

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 |
|------------------|----------------|---------------------|
| Katina Manuel | Principal | kmmanuel@cps.edu |
| Valandra Lloyd | AP | vnjones@cps.edu |
| Joanna Jackson | Counselor | jmjackson31@cps.edu |
| Deanna Sanders | Case Manager | dlsanders1@cps.edu |
| Sharita Muhammad | Teacher Leader | sajones13@cps.edu |
| Andrea Garner | Teacher Leader | algarner1@cps.edu |
| | Select Role | |
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

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

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 | 10/27/2023 |
| Quarter 2 | 12/21/2023 |
| Quarter 3 | 2/9/2024 |
| Quarter 4 | 4/1/2024 |

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction



Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

| | | | | |
|------------------|---|---|--|--|
| <p>Yes</p> | <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> | <p>CPS High Quality Curriculum Rubrics</p> | <p>IAR Data Eureka Math My View SY23 Rigor Walk</p> <p>Decrease the number of students not meeting expectations in IAR reading and math Need for improvement in math and ELA subclaim performance</p> <p>What is the feedback from your stakeholders?</p> <p>More training and support for using Branching Minds. Continue with consistent grade level and school-wide articulation to share student growth and trends needed to push to advanced levels. Continue to provide students with a variety of ways to show mastery of skills. Authentic opportunities for students to display mastery - student-led demonstrations, student-to-student discourse, student created artifacts/portfolios/presentations. More opportunities for students to respond to prompts and more differentiation of question types presented to students on assessments.</p> | <p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> |
| <p>Yes</p> | <p>Students experience grade-level, standards-aligned instruction.</p> | <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> | | |
| <p>Yes</p> | <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> | <p>Powerful Practices Rubric</p> <p>Learning Conditions</p> | | |
| <p>Partially</p> | <p>The ILT leads instructional improvement through distributed leadership.</p> | <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> | | |

| | | | |
|--|---|--|---|
| | | | ACCESS |
| Partially | <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>Fidelity of providing progress monitoring and true Small groups </p> <p>Staffing students earlier or developing in-house protocols to look for interventions for students earlier in primary</p> <p>What pull out supports and can be provided to students</p> <p>Full staff training on Branching Minds; Branching Minds used with fidelity</p> <p>Tiered interventions</p> <p>In resource classrooms, how are we utilizing SECAs to push interventions</p> <p>Use planning time to work with SECAs to build systems for SECAs to work with small groups during direct instruction and small group times</p> <p>Plan for MTSS leads to push out supports, trainings, and resources to all staff</p> <p>Adopting Skyline for SY24</p> <p>Ensuring that data entry is accurate</p> | Interim Assessment Data |
| <p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Instruction needs to be refocused on the major work and depth of grade level standards and measure instructional effectiveness through regular assessment and analysis of student mastery toward grade level standard proficiency </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>Branching Minds used to capture student data, but not with fidelity. MTSS leads attended professional developments, but information was not presented to the entire school team. Only have logged interventions, for a few students. We currently </p> | <p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> |

| | | |
|-----------|--|--|
| Partially | 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 |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
| 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. | |

have interventions logged in the system for under 5 students.

What is the feedback from your stakeholders?

Parents have been in agreement with their student's individualized educational plans however due to staffing concerns, supports and tracking of interventions were not consistent. 📝

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?

Be sure all staff are trained on Branching Minds and tiered interventions. Branching Minds used with fidelity to log interventions. Review student data regularly to implement needed interventions. Branching Minds data was not synced to other platforms. 📝

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[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.

Students are not receiving timely and appropriate interventions that address their identified needs 

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Connectedness & Wellbeing


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|--|---|--|
| <p>Partially <input type="radio"/></p> | <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> | <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p> |
| <p>Yes <input type="radio"/></p> | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | |

Establish a fully functioning BHT/Culture and Climate Team to support fidelity of Tier 1 SEL instruction 

- [% 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 | 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 is the feedback from your stakeholders?

Parents consistently express that programs support student growth - both academically and socially. Parents are still unclear about connection between attendance and academic development/progress - administration and staff continue to raise concerns about how to maintain healthy relationships with families and support high and consistent attendance for all students

- [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation: Enrollment & Attendance](#)
- [Student Voice Infrastructure](#)
- [Reduction in number of students with dropout codes at EOY](#)

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 miss core Tier 1 instruction

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?

Staff identified to join BHT
Continue to partner with families to increase attendance rates
More training to work with staff on logging interventions in Branching Minds

Are restorative practices rooted and grounded in healing?
How can we continue to support students to internalize strategies so they use them automatically and not just when teachers lead instruction around specific strategies

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

| | | |
|------------------|--|--|
| <p>Yes</p> | <p>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).</p> | <p>College and Career Competency Curriculum (C4)</p> |
| <p>Yes</p> | <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> | <p>Individualized Learning Plans</p> |
| <p>Partially</p> | <p>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).</p> | <p>Work Based Learning Toolkit</p> |
| <p>N/A</p> | <p>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).</p> | |
| | <p>Industry Recognized Certification Attainment is</p> | <p>ECCE Certification List</p> |

The counselor submitted an annual plan (EBIP) with Advisory lessons, goals, and yearly calendar for students in grades K-8. The Success Bound curricula was used for grades 6-8 along with Naviance. All students in grades 6-8 completed required ILP's. 📝

What is the feedback from your stakeholders?

Train teachers in Success Bound curriculum so they can deliver instruction to students. Plan more school-wide college and career events. 📝

- [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?

Work on the implementation of in house college and career days to include students in grades 6-8 to expose students to a variety of high school and career opportunities at an earlier age. 📝

What student-centered problems have surfaced during this reflection?

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

Some students are not knowledgeable or aware of post-secondary options. 📝

[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 | Quarterly family engagement activities 📝 | Cultivate 5 Essentials Parent Participation Rate |

| | |
|-----------|---|
| | |
| Yes | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</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>Student Voice Infrastructure Rubric</p> |

What is the feedback from your stakeholders?

Partnerships between the school and community partners provide students and staff with academic and extra curricular supports. 📝

[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 not familiar with or understanding what student voice "sounds and looks" like. 📝

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?

Data from student voice surveys will be reviewed to provide insight on student perceptions to inform teacher instructional practices. 📝

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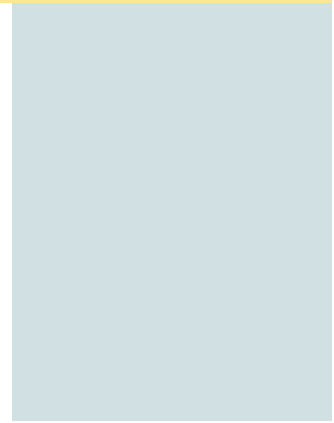
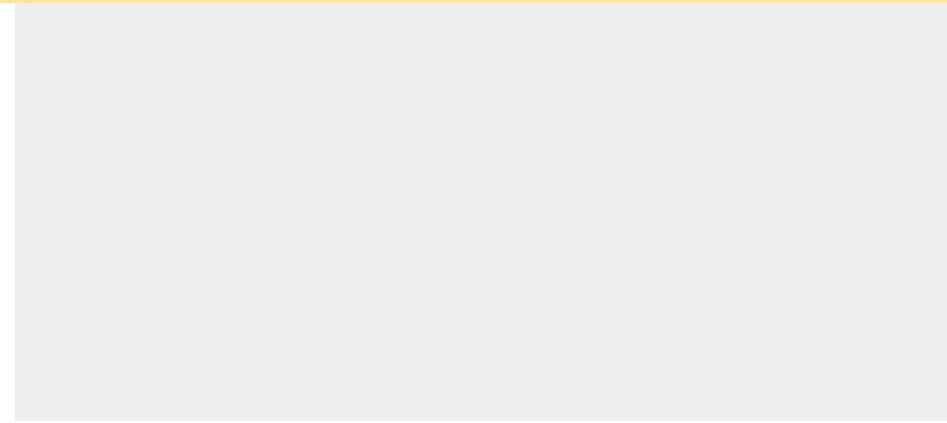
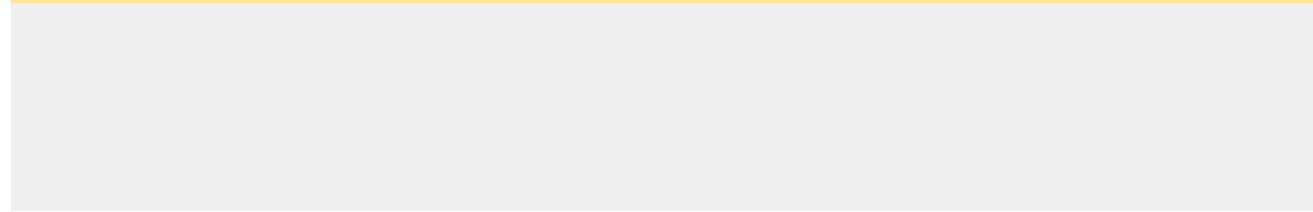
[Curriculum & Instruction](#)

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[Postsecondary](#)

[Partnerships & Engagement](#)



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

IAR Data
Eureka Math
My View
SY23 Rigor Walk

Decrease the number of students not meeting expectations in IAR reading and math
Need for improvement in math and ELA subclaim performance

What is the feedback from your stakeholders?

More training and support for using Branching Minds. Continue with consistent grade level and school-wide articulation to share student growth and trends needed to push to advanced levels. Continue to provide students with a variety of ways to show mastery of skills. Authentic opportunities for students to display mastery - student-led demonstrations, student-to-student discourse, student created artifacts/portfolios/presentations. More opportunities for students to respond to prompts and more differentiation of question types presented to students on assessments.

What student-centered problems have surfaced during this reflection?

Instruction needs to be refocused on the major work and depth of grade level standards and measure instructional effectiveness through regular assessment and analysis of student mastery toward grade level standard proficiency

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?

Fidelity of providing progress monitoring and true
Small groups
Staffing students earlier or developing in-house protocols to look for interventions for students earlier in primary
What pull out supports and can be provided to students
Full staff training on Branching Minds; Branching Minds used with fidelity
Tiered interventions
In resource classrooms, how are we utilizing SECAs to push interventions

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[Implementation Plan](#)

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

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

Curriculum & Instruction

Use planning time to work with SECAs to build systems for SECAs to work with small groups during direct instruction and small group times
Plan for MTSS leads to push out supports, trainings, and resources to all staff
Adopting Skyline for SY24
Ensuring that data entry is accurate

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

will receive instruction that focuses on the major work and depth of grade level standards. Students progress will be measured and tracked on regular intervals based on their tiers



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

are not ensuring daily instruction addresses the major work and depth of the grade level standards. We do not consistently provide appropriate timely interventions that are measured and tracked for effectiveness.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.


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Theory of Action


What is your Theory of Action?

If we....


Resources: 

ensure Tier 1 instruction addresses the major work and depth of grade level standards 

then we see....

students experiencing productive struggle, higher levels of Blooms Taxonomy (DOK), and more student to student discourse 

which leads to...

an increase of 10% of students experiencing grade level proficiency and mastery of standards. 

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 

Administration/ILT

Dates for Progress Monitoring Check Ins

| | | | |
|----|------------|----|----------|
| Q1 | 10/27/2023 | Q3 | 2/9/2024 |
| Q2 | 12/21/2023 | Q4 | 4/1/2024 |

| | SY24 Implementation Milestones & Action Steps  | Who  | By When  | Progress Monitoring |
|-----------------------------------|--|--|--|----------------------------|
| Implementation Milestone 1 | All teachers are providing Tier 1 instruction that addresses the major work and depth of grade level standard | All teachers | September 22 | 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 | Review the major work of the grade level with all teaching staff to ensure tier 1 instruction addresses the major work and depth of grade level standard | ILT | August 2023 | Select Status |
| Action Step 2 | Incorporate rigor walk language into lesson planning template and daily instructional focus communication | Administration | August 2023 | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Assessments are aligned and analyzed to ensure they address the major work and depth of the grade level standards | All teachers | on-going | Select Status |
| Action Step 1 | Review classroom assessments for alignment to major work and depth of grade level standard | ILT/TT | On-going | Select Status |
| Action Step 2 | Progress monitor student progress towards mastery of major work and depth of grade level standards to determine effectiveness of instruction and needs of students | Teachers | On-going | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | 100% of the staff will be trained to effectively implement the Skyline curriculum for ELA and Social Science and ULS for cluster classrooms | Principal/Network | 9/1/2023 and ongoing | Select Status |
| Action Step 1 | Teachers will sign up for network PD for the Skyline curriculum | Teachers | Network PD schedule | Select Status |
| Action Step 2 | Network ISLs will provide ongoing support to teachers in school and at offsite locations | Network/Principal | September and Network PD schedule | Select Status |
| Action Step 3 | Tier 2 and Tier 3 teachers will be identified and supported by Network ISLs | Network/Principal | August 2023 | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | Assistant Principal | October/November 2023 | Select Status |
| Action Step 1 | | MTSS Team | September/October 2023 | Select Status |
| Action Step 2 | | MTSS Team | August 2023 | Select Status |
| Action Step 3 | | Principal | BOY, MOY, EOY and as needed | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- 75% of the staff will be able to differentiate instruction to provide remediate and acceleration to students 

SY26 Anticipated Milestones

- 100% of the staff will be able to differentiate instruction to provide remediate and acceleration to students 

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Goal Setting

Indicators of a Quality CIWP: Goal Setting




Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal  | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline  | Numerical Targets [Optional]  | | |
|--|--|--|-----------------------------|--|--|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Reduce the percentage of students receiving Tier 2 and Tier 3 instruction/interventions | Yes | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 48 | 43 | 36 | 30 |
| | | | Select Group or Overall | | | | |

| 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 | | | |
|--|------------------------|----------------------------|---------------|-------------------------|--|--------------------------|----|----|--|
| Student growth on District and State Assessments | Yes | | IAR (English) | Overall | 28 | 46 | 56 | 66 | |
| | | | | 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:2 Students experience grade-level, standards-aligned instruction. | Teachers will be effective in the alignment of grade level standards, texts, learning targets and tasks. ILT members will work with the network and teachers to provide ongoing professional development for teachers and provide ongoing support and coaching to new teachers. | Through the use of interim assessments and classroom observations, teachers will use data and feedback to support of students and ILT conduct rigor walks | Through the use of interim assessments and classroom observations, teachers will use data to reduce the percentage of Tier 2 and Tier 3 students and participate in internal and teachers and staff participate in rigor walks. |
| 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. | Teachers and staff will participate in PD that supports the selected curriculum and with fidelity plan high quality lessons | Teachers and staff will present internal PD to staff on instructional practices that support the selected curriculum and with fidelity plan high quality lessons | Teachers and staff will present internal PD to staff on instructional practices that support the selected curriculum and with fidelity plan high quality lessons |
| Select a Practice | | | |

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

[Jump to... Reflection](#)

[Priority Root Cause](#)

[TOA](#)

[Goal Setting Implementation Plan](#)

[Progress Monitoring](#)

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

Curriculum & Instruction

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 |
|---|--|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Reduce the percentage of students receiving Tier 2 and Tier 3 instruction/interventions | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 48 | 43 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| Student growth on District and State Assessments | IAR (English) | Overall | 28 | 46 | 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:2 Students experience grade-level, standards-aligned instruction. | Teachers will be effective in the alignment of grade level standards, texts, learning targets and tasks. ILT members will work with the network and teachers to provide ongoing professional development for teachers and provide ongoing support and coaching to new teachers. | On Track | Select Status | Select Status | Select Status |
| 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. | Teachers and staff will participate in PD that supports the selected curriculum and with fidelity plan high quality lessons | Limited Progress | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Branching Minds used to capture student data, but not with fidelity. MTSS leads attended professional developments, but information was not presented to the entire school team. Only have logged interventions, for a few students. We currently have interventions logged in the system for under 5 students.

What is the feedback from your stakeholders?

Parents have been in agreement with their student's individualized educational plans however due to staffing concerns, supports and tracking of interventions were not consistent.

What student-centered problems have surfaced during this reflection?

Students are not receiving timely and appropriate interventions that address their identified needs

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?

Be sure all staff are trained on Branching Minds and tiered interventions. Branching Minds used with fidelity to log interventions. Review student data regularly to implement needed interventions. Branching Minds data was not synced to other platforms.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Student interventions are not being implemented and analyzed in a timely manner improve instruction around the targeted goal area. 

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...

are not supporting our students needs by providing timely, high quality interventions and supports. 

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

Inclusive & Supportive Learning Environment

deliver Tier 1 instruction and progress monitor with fidelity to analyze student data to modify 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.

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....

an increase in student engagement, differentiated instructional practices due to data received from progress monitoring 

which leads to...

students moving from tiers 2 and 3 to tier 1, reducing the achievement gap throughout the school. and continuous growth on formative, summative, and district/state level assessments 

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 

MTSS Team/Administrations

Dates for Progress Monitoring Check Ins

| | | | |
|----|------------|----|----------|
| Q1 | 10/27/2023 | Q3 | 2/9/2024 |
| Q2 | 12/21/2023 | Q4 | 4/1/2024 |

SY24 Implementation Milestones & Action Steps 

Who 

By When 

Progress Monitoring

Implementation Milestone 1

| | | | |
|--|-----|-----------|-------------|
| 100% of teachers effectively implementing tier 1 instruction | ILT | 8/28/2023 | In Progress |
|--|-----|-----------|-------------|

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

Inclusive & Supportive Learning Environment

| | | | | |
|-----------------------------------|---|-------------------------|------------------------|---------------|
| Action Step 1 | All teachers attend training for core curriculum implementation | ILT | 8/17/2023 | In Progress |
| Action Step 2 | ILT members review and provide feedback on teachers lesson/unit plans to ensure use the of tier 1 core curriculum during teacher teams | ILT | 9/15/2023 and ongoing | In Progress |
| Action Step 3 | ILT members conduct monthly instructional walks to observe, collect data, provide timely feedback during teacher team meetings on implementation of core curriculum | ILT | 9/1/2023 and ongoing | Not Started |
| Action Step 4 | Tier 2 and Tier 3 support teams are identified, assigned supports for curriculum implementation | ILT | 9/25/2023 | Not Started |
| Action Step 5 | Teachers will receive ongoing PD on the iReady platform | Principal | 8/1/2023 and ongoing | Select Status |
| Implementation Milestone 2 | 100% of the staff will be trained on the MTSS Continuum to effectively implement and monitor student progress | Principal/Network | 9/30/2023 | In Progress |
| Action Step 1 | Provide on site and continous professional development on the Branching Minds platform | Network MTSS ISL/BM Rep | 9/30/2023 | In Progress |
| Action Step 2 | Support plans for interventions are developed and documented within Branching Minds | Teachers | 9/30/2023 | Not Started |
| Action Step 3 | Review and provide feedback on interventions to determine tier placement | ILT | 9/29/2023 and ongoing | Not Started |
| Action Step 4 | Teachers and support staff are trained on the Branching Minds MTSS platform | Network Support | September/October 2023 | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

Jump to...
Reflection

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

[TOA](#)

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

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

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

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25
Anticipated
Milestones

- 100% of all student interventions (behavior and academic) are recorded in the Branching Minds Platform
- 50% of teachers will with fidelity progress monitor and and use the Branching Minds supported platforms to implement supports using multiple data points



SY26
Anticipated
Milestones

- Conitnued entry and monitoring all student interventions (behavior and academic) are recorded in the Branching Minds Platform
- 100% of teachers will with fidelity progress monitor and and use the Branching Minds supported platforms to implement supports using multiple data points



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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|-----------------------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Track and monitor appropriate interventions in the Branching Minds platform with fidelity | Yes | MTSS Academic Tier Movement | Overall | | | | |
| | | | Select Group or Overall | | | | |

Inclusive & Supportive Learning Environment

| | | | | | | | |
|--|-----|--|--|----|----|----|----|
| With effective targeted interventions, the percentage of students in Tier 2 and Tier 3 will decrease | Yes | % of Students receiving Tier 2/3 interventions meeting targets | <input type="text" value="Select Group or Overall"/> | 48 | 43 | 36 | 30 |
| | | | <input type="text" value="Select Group or Overall"/> | | | | |

Practice Goals

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

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

| | SY24 | SY25 | SY26 |
|--|--|--|--|
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers and staff with fidelity will create, implement, and monitor interventions in the Branching Minds platform | All teachers and some staff will with fidelity create, implement, and monitor interventions using multiple data points to adjust instruction | All teachers and some staff will with fidelity create, implement, and monitor interventions using multiple data points to adjust instruction |
| I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | DL teachers and staff will receive training on the ULS to plan and instruct students towards meeting goals identified by their IEP | DL teachers and staff will use with fidelity the ULS to plan and instruct students towards meeting goals identified by their IEP | DL teachers and staff will use with fidelity the ULS to plan and instruct students towards meeting goals identified by their IEP |
| <input type="text" value="Select a Practice"/> | | | |

Below are the goals for this Theory of Action that were created

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Inclusive & Supportive Learning Environment

Performance Goals

| Specify the Metric | Metric | Student Groups (Select 1-2) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Track and monitor appropriate interventions in the Branching Minds platform with fidelity | MTSS Academic Tier Movement | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| With effective targeted interventions, the percentage of students in Tier 2 and Tier 3 will decrease | % of Students receiving Tier 2/3 interventions meeting targets | Select Group or Overall | 48 | 43 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|------------------|---------------|---------------|---------------|
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers and staff with fidelity will create, implement, and monitor interventions in the Branching Minds platform | Limited Progress | Select Status | Select Status | Select Status |
| I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | DL teachers and staff will receive training on the ULS to plan and instruct students towards meeting goals identified by their IEP | On Track | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - 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

% of Students receiving Tier 2/3 interventions meeting targets: Reduce the percentage of students receiving Tier 2 and Tier 3 instruction/interventions

Required Reading Goal

IAR (English): Student growth on District and State Assessments

Optional Goal

Select a Goal

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|-------------------------|----------|------|------|------|
| Overall | 48 | 43 | 36 | 30 |
| Select Group or Overall | | | | |
| Overall | 28 | 46 | 56 | 66 |
| Select Group or Overall | | | | |
| | | | | |
| | | | | |

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.

Funds will be used for the following: To improve and increase the communication between the teachers, staff and the student's parents/guardians. of our Tier 2 and Tier 3 students so parents are aware of their child's targeted interventions and progress and to create an ongoing teacher/parent collaboration log to increase parental involvement. The students who will be targeted are the Tier 2 and Tier 3 students.



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