

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	👉
Sergio Ramirez		Principal		smramirez@cps.edu	
Joann Barry		AP		jmbarry@cps.edu	
Gabriela Zapien		Teacher Leader		gzapien@cps.edu	
Jacqueline Quintana		Teacher Leader		jlquintana1@cps.edu	
Megan Grieshaber		Teacher Leader		MFGrieshaber@cps.edu	
Rebecca Gutierrez		Teacher Leader		rlpodalski@cps.edu	
Marisa Rios		Teacher Leader		mrrios2@cps.edu	
Stefanie Battista		Teacher Leader		sbattista@cps.edu	
Maggie Wilocki		Inclusive & Supportive Learning Lead		mhoff@cps.edu	
Lourdes Chavez		Parent		lavalos-cha@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	7/13/23	7/18/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/18/23
Reflection: Connectedness & Wellbeing	7/13/23	7/18/23
Reflection: Postsecondary Success	7/13/23	7/18/23
Reflection: Partnerships & Engagement	7/13/23	7/18/23
Priorities	7/18/23	8/3/23
Root Cause	7/18/23	8/3/23
Theory of Acton	7/18/23	8/3/23
Implementation Plans	8/11/23	8/11/23
Goals	8/11/23	8/11/23
Fund Compliance	8/16/23	8/16/23
Parent & Family Plan	8/16/23	8/16/23
Approval	9/11/23	9/11/23

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	10/18/23
Quarter 2	12/13/23
Quarter 3	3/13/24
Quarter 4	5/22/24

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What student-centered problems have surfaced during this reflection?

"In grade levels 3-8 less than 50% of the students were at or above grade level in ELA on the STAR360. The IAR Math data shows most students scored at "Partially Approached" or "Approached" rather than "Meets" or "Exceeded."

"

What are the takeaways after the review of metrics?

After previously using Go Math and Collaborative Classroom, we reflected on the curricular materials used and made an informed decision to modify curricula for reading and math for the 23-24 school year. The iReady curriculum for reading and math is the latest edition, standards aligned and culturally responsive designed with Science of Reading as a basis of design. See data analysis here: GWES BOY Data Analysis 22-23 Learning Walks and partnership with Leading Educators in the 22-23 school year were positive and GLM impacted tier 1 instruction in a positive way. Feedback was helpful for teachers and there was goal setting taking place school wide.

What is the feedback from your stakeholders?

Scope and Sequence from CCC and Go Math were not adequately aligned with grade level standards. Assessments from the CCC were one on one and not standards based or observations more than individualized assessments. Teachers had to create or purchase their own assessments to align to standards. Go Math strategies were challenging for the students and sometimes introducing concepts and strategies that weren't a grade level standard or strategy. Parents at times were confused or had a hard time helping students at home with homework from the Go Math curriculum.

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?

Focusing on growth in reading and math school wide, this includes our EL, DL population and all student groups. Our new curricula should positively impact student growth as well as attainment. It is standards aligned and research based. Teachers will be trained on both curricula and we expect to see measureable growth over 23-24 school year and use the data from iReady, STAR360 and IAR to adapt for the 24-25 school year. Students in grades 4-8 took a survey created by the ILT in the 22-23 school year. This survey informed powerful practices Nurture Inclusive, Democratic Spaces and Understand Through Inquiry. Student voice, leadership, shared voice, empowering students and sparking curiosity were of interest to ILT

[Jump to...](#)
[Reflection](#)

[Priority](#)
[Root Cause](#)

[TOA](#)

[Goal Setting](#)
[Implementation Plan](#)

[Progress](#)
[Monitoring](#)

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

members and staff based on the student survey.

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

In grade levels 3-8 less than 50% of the students were at or above grade level in ELA on the STAR360. The IAR Math data shows most students scored at "Partially Approached" or "Approached" rather than "Meets" or "Exceeded."

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...

Teachers noticed the quality and rigor of instruction was inconsistent in the CCC and Go Math curricula, therefore teachers supplemented additional materials to address curricular deficiencies. This led to inconsistencies with implementation of supplemental materials in each grade level.

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....

Resources: 

adopt and implement new, researched based curricula in ELA and Math with fidelity

then we see....

students receiving instruction that is directly aligned to grade level standards

which leads to...

student mastery of standards and students performing at or above grade level with a school wide goal of 70% attainment.

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Grade level Teams/ ILT

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/13/24
Q2	12/13/23	Q4	5/22/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core curriculum	Teachers	ongoing	Select Status

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

Curriculum & Instruction

Action Step 1	All teachers sign up for and attend ongoing training for curriculum implementation	Teachers	8/16/23	Select Status
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	Administration / ILT Members	Quarterly	Select Status
Action Step 3	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	Administration / ILT Members	Quarterly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	Teachers / Interventionist	8/21/23	Select Status
Action Step 1	Support plans for interventions are developed and documented	Teachers / Interventionist	9/22/23	Select Status
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	Teachers / Interventionist	8/25/23	Completed
Action Step 3	Plans are being updated and shared with stakeholders	Teachers / Interventionist	9/30/23	Select Status
Action Step 4	Intervention resources for math and literacy	Teachers / Interventionist	9/15/23	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create MTSS plan using MTSS continuum	Teachers / Interventionist	9/15/23	Select Status
Action Step 1	Provide PD on progress monitoring interventions within iReady curriculum	Administration	9/15/23	Select Status
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	Teachers / Interventionist	ongoing-every five weeks look at documentation	Select Status
Action Step 3	Plans are being updated and shared with stakeholders	Teachers / Interventionist	every 5 weeks	Select Status
Action Step 4	Intervention resources for math and literacy	Interventionist	9/15/23	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status

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

Curriculum & Instruction

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	80% of teachers will fully incorporate new reading and math curricula. Operational components of new reading and math curricula will be implemented with consistency across all grade level teams. This includes supports for ELs and Diverse Learners.	
SY26 Anticipated Milestones	100% of teachers will fully incorporate new reading and math curricula. Fully operational components of new reading and math curricula will be implemented with consistency across all grade level teams. This includes supports for ELs and Diverse Learners.	

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

- The CIWP includes a reading Performance goal
- The CIWP includes a math Performance goal
- The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
- Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
70% of students will be At or Above Grade Level	Yes		STAR (Reading)	Other [3rd-8th]	> 50%	50%	60%	70%	
				Select Group or Overall					
70% of students will be At or Above Grade Level	Yes		STAR (Math)	Other [3rd-8th]	>50%	50%	60%	70%	
				Select Group or Overall					

Practice Goals

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

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

		SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All staff will receive ongoing professional development for new curriculum		Staff will continue to receive training as needed. Teacher leaders will be identified to support new teachers.	All components of the new curriculum will be fully implemented with fidelity. Teachers will continue to seek out training as needed.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric		Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.

[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
70% of students will be At or Above Grade Level	STAR (Reading)	Other [3rd-8th]	> 50%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
70% of students will be At or Above Grade Level	STAR (Math)	Other [3rd-8th]	>50%	50%	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
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All staff will receive ongoing professional development for new curriculum	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

After previously using Go Math and Collaborative Classroom, we reflected on the curricular materials used and made an informed decision to modify curricula for reading and math for the 23-24 school year. The iReady curriculum for reading and math is the latest edition, standards aligned and culturally responsive designed with Science of Reading as a basis of design. See data analysis here: GWES BOY Data Analysis 22-23 Learning Walks and partnership with Leading Educators in the 22-23 school year were positive and GLM impacted tier 1 instruction in a positive way. Feedback was helpful for teachers and there was goal setting taking place school wide.

What is the feedback from your stakeholders?

Scope and Sequence from CCC and Go Math were not adequately aligned with grade level standards. Assessments from the CCC were one on one and not standards based or observations more than individualized assessments. Teachers had to create or purchase their own assessments to align to standards. Go Math strategies were challenging for the students and sometimes introducing concepts and strategies that weren't a grade level standard or strategy. Parents at times were confused or had a hard time helping students at home with homework from the Go Math curriculum.

What student-centered problems have surfaced during this reflection?

"In grade levels 3-8 less than 50% of the students were at or above grade level in ELA on the STAR360. The IAR Math data shows most students scored at "Partially Approached" or "Approached" rather than "Meets" or "Exceeded."
"

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?

Focusing on growth in reading and math school wide, this includes our EL, DL population and all student groups. Our new curricula should positively impact student growth as well as attainment. It is standards aligned and research based. Teachers will be trained on both curricula and we expect to see measureable growth over 23-24 school year and use the data from iReady, STAR360 and IAR to adapt for the 24-25 school year. Students in grades 4-8 took a survey created by the ILT in the 22-23 school year. This survey informed powerful practices Nurture Inclusive, Democratic Spaces and Understand Through Inquiry. Student voice, leadership, shared voice, empowering students and sparking curiosity were of interest to ILT

members and staff based on the student survey.

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

relayed wanting more ownership and voice in the student survey given in the 22-23 school year.



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...

Teachers and staff did not prioritize student voice and ownership school wide.



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....

Resources: 

use student reflections, surveys and data analysis to inform and improve instruction



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....

teachers designing cooperative and collaborative student groups



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...

student engagement and motivation while taking ownership of their learning.



[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

Administration / ILT Members

Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/13/24
Q2	12/13/23	Q4	5/22/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Student Survey- Twice per year (September/January)			Select Status
--	--	--	---------------

Reflection	Root Cause	Implementation Plan	Progress Monitoring	
Action Step 1	Develop		ILT Members	9/7/23 Select Status
Action Step 2	Implement		Teachers	9/15/23 and 1/19/24 Select Status
Action Step 3	Analyze		ILT Members	9/29/23 /and 2/2/24 Select Status
Action Step 4	Shift/Change/Execute		Teachers	10/2/23 and 2/9/24 Select Status
Action Step 5	Monitor		Administration	ongoing Select Status

Implementation Milestone 2

	Data Analysis			Select Status
Action Step 1	iReady K-2		Administration / Teachers	9/15/23 Select Status
Action Step 2	Star360 3-8		Administration / Teachers	9/15/23 Select Status
Action Step 3	IAR 3-8		Administration / Teachers	9/22/23 PD Day Select Status
Action Step 4	ACCESS EL Learners		Administration / Teachers	9/22/23 Select Status
Action Step 5	Interim Assessments		Administration / Teachers	10/9/23, 12/4/23 and 3/4/24 Select Status

Implementation Milestone 3


	Student Collaborative Groups			Select Status
Action Step 1	Incorporating Choice		Teachers / Students	9/22/23 Select Status
Action Step 2	School Wide Genius Hour or Passion Project		Teachers / Students	ongoing Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4

	Data Driven Small Groups		Teachers	9/15/23 Select Status
Action Step 1	Analyze data BOY		Teachers	9/15/23 Select Status
Action Step 2	Create small group (fluid)		Teachers	9/15/23 Select Status
Action Step 3	Create small group weekly plan		Teachers	weekly Select Status
Action Step 4	Progress Monitor Tier 2 and Tier 3 students		Teachers	weekly Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
70% of teachers will utilize student survey results to incorporate student centered learning activities.

SY26 Anticipated Milestones 90% of teachers will utilize student survey results to incorporate student centered learning activities. 

[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)	Numerical Targets [Optional] 			
				Baseline 	SY24	SY25	SY26
Increase the % of students who feel they belong in grades 5-8	Yes	Cultivate	Overall	49%	60%	70%	80%
			Select Group or Overall				
Increase average daily attendance	Yes	Increase Average Daily	Overall	92%	93%	94%	95%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan	yes	Attendance	Select Group or Overall				
increase average daily attendance									

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.	60% of teachers will incorporate student centered learning activities.	70% of teachers will incorporate student centered learning activities.	80% of teachers will incorporate student centered learning activities.
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
Increase the % of students who feel they belong in grades 5-8	Cultivate	Overall	49%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase average daily attendance	Increase Average Daily Attendance	Overall	92%	93%	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
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.	60% of teachers will incorporate student centered learning activities.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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](#)

[Return to Top](#)

Curriculum & Instruction


Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership

After previously using Go Math and Collaborative Classroom, we reflected on the curricular materials used and made an informed decision to modify curricula for reading and math for the 23-24 school year. The iReady curriculum for reading and math is the latest edition, standards aligned and culturally responsive designed with Science of Reading as a basis of design. See data analysis here: [GWES BOY Data Analysis 22-23](#) Learning Walks and partnership with Leading Educators in the 22-23 school year were positive and GLM impacted tier 1 instruction in a positive way. Feedback was helpful for teachers and there was goal setting taking place school wide. 

What is the feedback from your stakeholders?

Scope and Sequence from CCC and Go Math were not adequately aligned with grade level standards. Assessments from the CCC were one on one and not standards based or observations more than individualized assessments. Teachers had to create or purchase their own assessments to align to standards. Go Math strategies were challenging for the students and sometimes introducing concepts and strategies that weren't a grade level standard or strategy. Parents at times were confused or had a hard time helping students at home with homework from the Go Math curriculum. 

- [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
Yes	<p>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>		TS Gold
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>Focusing on growth in reading and math school wide, this includes our EL, DL population and all student groups. Our new curricula should positively impact student growth as well as attainment. It is standards aligned and research based. Teachers will be trained on both curricula and we expect to see measureable growth over 23-24 school year and use the date from iReady, STAR360 and IAR to adapt for the 24-25 school year. Students in grades 4-8 took a survey created by the ILT in the 22-23 school year. This survey informed powerful practices Nurture Inclusive, Democratic Spaces and Understand Through Inquiry. Student voice, leadership, shared voice, empowering students and sparking curiosity were of interest to ILT members and staff based on the student survey.</p>	Interim Assessment Data
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>"In grade levels 3-8 less than 50% of the students were at or above grade level in ELA on the STAR360. The IAR Math data shows most students scored at "Partially Approached" or "Approached" rather than "Meets" or "Exceeded."</p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p>MTSS Integrity Memo</p>	<p>An MTSS team will meet once a month to review schoolwide data, monitor progress, and make decisions for students at Tiers 2 and 3. This team includes k-2 and 3-5 teacher representatives, content area teacher, DL teacher,</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

Yes	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the 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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

psychologist, counselor, social worker, case manager, and an ELPT. Grade level meetings focused on MTSS and intervention take place regularly. Teachers meet with our school interventionist and administration to review data, monitor student progress, and create next steps for tier 2 and 3 students. Teachers share their MTSS folders with weekly data, work samples, and notes for students who are receiving extra support. GWES maintains a balanced assessment system that includes benchmark assessments, progress monitoring assessments, and classroom assessments across all grade levels and content areas. The Branching Minds platform is used for documentation and tracking students as they move throughout the grade levels.

What is the feedback from your stakeholders?

GWES is dedicated to implementing MTSS in the most effective way through use of an MTSS team, progress monitoring, and the Branching Minds platform. Parents are contacted if their child is receiving MTSS services to make them an active participant in their child's education. Diverse learners are serviced in the least restrictive environment and many are pushed in and supported as indicated in their IEP. Diverse learner and General Education teachers meet regularly to review IEPs and student progress to ensure students are receiving high quality education. We have a full time Bilingual/Dual Language teacher that oversees and assists general education teachers on EL learners. Various staff members are EL endorsed allowing EL students to maximize their Tier 1 time in the General Education classroom. Teachers with EL students and diverse learners include WIDA standards and IEP accommodations in their weekly lesson plans demonstrating how language is used in the classroom and ensuring the IEP is implemented with fidelity.

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?

GWES staff is focused on increasing utilization of the Branching Minds platform. By making use of all of the components of the platform, staff members are able to review various data points to assess a student's progress. In addition, there is an increased focus on differentiation in a small group setting to ensure students are meeting/exceeding proficiency. Within these small groups, teachers will evaluate and adjust instruction accordingly. There will also be increased communication with parents of those students receiving T2 or T3 interventions. Parents will receive updates every five weeks to indicate their child's response to interventions.

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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.

A student's academic grades and standardized test scores may not always correlate. This lack of cohesion can result in a student missing opportunities to be serviced. Teachers and interventionalists must monitor inconsistent scorers to make sure students receive the resources they need to ensure their success. By completing MTSS folders and collecting data through progree monitoring we can guarantee all students are receiving the necessary support.

interventions.

[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

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](#)

There is a behavioral health team in place to support students. Team members host targeted groups when appropriate based on student needs. All students have access to SEL instructions with Second Step. Teachers have access to the online platform with videos and lessons to support students with Social Emotional Learning. The school counselor or social worker works with students in need of restorative practices. Our average daily attendance has been positively impacted and it can be attributed to a positive school environment.



[% 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](#)

Yes

Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Yes

All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

Partially

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

What student-centered problems have surfaced during this reflection?

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

None for this component.

What is the feedback from your stakeholders?

GWES offers a variety of after school and enrichment programming including sports, arts, culinary classes, BETA club, tutoring and many more based on need and student interest. Our school has a committee of staff members that are designated to contact families each day if students are absent. This improves our attendance by alerting families who may have overslept and encouraging students to come to school, even if tardy to get as much instruction out of the day as possible. Although, we are still working on a plan for chronic absenteeism for those who re-enter after a prolonged period.

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 still working on a plan for chronic absenteeism for those who re-enter after a prolonged period of absence. Our efforts will likely impact student groups furthest from opportunity.

[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](#)

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
N/A	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).	
	Industry Recognized Certification Attainment is	ECCE Certification List

Our graduation Rate for the past few years has been 100 %.  Explore career options through naviance and road trip nation. All middle school students were exposed to Success Bound. Students Participated in the pilot PSAT. Our on-track data 216 students on-Track, 95-Almost on-track, 33-Near on-track, 46 - Far from On-Track, 37- Off-Track. 70 % of our 3rd-8th grade students are on- track/ Near on-track. Students are beginning to take more initiative in researching the different types of career paths and take ownership of their learning by reviewing their gradebook quarterly. As a school we are trying to ways to expose them to different careers by participating in CPS sponsored events like the Trades Fair. Also Students attended the IMTS- International Manufacturing Technology event at McCormick Place.

What is the feedback from your stakeholders?

From the student survey, we saw that the students enjoyed lessons and exposure to different career paths. Students were taken to career fairs and International Manufacturing Technology Show. Students expressed that they would like more of this. 

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

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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, 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 and counselor are working with students to expose students to different paths for their future. This includes college, armed forces, trades. Some students aren't aware of the different paths they can take after high school. We want to keep exposing students to different paths through lessons, speakers and field trips. 📌

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 may not know what is out there for them as they have not been exposed to it. If they do not know the options or how to go about that path, we will have to give the students background knowledge. 📌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	The school provides an opportunity for teachers, parents, and student to participate in the research based, 5 essentials survey. This survey allows for families, school staff, and students to reflect on their experiences to improve school culture, climate, and student outcomes. Teachers also provide opportunities to family communication in each classroom that consist of two way communication applications, weekly/monthly newsletters, and communication logs. These materials allow for the school as a whole to address specific areas of strengths and challenges, as well as for... 📌	Cultivate 5 Essentials Parent Participation Rate

Yes	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

areas of strengths and challenges, as well as for student.family voice to be considered in day to day learning environments. School parents, staff and community members are also stakeholders on our local school council, who meet monthly. The LSC discusses school decisions based on education, curriculum, finances, school programming etc.

What is the feedback from your stakeholders?

Feedback and trends from stakeholders revolve around continuing to be transparent with communication between school and families. Trust is also an area that school continues to improve on. Feedback from students include positive responses to enhanced learning experiences based on surveys. More learning experiences include project based learning and collaborative learning.

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, staff, students and families are focusing on keeping communication consistent throughout the school year. Teachers and students are revisiting and reflecting daily,

[5E: Involved Families](#)

[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 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 being encouraged to complete the whole school student interest survey and classroom surveys honestly. When students can consider how they learn best, then their learning environments can be altered to meet their needs.

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

weekly, or monthly on class lessons and activities to adjust learning environments as needed to incorporate student voice.

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:

- q) 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

Select a Goal

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

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.

Workshops for parents to support student academic and social development, SEL



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