSS Team	10/6	Select Status
Action Step 4	MTSS team will develop, share protocol to ensure that necessary IEP and EL supports are being delivered in the classroom setting	MTSS Team	9/26	Select Status
Action Step 5				Select Status
Implementation Milestone 4	By 5/21, MTSS team will lead staff through six 5 week intervention cycles that include planning for and implementing tier 2 intervention, data collection and analysis and tracking in Branching Minds	MTSS Teaam	5/21	Select Status
Action Step 1	Conduct weekly small group instruction learning rounds to monitor implementation and effectiviness of tier 2 interventions	MTSS Team	5/21	Select Status
Action Step 2	Develop and share a system for evaluating student progress and determining next steps	MTSS Team	11/10	Select Status
Action Step 3	Develop, share and implement an MTSS review procedure for students prior to being referred for specialized services	MTSS Team	11/10	Select Status
Action Step 4	Develop and utilize a communication system for teachers and families around tiered supports that their students are recieving	MTSS Team	6/6	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Increase of students in Tier 1 for both ELA and Math
Daily small group instruction/intervention for Tier 3 students
50% of teachers receive coaching around small group instruction

SY26 Anticipated Milestones

75% of students at Tier 1 for both ELA and Math
100% of teachers receive coaching on small group instruction

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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 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

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

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional] SY24	SY25	SY26
By the end of SY26, K-8 student reading performance will improve to 70% tier 1, 20% tier 2, 10% tier 3, as evidenced by tier movement on the EOY iReady reading assessment.	Yes	MTSS Academic Tier Movement	Overall	Tier 1: 28% Tier 2: 17% Tier 3: 54%	Tier 1: 44% Tier 2: 23% Tier 3: 32%	Tier 1: 60% Tier 2: 29% Tier 3: 11%	Tier 1: 70% Tier 2: 20% Tier 3: 10%
			Select Group or Overall				
By the end of SY26, K-8 student math performance will improve to 60% tier 1, 25% tier 2, 15% tier 3, as evidenced by tier movement on the EOY iReady math assessment.	Yes	MTSS Academic Tier Movement	Overall	Tier 1: 39% Tier 2: 19% Tier 3: 40%	Tier 1: 45% Tier 2: 25% Tier 3: 30%	Tier 1: 50% Tier 2: 30% Tier 3: 20%	Tier 1: 60% Tier 2: 25% Tier 3: 15%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	After BOY and MOY iReady administration, all tier 2 and tier 3 K-8 students will have up-to-date reading and/or math intervention plans and will receive frequent intervention that is consistent with MTSS expectations. Student data will be collected on a weekly (tier 3) or biweekly (tier 2) basis and entered in Branching Minds. Progress will be monitored every 5 weeks to determine success of interventions and appropriate next steps. The MTSS team will meet on a biweekly basis to monitor data entry and student progress.	After BOY and MOY iReady administration, all tier 2 and tier 3 K-8 students will have up-to-date reading and/or math intervention plans and will receive frequent intervention that is consistent with MTSS expectations. Student data will be collected on a weekly (tier 3) or biweekly (tier 2) basis and entered in Branching Minds. Progress will be monitored every 5 weeks to determine success of interventions and appropriate next steps. The MTSS team will meet on a biweekly basis to monitor data entry and student progress.	After BOY and MOY iReady administration, all tier 2 and tier 3 K-8 students will have up-to-date reading and/or math intervention plans and will receive frequent intervention that is consistent with MTSS expectations. Student data will be collected on a weekly (tier 3) or biweekly (tier 2) basis and entered in Branching Minds. Progress will be monitored every 5 weeks to determine success of interventions and appropriate next steps. The MTSS team will meet on a biweekly basis to monitor data entry and student progress.
C&I:2 Students experience grade-level, standards-aligned instruction.	All tier 1, tier 2 and tier 3 students will participate in standards-aligned grade level instruction using the Skyline curriculum. Teachers will follow the district outlined pacing guide and the instructional leadership team will monitor pacing and instruction to ensure that all students are provided access to high quality instruction for all necessary grade level standards.	All tier 1, tier 2 and tier 3 students will participate in standards-aligned grade level instruction using the Skyline curriculum. Teachers will follow the district outlined pacing guide and the instructional leadership team will monitor pacing and instruction to ensure that all students are provided access to high quality instruction for all necessary grade level standards.	All tier 1, tier 2 and tier 3 students will participate in standards-aligned grade level instruction using the Skyline curriculum. Teachers will follow the district outlined pacing guide and the instructional leadership team will monitor pacing and instruction to ensure that all students are provided access to high quality instruction for all necessary grade level standards.
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

Jump to... Reflection | Priority | Root Cause | TOA | Implementation Plan | Goal Setting | Progress Monitoring

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

Inclusive & Supportive Learning Environment

By the end of SY26, K-8 student reading performance will improve to 70% tier 1, 20% tier 2, 10% tier 3, as evidenced by tier movement on the EOY iReady reading assessment.	MTSS Academic Tier Movement	Overall	Tier 1: 28% Tier 2: 17% Tier 3: 54%	Tier 1: 44% Tier 2: 23% Tier 3: 32%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY26, K-8 student math performance will improve to 60% tier 1, 25% tier 2, 15% tier 3, as evidenced by tier movement on the EOY iReady math assessment.	MTSS Academic Tier Movement	Overall	Tier 1: 39% Tier 2: 19% Tier 3: 40%	Tier 1: 45% Tier 2: 25% Tier 3: 30%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	After BOY and MOY iReady administration, all tier 2 and tier 3 K-8 students will have up-to-date reading and/or math intervention plans and will receive frequent intervention that is consistent with MTSS expectations. Student data will be collected on a weekly (tier 3) or biweekly (tier 2) basis and entered in Branching Minds. Progress will be monitored every 5 weeks to determine success of interventions and appropriate next steps. The MTSS team will meet on a biweekly basis to monitor data entry and student progress.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All tier 1, tier 2 and tier 3 students will participate in standards-aligned grade level instruction using the Skyline curriculum. Teachers will follow the district outlined pacing guide and the instructional leadership team will monitor pacing and instruction to ensure that all students are provided access to high quality instruction for all necessary grade level standards.	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?

Partially	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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	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?

After reviewing the metrics, the data shows that our students do not have an emotional connection to the school for the following reasons:
1. ASPEN journal entries for behavior incidents increased throughout the school year.
2. The Cultivate Survey showed a clear discrepancy between our younger students and our middle schoolers, who feel that staff and peers don't believe in them, they are not safe in many areas of the building, and do not feel attached to the school.
3. Our summer OST programs have low attendance rates. Many students and families are uninterested in additional programming at the school outside of the regular school day.
4. Attendance throughout the school year remained under 90%.

What is the feedback from your stakeholders?

Parents and students want programming, but schedules/dates need to be relevant for families. OST programming often feels rushed and disorganized, and families need straightforward communication.

What student-centered problems have surfaced during this reflection?

- Student attendance (absent and tardy)
- Students are reaching crisis with a much higher frequency than past years.
- Students are not receiving Tier 1, 2 and 3 behavioral and SEL supports/instruction in every space in the school

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?

Added effort for attendance team to create incentives for good attendance. SEL curriclums are available.

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Determine Priorities

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

Students...

are not able to consistently regulate their emotions which causes negative behavior, and a distruption to the learning environment, on a daily basis.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

lack the skills and strategies needed to provide clearly defined tiered social emotional and behavioral supports for students

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

Connectedness & Wellbeing

behavioral supports for students

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Implement a process for providing tiered behavior and social emotional support for students

then we see....

staff utilizing the Second Step curriculum to teach specific skills and strategies, students and staff engaging in Calm Classroom sessions, and restorative practices being implemented.

which leads to...

students being able to use self-regulation strategies, an increase in instructional time-on-task and engagement, an increase in problem solving use, an increase in student attendance, and a decrease in the number of misconducts reports

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.

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

BHT Team (Counselor Joyce Rosenberg) and CCA Team

Dates for Progress Monitoring Check Ins

Q1	10/5/2023	Q3	2/22/2024
Q2	12/7/2023	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The BHT will lead the school in the development of tiered systems of support for student behaviors.	BHT Team	By the beginning of Quarter 2	Select Status
Action Step 1	Create a 'Menu of Interventions' that detail all of the Tier I, Tier II and Tier III interventions that are available for students	BHT Team	By the beginning of Quart	Select Status
Action Step 2	Create a 'Referral Form' that details specific areas of concern that teachers may have	BHT Team	By the beginning of Quart	Select Status
Action Step 3	Conduct school-wide PD on Conscious Discipline	BHT Team	By the beginning of Quart	Select Status
Action Step 4	Establish an analysis cycle: data collection and review process	BHT Team	By the beginning of Quart	Select Status
Action Step 5	Roll out monthly BHT/CC PBIS 'BAG" plan (Behavior, Attendance, and Grades)	Culture, Climate, Attendance Team and Behavior Health Team	By the beginning of Quart	Select Status
Implementation Milestone 2	Development of Tier I systems of support for student behavior	BHT Team	By 5th week of school	Select Status

Action Step 1	Utlilize the Live School System and Dashboard to document and track behavior, attendance, and grades for students (on-track)	Cuture, Climate, Attendance Team and BHT Team	By 2nd week of school	Select Status
Action Step 2	Create cultural celebrations related to on-track status every 5 weeks	Culture Celebrations	By the 5th week of school	Select Status
Action Step 3	Create cultural activities for school staff on a quarterly basis	BHT Team	By the 5th week of school	Select Status
Action Step 4	Attend regularly scheduled Network and District PLCs	BHT Team	ongoing	Select Status
Action Step 5		BHT Team		Select Status
Implementation Milestone 3	Implent the Second Step curriculum and Calm Classroom curriculum in 100% of the PreK-8th grade classrooms	Culture and Climate Team/Behavior Health Team	8/21/2023	Select Status
Action Step 1	Conduct Professional Development for all staff on Second Step	Cuture Climate Attendance Team	ongoing	Select Status
Action Step 2	Conduct Professional Development for all staff on Calm Classroom	BHT Team	ongoing	Select Status
Action Step 3	Provide all staff with resources needed for implementation	BHT Team	by 8/21/2023	Select Status
Action Step 4	5 week data cycles monitoring implementation compared to misconduct reports	BHT Team	ongoing	Select Status
Action Step 5	Provide coaching opportunities for teachers that need support with implementation with fidelity	BHT Team and CCA Team	ongoing	Select Status
Implementation Milestone 4	Offer OST programming before and afterschool based on student needs and interest	CCA Team	by 9/11/2023	Select Status
Action Step 1	Provide students with a survey to determine the types of before and afterschool programs they would like	CCA Team	by 9/1/2023	Select Status
Action Step 2	Provide staff a survey to see whose talents match the requested programming from students	CCA Team	by 9/1/2023	Select Status
Action Step 3	Establish 3- 10 week before and afterschool program cycles for students to engage in	CCA Team	ongoing	Select Status
Action Step 4	Have teachers and staff track attenace in the OST programs	CCA Team	ongoing	Select Status
Action Step 5	Conduct 5 week and 10 week data cycles for each program to compare student program attendance to misconduct reports	CCA Team and BHT	ongoing	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers implement Second Step and Calm Classroom Curriculum
SY26 Anticipated Milestones	Implementation of Second Step OST program for all students that need Tier 3 support

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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
50% decrease in repeated distruptive	Yes	Reduction in repeated disruptive behaviors	Male	average of 4 incidents per week for the school year	3 incidents per week average	2 incidents per week average	1 incident per week average

behaviors in groups 4-6.	Yes	(4-6 SCC)	African American	average of 3 incidents per week for the school year	3 incidents per week average	2 incidents per week average	1 incident per week average
50% decrease in Student Inident Midsconduct Reports for Group 3-6 behaviors	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Male	average of 5 incidents per week for the school year	4 incidents per week average	3 incidents per week average	2 incidents per week average
			African American	average of 4 incidents per week for the school year	3 incidents per week average	2 incidents per week average	1 incident per week average

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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	5 Essentials survey Cultivate Survey BHT Learning Walks Data	5 Essentials survey Cultivate Survey BHT Learning Walks Data	5 Essentials survey Cultivate Survey BHT Learning Walks Data
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.	5 Essentials survey Cultivate BHT and CCA team surveys for staff and students	5 Essentials survey Cultivate BHT and CCA team surveys for staff and students	5 Essentials survey Cultivate BHT and CCA team surveys for staff and students
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Aspen Journal monitoring BHT Learning Walks Data Lesson Plan Review	Aspen Journal monitoring BHT Learning Walks Data Lesson Plan Review	Aspen Journal monitoring BHT Learning Walks Data Lesson Plan Review

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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
50% decrease in repeated distruptive behaviors in groups 4-6.	Reduction in repeated disruptive behaviors (4-6 SCC)	Male	average of 4 incidents per week for	3 incidents per week average	Select Status	Select Status	Select Status	Select Status
		African American	average of 3 incidents per week for	3 incidents per week average	Select Status	Select Status	Select Status	Select Status
50% decrease in Student Inident Midsconduct Reports for Group 3-6 behaviors	Reduction in repeated disruptive behaviors (4-6 SCC)	Male	average of 5 incidents per week for	4 incidents per week average	Select Status	Select Status	Select Status	Select Status
		African American	average of 4 incidents per week for	3 incidents per week average	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	5 Essentials survey Cultivate Survey BHT Learning Walks Data	Select Status	Select Status	Select Status	Select Status

Jump to... Reflection | Priority | Root Cause | TOA | Implementation Plan | Goal Setting | Progress Monitoring

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

Connectedness & Wellbeing

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.	5 Essentials survey Cultivate BHT and CCA team surveys for staff and students	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Aspen Journal monitoring BHT Learning Walks Data Lesson Plan Review	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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	MTSS Academic Tier Movement: By the end of SY26, K-8 student math p...	Overall	Tier 1: 39% Tier 2: 19% Tier 3: 40%	Tier 1: 45% Tier 2: 25% Tier 3: 30%	Tier 1: 50% Tier 2: 30% Tier 3: 20%	Tier 1: 60% Tier 2: 25% Tier 3: 15%
		Select Group or Overall				
Required Reading Goal	MTSS Academic Tier Movement: By the end of SY26, K-8 student math p...	Overall	Tier 1: 39% Tier 2: 19% Tier 3: 40%	Tier 1: 45% Tier 2: 25% Tier 3: 30%	Tier 1: 50% Tier 2: 30% Tier 3: 20%	Tier 1: 60% Tier 2: 25% Tier 3: 15%
		Select Group or Overall				
Optional Goal	Select a Goal					

Parent and Family Plan

If Checked:

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

☑ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

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

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.

The Title I Parent & Family Engagment funds will be utilized to increase student benchmark performance in the area of literacy; as shown on the IAR assessment. The following represents the priority areas in which we will focus our parent engagement and skills development: 1) Foundational Skills: parent workshops will be held afterschool by our Primary classroom teachers to assist parents with understanding how they can support their PK-5 grade students in the area of Foundational Skills. The school will use the $1036 set asside in supplies to purchase materials and resources that parents can use at home with their students to support the home school collaboration around foundational skills. 2) Civics and Social Science: In efforts to cultivate a culturally responsive connection between home and school, we will use $800 in fees and memberships for parents in grades K-8th can engage in out of school learning experience that will support the Civics and Social Science curriculum. 3) Partnership and Engagement: in efforts to build a deeper connection between home and school each classroom teacher will partner with at least one parent volunteer from their classroom. We have budgeted $500 in property and equipment to be used to purchase property/equipment for the parent space. 4) Food: during the meetings and parent workshops for the school year, light refreshments will be served. There is a total of $500 budgeted for this purpose.

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