

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
Khalid Oluewu	Principal	koluewu@cps.edu
Krissandra Taylor	AP	kdtaylor@cps.edu
Nilufar Rezai	Connectedness & Wellbeing Lead	nrezai@cps.edu
Violet Bollar	Curriculum & Instruction Lead	vdtorres@cps.edu
Shirley McElroy	Parent	shirleymcelroy2014@gmail.com
Tiffany Wiggins	Teacher Leader	tpwiggins@cps.edu
Jennifer Baygood	Inclusive & Supportive Learning Lead	jsbaygood@cps.edu
Katrice Stribling	Partnerships & Engagement Lead	kdbarber@cps.edu
Claire Anora	Teacher Leader	canora@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/17/23	
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/28/23
Reflection: Connectedness & Wellbeing	7/24/23	7/28/23
Reflection: Postsecondary Success	7/24/23	7/28/23
Reflection: Partnerships & Engagement	7/24/23	7/28/23
Priorities	7/31/23	8/4/23
Root Cause	7/31/23	8/4/23
Theory of Action	7/31/23	8/4/23
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	5/31/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
No	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

Takeaways: Data for Math IAR 11% met, no exceeded IAR Data ELA 19% met or exceeded. Schoolwide EOY Star 360 ELA 24% at or above grade level. 50% at or above grade level for Math showing a growth of ~ 20% gain. iReady Math EOY 28.33% from 1.67%, marking 27% growth. iReady reading EOY 14.75% from 0%, -14% growth. (Reference data from Chapter One and P.I.E)

What is the feedback from your stakeholders?

Student perspective survey
 Cultivate data
 5 Essentials

Scholars feel like math is challenging but they still enjoy it.

Parents are pleased that scholars are showing growth in reading and math. Parents value time at the school to see what their scholars are learning.

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

What, 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?

Adopted high quality curriculum for Math instruction (i-Ready) that aligns with CCSS in Mathematics. Teachers received initial training and will be provided ongoing professional learning throughout the year. The teachers also partnered with a neighboring school for planning, support and implementation. Hired a certified teacher for middle school math teacher to provide rigorous instruction for scholars. Math interventionist worked with the 4/5th grade where we saw the highest scores. Allow time this year to leverage the work of the interventionist to increase capacity across grade levels. The increase in reading for iReady can be seen from partnering with PIE and Chapter One for high dosage intensive tutoring for scholars. Hiring a reading interventionist to assist with the needs of ELA instruction for grades 3-8.

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.

Ensuring that scholars engage in grade level instruction on a daily basis (acceleration ≥ remediation). While we are making strides in growth, many scholars are not on grade level for reading and math. From student voice survey, we learned that scholars that teachers care about them want to them to succeed academic but the level of engagement needs to be heightened.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

MTSS tier movement-- Reading Tier 1 41% to 48%, Tier 2 21% to 26%, Tier 3 36% to 25%. Math Tier 1 43% to 67%, Tier 2 18% to 21%, Tier 3 38% to 10%.

ILAC (Illinois Action for Children): Total 2022-2023 caseload 35 Students-19 Students Improved Attendance out of 35 24 out of 35 were on the caseload 2 years or more and 18 out of 24 improved. Of those who showed improvement, 4 moved from chronic absentee (more than 18 days) to chronic truant (more than 9 days) rates.

Results from the Counselor's SY23-24 survey to MS scholars

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	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
Partially	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.	

found that 35% of students reported needing help with "studying or test taking" and "finishing tasks even if they are hard for me."

What is the feedback from your stakeholders?

IAFC (Illinois Action for Children) shared that it takes at least 2 years for scholars to show improvement in attendance rates and even then it's not always past the chronic levels. CIS and JPA shared that when scholars are able to self regulate and use the coping skills they have learned in sessions, they spend more time in the classroom and thus are more likely to improve academically.

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

The implementation of Branching Minds (BrM) and progress monitoring are continually progressing. Under the lead of our interventionists (math and reading), we are progressing towards finding the appropriate Tier 2 and Tier 3 platforms that best fit our scholars' needs. The impact on correctly identifying the appropriate interventions will lead to bridging the gap between deficiencies in reading and math and grade level attainment.

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

The student-centered problems that have surfaced for the MTSS process is ensuring the interventions that are used are the best-fit for the scholar. Another is building the student's ownership of the work and their classroom systems and structures so that they don't rely on adults to tell or remind them to stay on task.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Attendance data - work of the attendance team (previous to this year), Access to OST (during the school year and the summer through our partnership with the YMCA- Horner). With the strong capacity and leadership of our restorative justice coordinator, we have strong restorative practices in place leading to no suspensions last school year. PBIS is implemented PK-8. 50 students were a part of our four student leadership groups 28 students were serviced by Juvenile Protective Agency 50 students were serviced by Community in Schools-Chicago School counselor co-lead 3 small groups servicing 21 students	% 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.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Navigating branching minds proved to be difficult for teachers to handle on their own. The interventionist provided training and ongoing support to teachers to mitigate concerns with learning the tool. Scholars valued being pulled out by the interventionist to support their needs in a small setting.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, 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>Recruiting, and keeping high-interest activities for OST time and incentivizing participation. 🍌</p>		<p>Strong tier 1/universal structures: Calm Classroom, Second Step, Morning check-in, warm greetings at the door, and PBIS expectations will be monitored for fidelity. Strong BHT and culture and climate team. We will be introducing Conscious Discipline to the staff this school year. Student Leadership teams include the Student Voice Committee, Student Leaders, Student Council Ambassadors, and Anti-Violence Youth Committee. We are actively monitoring to assess how involve our diverse learners are in these initiatives along with our Caring Theme of the Month umbrella initiative. 🍌</p>	

[Return to Top](#) **Postsecondary Success**

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





	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	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)	96% of our 8th graders graduated 80% of the scholars pass the Algebra exit exam Go CPS percentage: 100% Selective enrollment numbers: Naviance completion rates: 100% On-track rate: 51% 🍌	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	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		9th and 10th Grade On Track
Yes	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	What is the feedback from your stakeholders? Scholars were pleased that they had a variety of high school options. High school fair was a hit. The staff and the scholars enjoyed the career fair. Teachers are building scholars' agency to take ownership with grades and attendance to increase on track rates. Middle school scholars engaged in success bound lessons regarding post secondary and college and career success. 🍌	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? The improvement is to increase our selective enrollment admissions Increase the number of scholars who are eligible for algebra Target small group of boys within each class to help improve ontrack rates Help scholars increase awareness of high school options (ensuring to consider other programming options that meet the needs of their scholars) 🍌	

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.

Assist with building student ownership regarding grades, postsecondary planning (academic, career and personal interest around future goals) 🍌

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>ILAC: Total 2022-2023 caseload 35 Students-19 Students Improved Attendance out of 35 </p> <p>24 out of 35 were on the caseload 2 years or more and 18 out of 24 improved. Of those who showed improvement, 4 moved from chronic absentee (more than 18 days) to chronic truant (more than 9 days) rates.</p> <p>60% of scholars enrolled in an OST program during the last school year. There were options for boys and girls sports.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Scholars enjoyed the OST options but expressed interest in more extracurricular activities (i.e. clubs, sports, fine arts, etc.) </p> <p>Parents expressed interest in volunteering more at the school during or after school hours The primary teachers valued the partnership of the Steans Family Foundation</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, 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>Helping the scholars learn the skills of time management and schedule to prioritize and follow through and balance all of academic and extracurriculars </p>		<p>Restructuring OST programming in a way that is more centered around the needs of all scholars, not just tier 2 and 3 </p> <p>Working with parents and/or incentivizing participation Recruiting more middle school males to join academic offerings</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	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?

Takeaways: Data for Math IAR 11% met, no exceeded IAR Data ELA 19% met or exceeded. Schoolwide EOY Star 360 ELA 24% at or above grade level. 50% at or above grade level for Math showing a growth of ~ 20% gain. iReady Math EOY 28.33% from 1.67%, marking 27% growth. iReady reading EOY 14.75% from 0%, ~14% growth. (Reference data from Chapter One and P.I.E)

What is the feedback from your stakeholders?

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Cultivate data
5 Essentials

Scholars feel like math is challenging but they still enjoy it.

Parents are pleased that scholars are showing growth in reading and math. Parents value time at the school to see what their scholars are learning.

What student-centered problems have surfaced during this reflection?

Ensuring that scholars engage in grade level instruction on a daily basis (acceleration > remediation). While we are making strides in growth, many scholars are not on grade level for reading and math. From student voice survey, we learned that scholars that teachers care about them want to them to succeed academic but the level of engagement needs to be heightened.

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?

Adopted high quality curriculum for Math instruction (i-Ready) that aligns with CCSS in Mathematics. Teachers received initial training and will be provided ongoing professional learning throughout the year. The teachers also partnered with a neighboring school for planning, support and implementation. Hired a certified teacher for middle school math teacher to provide rigorous instruction for scholars. Math interventionist worked with the 4/5th grade where we saw the highest scores. Allow time this year to leverage the work of the interventionist to increase capacity across grade levels. The increase in reading for iReady can be seen from partnering with PIE and Chapter One for high dosage intensive tutoring for scholars. Hiring a reading interventionist to assist with the needs of ELA instruction for grades 3-8.

Return to Top Determine Priorities

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

Students...
are not receiving consistent Tier 1 high quality instruction

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.

Return to Top Root Cause

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

As adults in the building, we...
-must use formative assessment data to guide instruction (using just in time supports and differentiation as needed)

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.
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....
-provide staff with pd on implementing sound research-based instructional acceleration strategies
-implement rigorous high-quality curriculum
-coach teachers to heighten engagement for students (especially for black boys)

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

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

-provide opportunities for student discussion modeled after the kagan structures
-accurately use assessment to guide instruction

then we see....

-increased student engagement
-more student to student discourse
-students engaging in core curriculum and intervention/enrichment



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

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

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

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

which leads to...

-more scholars on grade level and on-track
-growth for every scholar on Star 360 and iReady
-increase on IAR scores
-improved achievement overall for students



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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

Senior Leadership Team (SLT)

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 5/31/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	Every teacher will deliver grade-level, standards-aligned curriculum in all content areas.	ILT	May 2024	Select Status
Action Step 1	Review of expectations of rigor walk components	ILT members, Gradeband leads	August 2023	Completed
Action Step 2	Internal landscape walk (environmental components of rigor walk)	ILT members, Gradeband leads	August 2023	Completed
Action Step 3	All teachers (math content) sign up for and attend ongoing training for iReady curriculum implementation.	respective content area teachers	August 2023-ongoing	In Progress
Action Step 4	New teachers identified and assigned mentor support for curriculum implementation, standard-task alignment.	Mentor teachers, ILT	September 2023	Select Status
Action Step 5	ILT members and Admin conduct rigorwalks to observe, collect data, provide feedback during GBMs on implementation of core curriculum monthly.	ILT members, Admin	October 2023/ quarterly	Select Status
Implementation Milestone 2	Every teacher uses research backed assessment strategies to drive instruction.	Teachers		Select Status
Action Step 1	Adopt and introduce Kagan strategy of Time Pair Share and seating structures to promote student discourse.	ILT members	Week 0	Completed
Action Step 2	Analyze student work samples to ensure that it is grade level appropriate and meets the expectations for rigor (DOK levels, IAR, etc.)	ILT members	September 2023	Select Status
Action Step 3	Use interim assessment data to drive instructional practices	content area teachers, ILT	September 2023	Select Status
Action Step 4	Continuous cycles of progress monitoring to ensure the effectiveness of assessment strategies	content area teachers, ILT	September 2023/ongoing	Select Status
Action Step 5	Implement culturally responsive powerful practices to ensure the learning environment meets the needs of the scholars	content area teachers, ILT	September 2023/ongoing	Select Status
Implementation Milestone 3	60% of the teachers engage scholars in strong Tier 1 instruction with acceleration practices to impact the Instructional Core	Teachers, Grade band leads	May 2024	Select Status
Action Step 1	Deliver grade level instructional standards and relevant content	content area teachers, ancillary teachers, ILT	September 2023/ongoing	In Progress
Action Step 2	Ensure All students are engaged in high quality curricular materials	ILT	Week 0/ongoing	Completed
Action Step 3	Teachers using just in time supports- use of acceleration over remediation	content area teachers, ancillary teachers, ILT, tutors and partners	September 2023/ongoing	Select Status
Action Step 4	Consistent use of meaningful formative assessment	content area teachers, ILT	September 2023/quarterly	Select Status
Action Step 5	Advancing culturally responsive practices	content area teachers, ancillary teachers, ILT, tutors and partners	September 2023/ ongoing	Select Status
Implementation Milestone 4	Strengthening the ILT through distributed leadership: Moving from Developing to Performing in the components of Pillar 1: (Academically Focused ILTs) of the Distributed Instructional Leadership Foundations Pillars.	ILT members	September 2023/ongoing	Select Status
Action Step 1	ILTs examine multiple data sources to determine schoolwide priorities and determine the learning cycles and its cadence.	ILT members/Grade band Leads	September 2023-ongoing	Select Status
Action Step 2	ILTs monitor the performance and learning of teachers through learning cycles to inform further learning cycles.	ILT members/Grade band Leads	September 2023-ongoing	Select Status
Action Step 3	ILTs monitor the performance and learning of students through learning cycles to inform further learning cycles.	ILT members/Grade band Leads	October 2023	Select Status

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

Action Step 4	Teacher leaders lead GBTs through a structured inquiry process to deepen the Instructional Core by setting goals and evaluating change through a learning cycle.	ILT members/Grade band Leads	<input type="text" value="Select Status"/>
Action Step 5	Teachers get an opportunity to engage in safe practice and receive feedback from GL partners and ILT.	ILT members/Grade band Leads	<input type="text" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers effectively engaging scholars in student-to-student discourse (using Kagan structures, accountable talk, and turn and talk) 75% of the teachers engage scholars in strong Tier 1 instruction with acceleration practices to impact the Instructional Core 60% of teacher leaders are able to lead their respective teams through a learning cycle as outlined by the SY24 Inquiry-Driven Learning Cycles For Teams	
SY26 Anticipated Milestones	100% of teachers effectively engaging scholars in student-to-student discourse (using Kagan structures, accountable talk, and turn and talk) 100% of the teachers engage scholars in strong Tier 1 instruction with acceleration practices to impact the Instructional Core 100% of teacher leaders are able to lead their respective teams through a learning cycle as outlined by the SY24 Inquiry-Driven Learning Cycles For Teams	

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
Increase the percentage of scholars who meet or exceed expectations on the Illinois Assessment of Readiness (IAR).	No	IAR (Math)	Overall	11.00%	17%	23%	29%
			African American Male	2.48%	10%	12%	15%
85% of scholars meet/exceed their growth projection goal in reading.	Yes	STAR (Reading)	Overall	23.16%	30%	37%	45%
			Other [Middle School Scholars]	17%	23%	27%	30%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teacher are teaching grade level, standards aligned instruction and ensuring standard-task alignment as defined on the rigor walk tool.	80% of teachers are equipped with the knowledge and instructional materials to successfully employ just-in-time supports and/or differentiate instruction to meet the needs of scholars.	90% of teachers are equipped with the knowledge and instructional materials to successfully employ just-in-time supports and/or differentiate instruction to meet the needs of scholars.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Kagan Structures to promote student discourse and assess student understanding Using formative assessments daily to make real-time instructional decisions	Using meaningful assessment methods to drive instruction leading to Implementation of small groups	Continuous cycles of progress monitoring to ensure the effectiveness of assessment strategies
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT member development to build capacity around leading groups and monitoring performance of teachers and students through structured learning cycles.	ILT to facilitate GBMs and guide teachers to monitor student performance through structured learning cycles.	ILT to monitor performance of teachers through engaging in structured learning cycles.

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 percentage of scholars who meet or exceed expectations on the Illinois Assessment of Readiness (IAR).	IAR (Math)	Overall	11.00%	17%	Select Status	Select Status	Select Status	Select Status
		African American Male	2.48%	10%	Select Status	Select Status	Select Status	Select Status
85% of scholars meet/exceed their growth projection goal in reading.	STAR (Reading)	Overall	23.16%	30%	Select Status	Select Status	Select Status	Select Status
		Other [Middle School Scholars]	17%	23%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teacher are teaching grade level, standards aligned instruction and ensuring standard-task alignment as defined on the rigor walk tool.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Kagan Structures to promote student discourse and assess student understanding Using formative assessments daily to make real-time instructional decisions	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT member development to build capacity around leading groups and monitoring performance of teachers and students through structured learning cycles.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS tier movement-- Reading Tier 1 41% to 48%, Tier 2 21% to 26%, Tier 3 36% to 25%.
 Math Tier 1 43% to 67%, Tier 2 18% to 21%, Tier 3 38% to 10%.

ILAC (Illinois Action for Children): Total 2022-2023 caseload 35 Students-19 Students Improved Attendance out of 35
 24 out of 35 were on the caseload 2 years or more and 18 out of 24 improved. Of those who showed improvement, 4 moved from chronic absentee (more than 18 days) to chronic truant (more than 9 days) rates.

Results from the Counselor's SY23-24 survey to MS scholars found that 35% of students reported needing help with "studying or test taking" and "finishing tasks even if they are hard for me."

What is the feedback from your stakeholders?

IAFC (Illinois Action for Children) shared that it takes at least 2 years for scholars to show improvement in attendance rates and even then it's not always past the chronic levels. CIS and JPA shared that when scholars are able to self regulate and use the coping skills they have learned in sessions, they spend more time in the classroom and thus are more likely to improve academically.

What student-centered problems have surfaced during this reflection?

The student-centered problems that have surfaced for the MTSS process is ensuring the interventions that are used are the best-fit for the scholar. Another is building the student's ownership of the work and their classroom systems and structures so that they don't rely on adults to tell or remind them to stay on task.

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?

The implementation of Branching Minds (BrM) and progress monitoring are continually progressing. Under the lead of our interventionists (math and reading), we are progressing towards finding the appropriate Tier 2 and Tier 3 platforms that best fit our scholars' needs. The impact on correctly identifying the appropriate interventions will lead to bridging the gap between deficiencies in reading and math and grade level attainment.

Return to Top Determine Priorities

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

Students...
 -are not afforded best-fit interventions specific to their needs.
 -are lacking the classroom systems and structures to strength their ownership of the work.student's ownership of the work and their classroom systems and structures so that they don't rely on adults to tell or remind them to stay on task.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...
 -are in need of a consistent process for reviewing student-level data of our implementation of academic and SEL curriculum



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 implement and progress monitor academic intervention plans in Branching Minds are consistent with expectations as stated in MTSS Integrity (spell this out)
 monitor learning cycles (data review and response)
 create high quality well documented support and progress monitor



Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Resources:

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

teachers differentiating instruction
 implementing targeted instruction
 students engaged with just in time supports

which leads to...

higher number of scholars moving tiers in Branching Minds
 increase in on-track rates
 improvement in student agency and ownership of their academic and social emotional skills

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

Senior Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 5/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Meets Developed components for high quality, well-documented student support and support plan on MTSS continuum	Interventionists and Teachers	October 6, 2023	In Progress
Action Step 1	Interventionists for reading and math verify tiers in Branching Minds	Interventionists	October 2, 2023	In Progress
Action Step 2	Interventionists create MTSS plan for scholars who are not in the correct tier and change if applicable	Interventionists and Teachers	October 23, 2023	In Progress
Action Step 3	Interventionists create MTSS plan to support teachers and check-in if the correct reading and math interventions are being used in conjunction with the teacher plans	Interventionists and Teachers	November 6, 2023	In Progress
Action Step 4	All staff will examine MOY and create action plans for scholars who are not increasing towards their goal and/or changing tiers	Interventionists and Teachers	February 16, 2024	Not Started
Action Step 5	All staff will examine MOY and create action plans for scholars who are not increasing towards their goal and/or changing tiers	Interventionists and Teachers	February 16, 2024	Not Started
Implementation Milestone 2	MTSS team meets foundational components for supplemental intervention: progress monitoring on MTSS Continuum.	Interventionists and Teachers	May 31, 2024	In Progress
Action Step 1	Identify the scholars who are Tier 2 and Tier 3	Interventionists and Teachers	October 2, 2023	In Progress
Action Step 2	Teachers create differentiated BrM plans with Smart Goals and Interventions	Teachers	October 13, 2023	Not Started
Action Step 3	All staff verify the correct reading and math interventions for Tier 2 even scholars are being implemented every 5 weeks	Interventionists and Teachers	November 3, 2023	Not Started
Action Step 4	All staff verify the correct reading and math interventions for Tier 3 scholars are being implemented every 5 weeks	Interventionists and Teachers	November 3, 2023	Not Started
Action Step 5	Interventionists create a running log by content area and grade level to document the interventions that are working and not working for scholars	Interventionists	June 6, 2024	Not Started
Implementation Milestone 3	Student level data is used to monitor and adjust MTSS interventions both academically and socially-emotionally.	Interventionists/Counselors/ Teachers	May 2024	Select Status
Action Step 1	Each grade band identifies a data specialist who's responsible for bringing student level data to team meetings	Grade band leads	September 2024	Select Status
Action Step 2	The data specialist consults with the ILT, C&C and BHT representatives for their grade band to ensure they have a comprehensive list of scholars for review	Grade band leads,ILT, C&C and BHT	September 2024	Select Status
Action Step 3	The grade band lead uses a data review protocol to go over the student level academic or behavioral data	Grade band leads,ILT, C&C and BHT	10/1/2024 and ongoing	Select Status
Action Step 4	The grade band team identifies the Tier 1, 2, and 3 interventions needed to help scholars make progress academically or behaviorally	Grade band leads,ILT, C&C and BHT	October 2024 and ongoing	Select Status
Action Step 5	The ILT, C&C, and BHT representatives report back to their respective teams the results of the data review	Grade band leads,ILT, C&C and BHT	October 2024 and ongoing	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	60% of teachers differentiating core instruction -OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity -DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points"	
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SY26 Anticipated Milestones	100% of teachers effectively differentiating core instruction -Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity -FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, -FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum"	
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[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
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 80%	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3	72%	78%	83%	85%
			NA				
Percentage of scholars being on-track	Yes <input type="checkbox"/>	3 - 8 On Track	Overall	51%	60%	65%	70%
			NA				

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.	All teachers are creating and implementing the interventions in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are implementing the SEL practices (Calm Classroom, Morning Meeting, Second Step). Teachers and scholars are participating in the Caring Theme of the Month, and National Cultural Recognition monthly and completing the service projects. Teachers/Staff implement PBIS with fidelity. At least 50% of the scholars	In addition to the SY24 goals, every scholar in need of Tier II support is identified and matched with the appropriate support (Each scholar is paired with a trusted adult.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum .	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.

[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 percent of students receiving Tier 2/3 interventions who are meeting targets to 80%	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3	72%	78%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Percentage of scholars being on-track	3 - 8 On Track	Overall	51%	60%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	All teachers are creating and implementing the interventions in the Branching Minds platform	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are implementing the SEL practices (Calm Classroom, Morning Meeting, Second Step). Teachers and scholars are participating in the Caring Theme of the Month, and National Cultural Recognition monthly and completing the service projects. Teachers/Staff implement PBIS with fidelity. At least 50% of the scholars	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Funds will be used for the following goals: support our commitment of having proficient readers and writers by the end of 2nd grade. We will increase our parents awareness of what it means to be on grade level and how they can support. Secondly, we will target the parents of Tier 2 and Tier 3 scholars and increase the knowledge of their child's performance. We will provide them with our plan for intervention, communicate the support offered by the interventionists in an effort to increase ongoing parent collaboration and involvement (targeting parents of our male scholars)



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