

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
Olivia Yates	Curriculum & Instruction Lead	oyates@cps.edu
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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	6/26/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	7/3/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/3/23	7/14/23
Reflection: Connectedness & Wellbeing	7/17/23	7/21/23
Reflection: Postsecondary Success	7/17/23	7/21/23
Reflection: Partnerships & Engagement	7/17/23	7/21/23
Priorities	7/24/23	7/28/23
Root Cause	7/24/23	7/28/23
Theory of Acton	7/24/23	7/28/23
Implementation Plans	8/14/23	8/18/23
Goals	8/14/23	8/18/23
Fund Compliance	8/21/23	8/21/2023
Parent & Family Plan	8/21/23	8/21/23
Approval	8/22/23	8/22/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

EOY STAR Reading 4th-5th grades and EOY STAR Math 5th -6th grades
 33% of students referred for intensive Math intervention; 50% of students recommended for intensive Reading intervention
 York students taking the SAT Exam EBRW mean score 753 compared to the district's EBRW mean score 909
 1. Utilization of grade-level standards based materials and resources, as well as instructional processes must be more closely monitored
 2. Beside the difficulties of attendance most students manage to catch up and get passing grades before the cycle ends.
 3. Rigor Walk data in BOY, MOY, and EOY revealed a need to place more emphasis on the taxonomy levels of the instructional tasks.

What is the feedback from your stakeholders?

88% pass rate; 91% graduation rate for the school year; 285 total recovery courses passed
 1. Provide more support opportunities to our students due to the different restrictions that impact their learning.
 2. Teachers need to work more closely on aligning standards, objectives, and tasks.
 3. Improve instructional rigor and the taxonomy levels of tasks.
 4. The team is moving in the right direction.

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?

1. Efforts to help non-readers in the after-school program have been successful. Students getting individual attention is critical and helps struggling students feel safe and supported while they are trying to improve their reading skills.
 2. Equitable grading practices; School-wide MTSS plan: Gradual Release process: Midterm & Finals schedules are all improvement efforts currently in process
 3. Consistency and monitoring of improvement efforts are critical if we want to see progress.
 4. Differentiation is a school-wide strategy that we are all working towards getting better with.
 5. There is a strong emphasis on improving students attendance and reducing classroom behaviors that disrupt the learning environment.
 6. Students and teachers need consistent, individualized support.

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

What 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.

1. Learning environments too loose or too rigid; Student choice and voice missing; Lack of interventions and strategies that keep students in the classroom
2. Most students perform well below grade level on the Star exam, so that can make it challenging for a teacher to use all grade-level resources and materials during every lesson.
3. Students who have endured intensive trauma.
4. Student movement impacts a continuous sequence of instruction/content

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

EL and DL students on average have a 50% attendance rate
 1. EL students' needs often go unaddressed.
 2. After reviewing the metrics, it is a priority to try to move ELs to a section where services can be provided. It is important to be on the lookout for them and adjust their schedules as necessary.
 3. More training and accountability for implementation of the Support Referral Process and MTSS Plan are needed
 4. Diverse learners need support from a team of service providers.
 5. More mental health and social work support is needed.

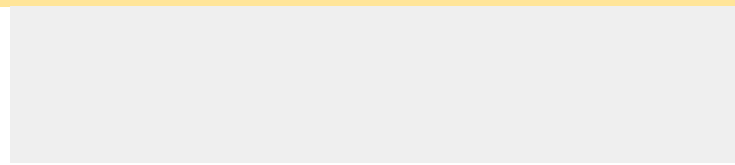
- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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.	

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.

1. English Learners have little to no support in some divisions. It is frustrating for teachers to provide high-quality materials for those students and because of the lack of effective communication between the two.
2. There is a lot of movement with this group of students as well.
3. Implementation of the school-wide Support Referral Process and MTSS plan are inconsistent



What is the feedback from your stakeholders?

The Pyramid of Support supports staff in reducing the amount of instructional time students lose by being out of class. The school-wide MTSS Intervention Plan will help ensure that students are adequately supported in Tier I. More academic resources are needed for addressing the diverse individual needs of our students. Staff may require additional training on managing instructional groups and differentiating 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?

1. We offer additional support to students via after school hours.
2. We have implemented a Support Referral Process and developed a school-wide MTSS Intervention Plan.
3. We are addressing student behavior and creating opportunities for restorative conversations with students and staff.
4. We have also expanded our discipline-related data collection process and are more timely with evaluating students' responses to interventions.

[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	88 classroom behavior infractions reported last school year; 60 of which were Group 1 misconducts; 100% resulted in a restorative response 1. Student absences due to facility-related reasons impact student learning. 2. Students return to class after extended absences feeling lost and disconnected from the learning environment. 3. OST Programs have been beneficial and effective in motivating students to stay in school. 4. The Support Referral Process is another way for students to get assistance and help them remain in school. 5. Calm Classroom practices were implemented throughout the school year. 6. Most classroom discipline matters were resolved with restorative conversations.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.	What is the feedback from your stakeholders? By July 2023, 40% of students who were excluded from school for facility related reasons successfully re-engaged in the school program 1. OST opportunities are available to all students. 2. More consideration needs to be made for students re-entering in the middle of an academic cycle. 3. Students with extended unexcused absences need an attendance contract and individualized monitoring. 4. Students who are chronically absent should be scheduled for online credit recovery courses.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>1. We need a plan to address students who are chronically absent. 2. Some students may need additional support, outside of the regular school day. 3. SEL Instruction and curricula are evident in some classes. Primarily seen in bell-ringer activities that if not carefully planned out, can overshadow the content curriculum 4. Afterschool programs have been implemented as well as online learning for students.</p>		<p>1. An additional school counselor position has been added to the roster. 2. One of our counselors is in charge of the SEL component and he visits students occasionally to do updates on their academic progress and provides SEL support. 3. School-wide MTSS Plan for academics, attendance, and SEL. 4. We have established a comprehensive process for re-engaging former students. 5. The school is in the works of creating an online division for students to recoup credits. 6. Working the alumni support program has allowed the counselor to track former students and assist with reengagement plans.</p>	

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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
N/A	College and Career Competency Curriculum (C4) 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).	We have a 90% LPS Completion rate We need to incorporate more work on more career ready programs, post-secondary, and post-release plans..	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
N/A	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
N/A	Work Based Learning Toolkit 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).		College Enrollment and Persistence Rate 9th and 10th Grade On Track
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		Cultivate (Relevance to the Future)
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		Freshmen Connection Programs Offered (School Level Data)
Yes	PLT Assessment Rubric 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).	<p>What is the feedback from your stakeholders?</p> <p>1. There is an active Post-secondary Leadership Team in place. 2. Due to the students' current situation they are unable to participate in WBL activities. 3. We have an Alumni Coordinator in place to assist with re-engagement and transition planning. 4. Alumni Coordinator reported that accessibility to former students has been a challenge.</p>	
Yes	Alumni Support Initiative One Pager 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).	<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>The Enrollment/Transition Coordinator has placed strong emphasis on re-engaging former students and supporting them through the re-enrollment process. Through the York Extension Campus initiative, students will have an additional unique opportunity to complete high school when they leave the facility.</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.

Due to our students' being in detention, it's difficult to plan for post-secondary; However, we can plan for post-release.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Our students are considered their own guardians; Therefore, we don't have lots of family engagement and feedback in a traditional sense. We have an Appointed Local School Council (ALSC), so again we don't have that family and community engagement that traditional LSCs have.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
No	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <ol style="list-style-type: none"> 1. A stronger collaboration with CCDOC Programs is needed to ensure that York students are considered for additional programs when they leave school. 2. We need to resume hosting the Transition Fairs as we did pre-pandemic. 3. The community resource page on the website needs to be updated regularly to ensure that we are providing families with current information. 4. We need to place greater emphasis on bringing community representatives/resources to our students, since our students can't go into the community to seek out resources. 	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <ol style="list-style-type: none"> 1. York probably needs to allow students to have more of a voice in decisions made on their behalf, where appropriate. 2. Due to the the high security environment in the DOC, we don't have access to this typr of interaction on a regular basis. 3. A transition team and planning process will be critical for partnerships and engagement. Partnership resources need to be updated. Students need access to partner and their program offers pre-release. Students need opportunities to research and learn about careers, jobs, and job training programs. 		<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> <ol style="list-style-type: none"> 1. Community resource page maintained on the school's website. 2. Guest speakers arranged for virtual and school visits. 3. Community resources shared through transition planning. 	

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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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?

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 33% of students referred for intensive Math intervention; 50% of students recommended for intensive Reading intervention
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3. Consistency and monitoring of improvement efforts are critical if we want to see progress.
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Return to Top Determine Priorities

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

Students...
 Students need consistent access to grade-level course content and various practice opportunities that will allow students to demonstrate their full understanding of the content before engaging in summative assessments

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...
 Sometimes we begin instruction at the remedial level then scaffold up, when we should begin instruction at grade level and provide differentiated supports

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Regularly analyze multiple forms of available data (including STAR Instructional Planning Reports, student classroom work samples, Midterm and Finals data, and use the analysis results to inform future instructional planning, specifically to inform differentiation strategies and instructional groupings...

Resources:

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

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

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

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

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

then we see....

Improvement in overall implementation of Skyline Units and Assessments; More focused collaboration opportunities for teacher teams to deep dive assessment results and next steps in the instructional sequence; More instructional rigor, student and teacher persistence, and a stronger focus on competency based learning.



which leads to...

Improved REACH Domain 1 (Planning & Preparation) scores (85% or more teachers scoring Proficient or better); Stronger collaboration among course team members; Multiple opportunities presented to students to meet the academic competencies of a course; and Increase in the percentage of students making growth targets in STAR Reading and STAR Math



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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 Team

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	All teachers implement core curriculum and deliver grade level instruction	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 1	Core and language teachers engage in quarterly Skyline curricular training	Core and Language Course Teams	6/6/2024	Select Status
Action Step 2	Lead Coach and Admin provide bimonthly feedback on unit/lesson plans created by teacher teams	Lead Coach and Admin	10/20/2023	Select Status
Action Step 3	Lead Coach and Admin monitor weekly Skyline implementation	Lead Coach Admin	6/6/2024	Select Status
Action Step 4		Lead Coach/ILT	6/6/2024	Select Status
Action Step 5	ILT and course teams engage in co-labs every 5 weeks	Lead Coach/Admin	9/29/2023	Select Status
Implementation Milestone 2	ALL teachers implement the Gradual Release of Responsibility strategy with a focus on differentiation when delivering grade level instruction	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 1	Provide comprehensive professional learning on the GRR process	Lead Coach/ILT	9/29/2023	Select Status
Action Step 2	Adopt common classroom structures that compliments the use of GRR	Lead Coach/ILT	9/29/2023	Select Status
Action Step 3	Train teachers on the use of STAR Instructional planning and core progression reports	Assessment Coordinator	9/29/2023	Select Status
Action Step 4	Identify students in need of Tiers 2 and 3 academic interventions	ILT/Teacher Teams	9/29/2023	Select Status
Action Step 5	Identify grade appropriate supplemental instructional resources to assist with differentiation	ILT/Teacher Teams	9/29/2023	Select Status
Implementation Milestone 3	ALL course teams will engage in the problem solving process through the analysis of assessment data	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 1	Engage in analysis of assessment data every 5 and 10 weeks	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 2	Share STAR BOY, MOY, EOY grade level data regularly with staff	Lead Coach/Admin	6/6/2024	Select Status
Action Step 3	Engage in analysis of assessment data after BOY, MOY, and EOY STAR windows	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 4	Determine competencies and performance indicators for each course	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 5	Course teams review data and student support plans on a monthly basis	ILT/Teacher Teams	6/6/2024	Select Status
Implementation Milestone 4	All teachers and staff will engage in ongoing school-based professional learning throughout the school year	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 1	Teacher teams will receive at least three non-evaluative classroom reviews based on a specific problem of practice	Lead Coach/ILT	6/6/2024	Select Status
Action Step 2	Teacher teams will work with the Lead Coach to implement focused strategies for the department	Lead Coach/ILT	6/6/2024	Select Status
Action Step 3	At least 50% of teachers will engage in peer observations with a predetermined instructional focus throughout the school year	ILT/Teacher Teams	6/6/2024	Select Status
Action Step 4	Teachers in need of Tiers 2 and 3 support will be identified and paired with a peer partner	Lead Coach/ILT	9/29/2023	Select Status
Action Step 5	Provide one to one administrator or peer led coaching throughout the school year	Lead Coach/Admin/ILT	6/6/2024	Select Status

SY25 Anticipated Milestones	75% or more teachers delivering grade level instruction 75% or more teachers regularly providing differentiated supports as necessary for students Teachers regularly engaging in the problem solving process using student data as a guide Increase in students meeting growth targets on STAR Reading and Math Improvement in the percentage of teachers scoring "Proficient" or better on REACH Domain 1: Planning and Preparation	
SY26 Anticipated Milestones	85% or more teachers delivering grade level instruction 85% or more teachers regularly providing differentiated supports as necessary for students Teachers regularly engaging in the problem solving process using student data as a guide Increase in students meeting growth targets on STAR Reading and Math Improvement in the percentage of teachers scoring "Proficient" or better on REACH Domain 1: Planning and Preparation	

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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
Increase in the percentage of students making growth targets in STAR Reading	Yes	STAR (Reading)	Overall	40	45	50	55
			Select Group or Overall				
Increase in the percentage of students making growth targets in STAR Math	Yes	STAR (Math)	Overall	44	49	54	59
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are implementing the Gradual Release Instructional Strategy and differentiating instruction based on student needs	Most teachers are observed as effectively implementing high quality core curriculum through the Rigorwalk Rubric	Most teachers are observed as being "Proficient" or better in REACH Components 3c: Engaging Students in Learning and 3e: Demonstrating Flexibility and Responsiveness
C&I:2 Students experience grade-level, standards-aligned instruction.	Most students are observed as engaging in high quality grade level core curriculum through Rigorwalk Rubric	Most students are observed persisting with the course content, focusing on gathering a deeper understanding of the content and content mastery	Most teachers are observed as being "Proficient" or better in REACH Components 3c: Engaging Students in Learning and 3e: Demonstrating Flexibility and Responsiveness
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT engages in co-labs at least once per cycle (every 10 weeks) All course teams will engage in co-labs at least once per cycle with a focus on midterm and finals data analysis	ILT conducts non-evaluative peers reviews and provide teacher teams with feedback around a problem of practice	ILT conducts non-evaluative peer reviews and provide individual teachers with feedback around a problem of practice

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase in the percentage of students making growth targets in	STAR (Reading)	Overall	40	45	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan							Select Status	Select Status	Select Status	Select Status
students making growth targets in STAR Reading	STAR (Reading)		Select Group or Overall					Select Status	Select Status	Select Status	Select Status	
Increase in the percentage of students making growth targets in STAR Math	STAR (Math)		Overall	44	49			Select Status	Select Status	Select Status	Select Status	
			Select Group or Overall				Select Status	Select Status	Select Status	Select Status		

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are implementing the Gradual Release Instructional Strategy and differentiating instruction based on student needs	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Most students are observed as engaging in high quality grade level core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT engages in co-labs at least once per cycle (every 10 weeks) All course teams will engage in co-labs at least once per cycle with a focus on midterm and finals data analysis	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.
Yes	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?

EL and DL students on average have a 50% attendance rate

1. EL students' needs often go unaddressed.
2. After reviewing the metrics, it is a priority to try to move ELs to a section where services can be provided. It is important to be on the lookout for them and adjust their schedules as necessary.
3. More training and accountability for implementation of the Support Referral Process and MTSS Plan are needed
4. Diverse learners need support from a team of service providers.
5. More mental health and social work support is needed.

What is the feedback from your stakeholders?

The Pyramid of Support supports staff in reducing the amount of instructional time students lose by being out of class. The school-wide MTSS Intervention Plan will help ensure that students are adequately supported in Tier I. More academic resources are needed for addressing the diverse individual needs of our students. Staff may require additional training on managing instructional groups and differentiating instruction.

What student-centered problems have surfaced during this reflection?

1. English Learners have little to no support in some divisions. It is frustrating for teachers to provide high-quality materials for those students and because of the lack of effective communication between the two.
2. There is a lot of movement with this group of students as well.
3. Implementation of the school-wide Support Referral Process and MTSS plan are inconsistent
4. Students need more wrap around services such as counselors, psychologist, social workers, etc.

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?

1. We offer additional support to students via after school hours.
2. We have implemented a Support Referral Process and developed a school-wide MTSS Intervention Plan.
3. We are addressing student behavior and creating opportunities for restorative conversations with students and staff.
4. We have also expanded our discipline-related data collection process and are more timely with evaluating students' responses to interventions.

Return to Top Determine Priorities

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

Students...
 As a school, we will focus on providing comprehensive academic and SEL student supports.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...
 Oftentimes we are not in a position to deal with each students' individual problems during class time. We rely heavily on support from the Learning Behavior Specialist, Social Worker, Psychologist, and Counselor, who may not be available to provide immediate assistance when needed. Teachers need to be well informed about the Support Referral Process, the school-wide MTSS plan, and research based Tier II and III interventions.



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

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Develop a school-wide comprehensive MTSS plan that provide students with a variation of personalized learning opportunities and support staff development with the use of research-based instructional strategies and differentiated resources



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

Resources:

Inclusive & Supportive Learning Environment

then we see....
 Improvement in the overall services students are provided; Improved teacher practice ratings on REACH Components 2a: Respect and Rapport; 2b: Establishing a Culture for Learning; 3c: Engaging Students in Learning; and 3d: Demonstrating Flexibility and Responsiveness

Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
 Well managed learning environments; improved student engagement and agency; teacher persistence; as well as an improvement in the following metrics: Growth in student stability; Average Daily Attendance; ; Afterschool program participation; and a decrease in discipline referrals

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
 Discipline Lead/MTSS Leads

Dates for Progress Monitoring Check Ins
 Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers effectively implement the Pyramid of Support process and the school-wide MTSS plan	Teachers	6/6/2024	Select Status
Action Step 1	All Lead Teachers, Counselors, and RSPs will get comprehensive training	Admin	10/20/2023	Select Status
Action Step 2	Lead Teachers will guide the MTSS process with cluster members	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 3	Lead Teachers will compile BAG Report data and conduct reviews with cluster teams	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 4	Teachers will support students in class using a tiered system for academics, attendance, and behavior	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 5	Teachers will seek additional research-based strategies for Tier II and III SEL and attendance supports	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Implementation Milestone 2	All teachers and staff will effectively activate and implement the Support Referral Process to reduce student exclusions and absences	Teachers & Staff	06/06/2024	Select Status
Action Step 1	Train all teachers and staff on the support referral process	Discipline Lead	10/20/2023	Select Status
Action Step 2	Share ongoing data about discipline and support referrals	Discipline Lead	10/20/2023	Select Status
Action Step 3	Compile data by cluster and implement appropriate interventions for struggling students	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 4	Track interventions and their impact on student progress	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 5	Escalate interventions through the Pyramid of Support when	Lead Teachers/Teacher	06/06/2024	Select Status
Implementation Milestone 3	Focus on improving attendance for DL and EL Students	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 1	Review the attendance policy with students every cycle	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 2	Provide students with quarterly attendance reports	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 3	Establish attendance plans with struggling students	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 4	Track weekly attendance data and discuss in cluster meetings	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 5	Minimize barriers that impact student attendance	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Implementation Milestone 4	Collaborate with BHT to develop additional appropriate Tier I resources for ALL students including students in the extension campus site	Lead Teachers/Teacher Teams	06/06/2024	Select Status
Action Step 1	Work with Behavioral Health Team and Learning Behavior Specialists to identify most common academic and SEL behaviors exhibited by students	Lead Teachers/Teacher Teams	10/20/2023	Select Status
Action Step 2	Establish a universal process for identifying and monitoring students who need academic/social emotional interventions and supports	Lead Teachers/Teacher Teams	10/20/2023	Select Status
Action Step 3	Ensure that staff are providing interventions through practice, documentation, and observation	Lead Teachers/Teacher Teams	10/20/2023	Select Status

Action Step 4	Expand the menu of tier I supports available to students and staff	Lead Teachers/Teacher Teams	12/21/2023	Select Status
Action Step 5	Regularly update support plans for students and share data with students and stakeholders	Lead Teachers/Teacher Teams	12/21/2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% or more teachers are trained and implementing the school-wide MTSS plan and engaging students with identified Tier I supports Support plans are well documented for students needing Tier II and II interventions 70% or more teachers and staff regularly progress monitor intervention implementation actions using multiple data points 70% or more teachers and staff adjust interventions and supports based on multiple data points MTSS data are compiled and shared regularly with stakeholders	
SY26 Anticipated Milestones	85% or more teachers are trained and implementing the school-wide MTSS plan and engaging students with identified Tier I supports Support plans are well documented for students needing Tier II and II interventions 80% or more teachers and staff regularly progress monitor intervention implementation actions using multiple data points 80% or more teachers and staff adjust interventions and supports based on multiple data points MTSS data are compiled, interpreted, and shared regularly with stakeholders	

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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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.
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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
Improve attendance for ELL and DL students	Yes	Increase Average Daily Attendance	English Learners	50	55	60	65
			Students with an IEP	50	55	60	65
Reduce the percentage of students recommended for Tier III Math and Reading supports	Yes	MTSS Academic Tier Movement	Overall	33	28	23	20
			Overall	50	45	40	35

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	70% or more teachers are observed in Learning Walks and REACH Observations delivering high quality core curriculum and implementing grade level differentiation strategies	80% or more teachers are observed in Learning Walks and REACH Observations delivering high quality core curriculum and implementing grade level differentiation strategies	90% or more teachers are observed in Learning Walks and REACH Observations delivering high quality core curriculum and implementing grade level differentiation strategies
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.	70% or more students (including EL and DL) receive core instruction and appropriate support in the Least Restrictive Environment	75% or more students (including EL and DL) receive core instruction and appropriate support in the Least Restrictive Environment	80% or more students (including EL and DL) receive core instruction and appropriate support in the Least Restrictive Environment
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.	60% or more teacher teams compile and interpret data, progress monitor, and adjust supports based on interventions and multiple data points	80% or more teacher teams compile and interpret data, progress monitor, and adjust supports based on interventions and multiple data points	All teacher teams compile and interpret data, progress monitoring, and adjusting supports based on interventions and multiples data points

Return to Top **SY24 Progress Monitoring**

Resources:

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

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Improve attendance for ELL and DL students	Increase Average Daily Attendance	English Learners	50	55	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50	55	Select Status	Select Status	Select Status	Select Status
Reduce the percentage of students recommended for Tier III Math and Reading supports	MTSS Academic Tier Movement	Overall	33	28	Select Status	Select Status	Select Status	Select Status
		Overall	50	45	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	70% or more teachers are observed in Learning Walks and REACH Observations delivering high quality core curriculum and implementing grade level differentiation strategies	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.	70% or more students (including EL and DL) receive core instruction and appropriate support in the Least Restrictive Environment	Select Status	Select Status	Select Status	Select Status
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.	60% or more teacher teams compile and interpret data, progress monitor, and adjust supports based on interventions and multiple data points	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

To the highest extent possible, parents will be involved in the school improvement plan. Parent Involvement at York is currently limited to the two designated district-wide Report Card Pick-up events. The Community Resource tab on the school's website will be constantly updated with new information. Parents will be provided opportunities to participate in school culture and climate surveys during the MVMS Survey Window. Data collected will be used to drive school improvement efforts that are within the direct control of the school. Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2023 and April, 2024). Current student progress data will be shared at said conferences. Additionally, updated credit data will be available for students/parents at least every 10 weeks, or as often as requested. Parents will be provided opportunities to participate in the Transition Fairs that are hosted by the school twice per year. Representatives from community agencies (including City Colleges, Social Services and Hospitals) will be on hand to provide parents with literature and resources that's beneficial to students' academic achievement. Additionally, information will be available on the school's website, via the school's Community Resource section.



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