

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
Maya Sadder	Principal	mamorison@cps.edu
Josephine Richardson	Curriculum & Instruction Lead	jorichardson@cps.edu
Loretta Gassaway	Teacher Leader	lgassaway@cps.edu
Valerie Docks	Teacher Leader	vmdocks@cps.edu
Michelle Free	Teacher Leader	mjfree@cps.edu
Rosie Ballard	Partnerships & Engagement Lead	rosieballard1@gmail.com
Candiss Collins	Parent	
Kimberly Rhodes	LSC Member	krhodes@cps.edu
	Select Role	
	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	7/14/23	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	9/1/23
Reflection: Connectedness & Wellbeing	7/14/23	9/1/23
Reflection: Postsecondary Success	7/14/23	9/1/23
Reflection: Partnerships & Engagement	7/14/23	9/1/23
Priorities	7/14/23	9/1/23
Root Cause	7/14/23	9/1/23
Theory of Acton	7/21/23	9/1/23
Implementation Plans	7/21/23	9/1/23
Goals	7/21/23	9/1/23
Fund Compliance	7/21/23	9/1/23
Parent & Family Plan	7/21/23	9/1/23
Approval	7/21/23	9/1/23

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	10/6/2023
Quarter 2	1/19/2024
Quarter 3	3/29/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 🚀

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Science (Amplify) quality is partial because there need to be more projects and hands on activities as well as in math curriculum (Eureka). Need more vocabulary within the curriculum. Need more supplemental activities to support students below grade level standards. Common unit assessments needed (IXL, Checkpoint, Eureka Assessments, Prodigy, Freckle). We need to inventory which classroom and unit assessments are being used at each grade level. We need to ensure students are meeting IAR and STAR 360 targets to prepare them for grade level standards. 📝	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> Learning Conditions = "partially" due to inconsistency and organization of classrooms and feedback as well as student engagement and student-voice survey responses. Progress has been made in this area. More opportunities needed for DL. 📝	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		

				ACCESS
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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<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>Daily assessment for learning needed across curriculum and vertically. Alignment with assessment practices for consistency. Providing students with multiple opportunities for learning and revisions. 🖋️</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>More activities for students to have hands on opportunities to increase engagement. Student-to-student discourse and working in groups. Rubrics for students to measure their outcomes against. What additional opportunities can be provided for students to demonstrate their learning of the standards? Ask staff about feedback in regard to types of assessments they give in the classroom, frequency and feedback. 🖋️</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
School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	We have supports in place but need to continue to monitor their effectiveness and make sure all teams are connected and have the opportunity to share progress. We are continuing to develop training for all staff to use Branching 🖋️	Unit/Lesson Inventory for Language Objectives (School Level Data)

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[Curriculum & Instruction](#)

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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
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Minds and progress monitor consistently.

What is the feedback from your stakeholders?

More training is needed for Branching Minds. More PD to enable DL resource teachers and Gen Ed teachers to collaborate.



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

We will have learning walks in resource classrooms and also in General Ed classrooms with specific look fors to support differentiation. Barriers may include time for PD and competing priorities. We need to set up systems to track and monitor progress consistently.



[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.

Consistent opportunities to couple SEL and behavior iniatives to academic press. 

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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>		

Continue to use Brnaching Minds to track and monitor progress for students with academic and behavior. Need to ensure that clinicians and all stakeholders are included with information for BHT and CCT. 

- [% 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.

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

What student-centered problems have surfaced during this reflection?

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

Continue to support student engagement and increase attendance schoolwide.



What is the feedback from your stakeholders?

Currently have OST programs that meet academic and behavior needs for students. Provide students with needs assessments and exit surveys at the end of the programs to determine how to improve. Include more trips and opportunities for student voice.



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?

Students must be present and engage in school to maximize learning. Some barriers include student mobility and consistent job embedded professional development for teachers within the same grade level and supporting vertical alignment.



[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

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

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
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
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
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
	Industry Recognized Certification Attainment is	ECCE Certification List

Use of Success Bound for grades 6-8 and 3-5. Will continue to use SB for enrichment. Success Bound is now in Safari Montage. Classroom will be set up in Google. Incorporate parent component for Success Bound to include parents as a partner with SB. 🖊️

What is the feedback from your stakeholders?

Feedback is to include opportunities for parents to learn about high school options and college and career opportunities. Learn more about new system that will replace Naviance. 🖊️

- [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?

Continue to use SB and ensure students are college and career ready. Implement Algebra certified program this year. Barriers include student mobility and ensuring students have high quality high school options. Continue to build relationships with neighborhood high schools. 🖋️

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.

Continue with college visits and opportunities to explore various careers of interest. Use Success Bound to engage students and prepare them for high school and college. 🖋️

[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
Partially	Spectrum of Inclusive Partnerships	Continue to utilize liaison as a thought partner to support parent engagement. Provide multiple opportunities for parents to attend trips and visit the school for learning and celebratory activities. Provide parents information about the curriculum and engage through Literacy and Math Nights, school website and newsletters. 🖋️	Cultivate 5 Essentials Parent Participation Rate

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[Curriculum & Instruction](#)

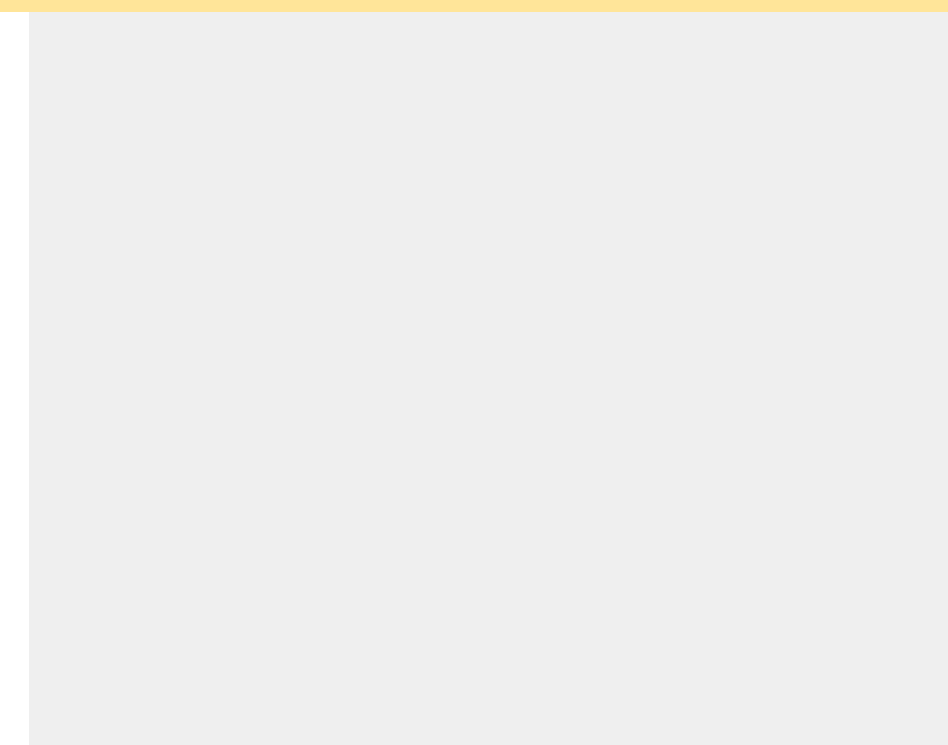
[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

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Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">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 style="text-align: right;">Student Voice Infrastructure Rubric</p>



What is the feedback from your stakeholders?

Continue to provide opportunities for student voice. Use information from Cultivate Survey. Increase visibility of Student Council. Consider adding 6th and 7th graders to Student Council. 🖋️

[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.

Ensuring there are programs and student voice opportunities for all students. Celebrate students at various levels for progress and proficiency. 🖋️

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?

Students have multiple opportunities through student council, townhall meetings, surveys, Success Bound, Calm Classroom and other leadership opportunities for students as well as 🖋️

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Eagle of the Month. Barriers include time for committees to meet to support these efforts and time to reflect and monitor effectiveness.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Science (Amplify) quality is partial because there need to be more projects and hands on activities as well as in math curriculum (Eureka). Need more vocabulary within the curriculum. Need more supplemental activities to support students below grade level standards. Common unit assessments needed (IXL, Checkpoint, Eureka Assessments, Prodigy, Freckle). We need to inventory which classroom and unit assessments are being used at each grade level. We need to ensure students are meeting IAR and STAR 360 targets to prepare them for grade level standards.

What is the feedback from your stakeholders?

Learning Conditions = "partially" due to inconsistency and organization of classrooms and feedback as well as student engagement and student-voice survey responses. Progress has been made in this area. More opportunities needed for DL.

What student-centered problems have surfaced during this reflection?

More activities for students to have hands on opportunities to increase engagement. Student-to-student discourse and working in groups. Rubrics for students to measure their outcomes against. What additional opportunities can be provided for students to demonstrate their learning of the standards? Ask staff about feedback in regard to types of assessments they give in the classroom, frequency and feedback.

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?

Daily assessment for learning needed across curriculum and vertically. Alignment with assessment practices for consistency. Providing students with multiple opportunities for learning and revisions.

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[Reflection](#)

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

[TOA](#)

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

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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...

Students need hands on projects/activities aligned to grade level standards with rubrics to increase student engagement. 📌

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...

As adults in the building, we can seek out more opportunities for rigor based instruction and project based activities to increase student engagement. We also need to understand EOY targets and understanding of standards and best practices for teacher moves. 📌

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: 

If we consistently implement rigor based instruction with project based activities to increase student engagement and align these instructional strategies to grade level 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.

then we see....

an increase in student engagement, student voice, and mastery of skills and grade level standards.

which leads to...

academic growth and students taking more ownership of their learning.

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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

CIWP/ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/6/2023	Q3	3/29/2024
Q2	1/19/2024	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Teachers will participate in high quality professional development in order to effectively implement the curricula. Distributive leadership model will be implemented for job embedded PD.

All Teachers

Q1 (10/20/2023)

In Progress

Action Step 1	professional development for Eureka	Great Minds	Q1 (10/20/2023)	In Progress
Action Step 2	professional development for Skyline (ELA)	Lead Coach	Q1 (10/20/2023)	In Progress
Action Step 3	project based learning activities across the curriculum	Teachers	Q1 (10/20/2023)	In Progress
Action Step 4	PLCs within and across grade levels	Teachers	Q1 (10/20/2023)	In Progress
Action Step 5	Network/District professional development for related staff	Staff	Q1 (10/20/2023)	In Progress
Implementation Milestone 2	Teachers will understand EOY targets for students in Reading and Math and how these standards will be assessed.	All Teachers	Q1 (10/20/2023)	Not Started
Action Step 1	Staff understand grade level standards through on going and job embeded PD linked to IAR and grade level standards	Teachers	Q1 (10/20/2023)	Not Started
Action Step 2	Review grade level standards and high quality curriculum to integrate projects	Teachers	Q1 (10/20/2023)	Not Started
Action Step 3	Provide feedback to students and get feedback from students	Teachers	Q1 (10/20/2023)	Not Started
Action Step 4	Progress monitor student progress and make adjustments for instruction based on evidence of student learning	All Staff	Q1 (10/20/2023)	Not Started
Action Step 5	Conduct data conferences with individual students to set learning goals	Teachers	Q1 (10/20/2023)	Not Started
Implementation Milestone 3	Use Branching Minds to progress monitor and determine effectiveness of interventions.	All Staff	Q1 (10/20/2023)	Not Started
Action Step 1	Teachers log on to Branching Minds and track interventions for students	Teacehrs	Q1 (10/20/2023)	Not Started
Action Step 2	Review in grade level meetings interventions for Tier I and additional support needed	Teachers	Q1 (10/20/2023)	Not Started
Action Step 3	Implement additional strategies for Tier II and III students for academic needs	Teachers	Q1 (10/20/2023)	Not Started
Action Step 4	Create Reading and Math groups in Branching Minds	Teachers	Q1 (10/20/2023)	Not Started
Action Step 5	Set student goals in Reading and Math for progress monitoring	Teachers	Q1 (10/20/2023)	Not Started
Implementation Milestone 4	Involve all stakeholders in planning and implementation of curriculum and instruction to increase student achievement.	All Staff	Q1 (10/20/2023)	In Progress
Action Step 1	Send homework home, daily, and communicate expectations for learning with parents.	Teachers	Q1 (10/20/2023)	In Progress
Action Step 2	Collaborate with community organizations to supplement curriculum and instruction with programs and initiatives that will engage the students in high interest topics and areas that will introduce a variety of post-secondary options.	All Staff	Q1 (10/20/2023)	In Progress

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		
Action Step 3	Plan field trips that align with instructional units /topics in all content-areas.			All Staff	Q1 (10/20/2023)	In Progress		
Action Step 4	Plan school-wide assemblies that align with instructional units/topics in all content-areas.			All Staff	Q1 (10/20/2023)	Not Started		
Action Step 5	Host events to engage parents in school and district-wide initiatives that promote student achievement.			All Staff	Q1 (10/20/2023)	In Progress		

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Project-based learning activities will continue to be integrated into the curricula. Projects will be connected across multiple subjects. Student voice will be incorporated into project-based learning activities. Activities will be aligned to the standards and include writing and reading components. Adjustments will be made based on feedback and evidence of learning from multiple formative and summative student assessments.	
SY26 Anticipated Milestones	Parent involvement will continue to be incorporated into project-based learning. Parents will be invited to schoolwide events in which they will be able to engage in projects with the students.	

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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

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			
All staff will engage in high quality PD each quarter to support understanding of Eureka Math curriculum and ELA Skyline	Yes		Quality Indicators of Specially Designed Curriculum	Overall					
				Students with an IEP					
The number of students who are in green on the IAR math test will increase by 7%. The number of students who are in green in reading will increase by 13%.	Yes		IAR (Math)	Overall	IAR Math (% of students in green) 1%	8%			
				Overall	IAR Reading (% of students in green) 12%	25%			

Practice Goals

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

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

		SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will engage in PD involving the Eureka curriculum and the Skyline science curriculum. This PD will enable teachers to have access to all of the resources embedded within each curriculum. Also the math coach will assist teachers with understanding and using the math curriculum.	Teachers will work in content and grade-level teams to plan, implement, and progress monitor high-quality, rigorous instruction and assessment (Eureka, Skyline, Amplify, IAR, Star 360, etc.). Teachers leaders will build capacity by leading teams that directly impact student-achievement (ILT, MTSS, SEL, PBIS, Content-Area teams, etc.).	Teachers will implement Eureka Math, Amplify Science, and Skyline ELA and Social Science with fidelity. Daily instruction will align with grade-level standards (CCSS, NGSS, and IL Standards for Science/Social Science). Progress will be monitored through student achievement on Star 360, IAR, Reach Performance Tasks, ISA, curricula assessments and curriculum/standards-aligned assessment.	
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT team will provide professional development to the staff during the opening PD week. During this PD data will be reviewed. This will include walkthrough data and STAR 360 data. The ILT team will also provide PD during the flexed time.	The ILT will conduct instructional walkthroughs with clear objectives and rubrics, analyze data and review student work to provide consistent feedback and to inform instructional practices.	The ILT will improve instruction by focusing on student learning and achievement while building teacher capacity through differentiated support.	
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will understand and unpack the learning standards and apply them in everyday instruction. The standards will be displayed in the lesson plans, posted in the classrooms and will reflect the lessons being taught. The curriculum being used lists the standards that correlate to each unit, and it incorporates them into each lesson.	Teachers will use the backwards-design model when planning lessons. Teachers will determine what students need to be able to know as stated in grade-level standards, create assessments to measure that learning, and align a sequence of lessons to prepare students to successfully complete the standards-aligned assessment.	Teachers will implement tools to track student performance in daily lessons and plan focused instruction that meets the needs of all learners and adapts to various learning styles. This includes grade-level instruction, project-based learning opportunities, differentiated learning activities, and targeted support and interventions.	

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All staff will engage in high quality PD each quarter to support understanding of Eureka Math curriculum and ELA Skyline	Quality Indicators of Specially Designed Curriculum	Overall			On Track	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
The number of students who are in green on the IAR math test will increase by 7%. The number of students who are in green in reading will increase by 13%.	IAR (Math)	Overall	IAR Math (% of students in green) 1%	8%	Select Status	Select Status	Select Status	Select Status
		Overall	IAR Reading (% of students in green) 12%	25%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will engage in PD involving the Eureka curriculum and the Skyline science curriculum. This PD will enable teachers to have access to all of the resources embedded within each curriculum. Also the math coach will assist teachers with understanding and using the math curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT team will provide professional development to the staff during the opening PD week. During this PD data will be reviewed. This will include walkthrough data and STAR 360 data. The ILT team will also provide PD during the flexed time.	Select Status	Select Status	Select Status	Select Status

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

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

C&I:2 Students experience grade-level, standards-aligned instruction.

Teachers will understand and unpack the learning standards and apply them in everyday instruction. The standards will be displayed in the lesson plans, posted in the classrooms and will reflect the lessons being taught. The curriculum being used lists the standards that correlate to each unit, and it incorporates them into each lesson.

Curriculum & Instruction

Select Status	Select Status	Select Status	Select Status
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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.
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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have supports in place but need to continue to monitor their effectiveness and make sure all teams are connected and have the opportunity to share progress. We are continuing to develop training for all staff to use Branching Minds and progress monitor consistently.

What is the feedback from your stakeholders?

More training is needed for Branching Minds. More PD to enable DL resource teachers and Gen Ed teachers to collaborate.

What student-centered problems have surfaced during this reflection?

Consistent opportunities to couple SEL and behavior initiatives to academic press.

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?

We will have learning walks in resource classrooms and also in General Ed classrooms with specific look fors to support differentiation. Barriers may include time for PD and competing priorities. We need to set up systems to track and monitor progress consistently.

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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...

We will provide our DL students with rigorous tasks and ensure we differentiate instruction to meet the needs of all learners. Diverse learners need multiple ways to access the grade level curriculum and to feel confident that they can be successful. We will also write high quality IEPs and implement accommodations and modifications as noted for these students.



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...

Collaborate with our DL and Gen Ed teachers. Progress monitor students with IEPs. Provide meaningful feedback to students with IEPs based on student work. Provide support to families of students with IEPs to support learning and social and emotional growth. We need to provide the diverse learners with multiple ways to access the grade level curriculum. We also need to motivate them to take more ownership in their learning. Having the Branching Minds tool will help with progress monitoring the diverse learners so that all staff will be able to provide consistent support.



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

Meet the needs of our DL students through progress monitoring, use of a high quality curriculum and on going professional development and training to provide effective feedback



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.

then we see....

academic growth and increase of opportunities for all students



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...

learning environments and condtions where all students can succeed and build efficacy



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

CIWP/ILT

Dates for Progress Monitoring Check Ins

Q1 10/6/2023	Q3 3/29/2024
Q2 1/19/2024	Q4 6/7/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Teachers will collaborate to discuss strategies to use with diverse learners and relevant data during the grade level meetings.

Gen Ed/Diverse Learner teachers

bi-weekly

In Progress

Inclusive & Supportive Learning Environment

Action Step 1	Collaboration time during grade level meetings	gen ed/diverse learner teachers	Q1 (10/20/2023)	In Progress
Action Step 2	Observations and feedback from lead coach to support DL students	weekly	weekly	In Progress
Action Step 3	progress monitoring of DL students and use of Branching Minds	5 weeks	Q1 (10/20/2023)	Not Started
Action Step 4	Exam student work in alignment with GenEd instruction		10/27/2023	Not Started
Action Step 5	Staff will receive PD on using Skyline with DL students	6th-8th ELA Teachers & DL teachers	09/30/2023	In Progress
Implementation Milestone 2	Branching MInds will be used for progress monitoring.	All Staff	ongoing	Not Started
Action Step 1	Staff will receive PD on using Branching Minds	All Staff	PD week 1	In Progress
Action Step 2	Staff will begin to use the tool for progress monitoring.	All Staff	Q1 (10/20/2023)	Not Started
Action Step 3	Staff will collaborate to identify next steps based on data in Branching Minds	All Staff	Q1 (10/20/2023)	Not Started
Action Step 4	Staff will create groups in Branching Minds	All Staff	Q1 (10/20/2023)	Not Started
Action Step 5	Staff will set goals in Branching Minds	All Staff	Q1 (10/20/2023)	Not Started
Implementation Milestone 3	Differentiate instruction to include modifications and accomodations per students' IEP.	GenEd/DL teachers	Q1 (10/20/2023)	In Progress
Action Step 1	Review student IEP's to identify modifications and accommodations.	GenEd/DL teachers/SECAs	Q1 (10/20/2023)	In Progress
Action Step 2	Preview curriculum to identify tasks that need to be modified.	GenEd/DL teachers	Q1 (10/20/2023)	In Progress
Action Step 3	Plan weekly lessons that outline modifications and supports for students with IEPs.	GenEd/DL teachers	Q1 (10/20/2023)	In Progress
Action Step 4	Integrate technology into instructional activities.	GenEd/DL teachers	Q1 (10/20/2023)	In Progress
Action Step 5	Teach and model more than one learning strategy during instruction.	GenEd/DL teachers	Q1 (10/20/2023)	Not Started
Implementation Milestone 4	Ensure diverse learners have a voice in student-related learning activities.	All staff	Q1 (10/20/2023)	In Progress
Action Step 1	DL student representation on student-led organizations.	All staff	Q1 (10/20/2023)	Not Started
Action Step 2	DL students attend all field trips and participate in schoolwide activities (assemblies, sports, clubs) with their peers.	All staff	Q1 (10/20/2023)	In Progress
Action Step 3	DL students are required to complete all project-based learning activities with modifications and accommodations per their IEP.	All staff	Q1 (10/20/2023)	Not Started
Action Step 4	DL teachers reinforce Skyline and Eureka curriculum in the resource classroom.	All staff	Q1 (10/20/2023)	In Progress
Action Step 5	DL students receive daily homework. Parents support DL students in daily skill practice.	All staff	Q1 (10/20/2023)	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Branching Minds will consistently be used by all staff. More opportunities will be provided for collaboration between educators. 📌

SY26 Anticipated Milestones

Educators will seek out opportunities for PD to continue developing their skills at meeting the needs of diverse learners. 📌

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources: 📌

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 📌			
				Baseline 📌	SY24	SY25	SY26
Students who have IEPs will show growth in reading and math on the STAR 360 test.	Yes	STAR (Math)	Students with an IEP	21%	38%	45%	50%
			Select Group or Overall				

Inclusive & Supportive Learning Environment

Students will meet their iReady targets.	Yes	iReady (Reading)	Students with an IEP	18%	30%	35%	48%
<i>Select Group or Overall</i>							

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 staff will receive professional development on use of Branching Minds and will begin using the tool for progress monitoring.	Teams (ILT, MTSS, Attendance, PBIS, SEL, related services, etc.) will collaborate to set SMARTE goals around student achievement and implement targeted supports and interventions to bridge achievement gaps. Team leads will document the various supports and interventions in Branching Minds and upload related evidence into the system.	Teachers/staff will implement targeted supports and interventions with fidelity; setting SMARTE goals at 6 week intervals and progress monitoring bi-weekly. Team leads will conduct regular team meetings surrounding MTSS with agendas and clear objectives, as well as, monitor consistent logging of communication, supports, interventions, and evidence in Branching Minds by all relevant stakeholders.
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.	Staff will maximize opportunities within the curricula to provide diverse learners with support.	DL teachers will support student-learning within the GenEd setting and implement the same curricula and instructional practices with modifications and accommodations. The resource classroom will reflect the same learning environment and access to high-quality, rigorous instruction (aligned with the students IEP) as the GenEd classroom.	GenEd and DL teachers will co-plan lessons/units to align with grade-level standards and provide equitable access to high-quality instruction and learning opportunities (field trips, assemblies, project-based learning opportunities, tc.) for both GenEd and DL students.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Staff will review IEPs and ensure to provide the necessary accommodations and modifications for each learner. Diverse learner teachers will continue to collaborate with gen ed teachers.	The case manager and DL teachers will lead PD and Grade Level Team meetings with agendas and clear objectives for writing, reviewing, understanding, and implementing high quality IEPs that provide instructional supports, differentiation, modifications and accommodations that engage diverse learners in high-quality instruction in their least restrictive environment.	All instructional staff will develop, plan, and execute a system for providing modifications and accommodations for diverse learners, progress monitoring through various modes of data (anecdotal, logs, assessments, etc.) and communicating student progress to invested stakeholders (students, parents, school community, network, district, etc.).

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

Inclusive & Supportive Learning Environment

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
Students who have IEPs will show growth in reading and math on the STAR 360 test.	STAR (Math)	Students with an IEP	21%	38%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will meet their iReady targets.	iReady (Reading)	Students with an IEP	18%	30%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All staff will receive professional development on use of Branching Minds and will begin using the tool for progress monitoring.	Select Status	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.	Staff will maximize opportunities within the curricula to provide diverse learners with support.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Staff will review IEPs and ensure to provide the necessary accommodations and modifications for each learner. Diverse learner teachers will continue to collaborate with gen ed teachers.	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 data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

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.

Priorities will center around literacy and parent and family workshops determined my topics of interest to parents. We will also work in collaboration with our parent community partner. We will provide multiple opportunities for families to attend school events and communicate through classroom newsletters, school website and school wide newsletters. Parents will also receive feedback in regard to the progress of their child based on TRC/DIBELS data, Star 360 and other classroom formative assessments. We will hold workshops and meetings to discuss benchmarks and standards a set goals with parents.



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