

## CIWP Team & Schedules

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### 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
Yashika Tippett-Eggleston	Principal	yntippett@cps.edu
Remus Galvin	AP	rrgalvin@cps.edu
Susumu Uchiyama	Connectedness & Wellbeing Lead	
Bridgette Craft	Inclusive & Supportive Learning Lead	blcraft-roach@cps.edu
Labrenthia Murdock Pearson	Connectedness & Wellbeing Lead	
Kemarius Lee	Partnerships & Engagement Lead	klee34@cps.edu
Ruby Parnell-Booth/Teneisha Huley	Teacher Leader	rsparnell-booth@cps.edu/thuley1@cps.edu
Jenelle Spearmon	Teacher Leader	jdspearmon@cps.edu
Juan Tolentino	Teacher	jtolenino8@cps.edu
Ashley Spencer	Postsecondary Lead	aespencer@cps.edu
Eloina Aviles	Parent	eaviles7@cps.edu
Amberlee Sheehan/Lobo, Priyanka	Teacher Leader	amsheehan@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/8/23	
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	
Reflection: Connectedness & Wellbeing	7/12/23	
Reflection: Postsecondary Success	July 19	
Reflection: Partnerships & Engagement	7/26/23	
Priorities	8/21/23 - 8/25/23	
Root Cause	8/24/23	
Theory of Action	8/24/23	
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval	9/12/23	9/15/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Foundational materials for ELA are evolving as the team meet last year and decide to adopt STAR 360 diagnostic to develop data targeted SMART goals for grades 9 through 12. Math will utilize Skyline, envisions, Khan Academy and IXL to support the work around the STAR 360 diagnostic exam. Both the math and ELA department will also utilize data from Academic Approach to support small group instruction. Science has partially adopted Skyline. Rigor walks (peer observations) will provide evidence to support the work of standard-alignment within the departments. The ILT will complete deep data dives into the quality indicators of specially designed instruction to support overall student achievement/attainment. All core subjects will utilize culturally responsive text and activities cross curriculum.

**What is the feedback from your stakeholders?**

English Dept has units around the inner core topics. S.S needs support in aligning relevant content with skills. There is a need for SS teachers to balance what is mandated to be taught and what can be skipped and consolidated. Air Force needs a regular cadence assessment data capture with frequent hard stops scheduled for review and tweaks.. Uniform practices with assessment needed.

**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?**

After analyzing and discussing our SAT scores, related improvement efforts were put in place, where we experienced positive growth impact from efforts that addressed barriers/obstacles for our student groups furthest from opportunity such as our African-American and Latin X males. These related improvement efforts included, but are not limited to the following:

- We identified and grouped students in tiers.
- We identified the strategies that would support the deficiencies within each tier.
- We added more culturally responsive lessons that improved student focus and engagement through student perspective surveys.
- We implemented close reading strategies, small group instruction, and data targeted instruction that produced growth.
- We also implemented individual goal setting with continuous progress monitoring through differentiated instruction where rigorous, beyond the text strategies were applied.

- [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.

Students are not meeting and exceeding PSAT/SAT benchmark scores of 910 (PSAT) for 10th graders, and 1010 (SAT) for juniors. Our current junior class has about 21% of students meeting/exceeding the benchmark, about 12% almost meeting the benchmark, and about 67% below the benchmark. Last year's juniors ended the school year with 5 out of 38 meeting/exceeding (about 13.1%) the SAT benchmark of 1010. It is imperative that we provide the curriculum, instruction, and assessments that are needed to see 33% or more of our junior class scoring 1010 or higher. Furthermore, we must see an EOY growth minimum of 60 points for each junior student.

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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**

No	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

MTSS Work does not reflect the engagement with families desired as of yet. No work had happened with Branching Minds. Academic intervention planning development has been very light or undocumented. **Attendance Noticings:**  
 -Attendance dropped during 3rd quarter in last school year  
 -What's happening with freshman attendance? Why did it drop so much in 22-23 school year?  
 -Hispanic and Black, Non-hispanic students had lowest attendance rates  
 What barriers do these groups of students have to getting to school? DL and ELL students attendance dropped drastically

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

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. <a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. <a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. <a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	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.

Modification of student work is not consistent across grade levels and content areas. Although teachers are intentional about utilizing IEPs in planning, students deserve to receive intentional modification and accommodations. We need evidence of rigorous tier one differentiation and a mindset shift of teachers. Our students need to receive assignments that are not standardized, but rather lean into their strengths, giving them multiple opportunities to display mastery.

from 21/22 School year to 22/23 school year.  
**Misconduct data review:**  
 74% of misconducts are Group one and two (57 for G1, of those, 23 are for DL students). Hispanic students and African American males have highest number of write ups for 22-23.  
**5E takeaways:**  
 There has been a change in ranking for leadership from last year to weak. What has caused this change? Collaboration between teachers was ranked a neutral as well as involved families. What systems, structures, and practices can be put in place to improve these rankings? Supportive Environment: Neutral decreased from last year's ranking.

**What is the feedback from your stakeholders?**

CIWP foundations for inclusive and supportive are not a constant practiced across the school as of yet. Many of the inclusive and supportive practices need structured monitoring and accountable persons attached to monitoring.

**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?**

Ideally, ELL students and other groups with language challenges should receive objectives in the language that they are most proficient in. Students should have explicit instructions on how they will use language objectives in a content. What is currently in progress now progress:  
 Teachers, Coach, and other members of the team are taking anecdotal notes of observations of students SEL and academic needs. Looking at writing samples work for new students coming in along with data to make better placement choices for them. Planning for a master schedule that allows for teacher collaboration. Inviting families to school for activities where students are celebrated.

Impact:  
 FC: Creating more cohesive 9th grade class; helping building relationships prior to school starting

[MTSS Academic Tier Movement](#)

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

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Structures are in place. Team uses a problem solving protocol with team input. Student Tier 1 supports are still underdevelopment.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> Students have access however many did not take advantage of the enrichment during and out of school time programs. Tutors turn over, lack of structured tutoring delivery, going forward Progress reports every two weeks, Systems built ahead of time. What is the accountability for City Year? Rebuilding the needs of City Year.	Staff trained on alternatives to exclusionary discipline (School Level Data)

Yes	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Students and parents miss opportunities to engage in support services and out of school programs. Others who do stay often lack dedication to one or more programs due to diluted participation. As a staff, we need to advise students on which clubs/sports/work opportunities they can and should engage. There is not enough oversight of tutoring services, because the data does not show that enough cadets made measurable academic gains as a result of these programs.</p> <p>Students will benefit from an opportunity fair, open house, and other school-wide exposure events intentionally planned throughout the year.</p>		<p><i>[Impact on most students; impact on specific student groups]</i></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.

<b>Using the associated references, is this practice consistently implemented?</b> (If your school does not serve any grade level listed, please select N/A)	<b>References</b>	<b>What are the takeaways after the review of metrics?</b>	<b>Metrics</b>
No	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>How can we get more information about the C4 Curriculum and is it really a curriculum or a framework? How are we interpreting the request for implementation of C4? Is the work being shared of getting ILP's completed? What is going on with Naviance? What is an ILP? How can we incorporate the ODLSS Transition Crosswalk as a virtual tool?</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Partially	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<p><a href="#">Work Based Learning Toolkit</a></p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>		<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
No	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
Yes	<p><a href="#">PLT Assessment Rubric</a></p> <p>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>		
Yes	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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>	<p><b>What is the feedback from your stakeholders?</b></p> <p>How many of the Work Based Learning activities are truly representative of a continuum? What kinds of things should students be going during these activities that let to a continuum? For example...Find one person to review their resume and a mock interview. How does it look for a freshman and how does it look for a Senior? Are we advancing a pathway of the academics that carve out their career pathway goals? What will be our layout by grade level (see ODLSS crosswalk)</p> <p><b>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?</b></p> <p>Desire is to have students graduating with college credit and or an Associate Degree. <b>Students engage in post-secondary activities on Mentor Days; however, more work needs to be done in terms of individualized planning for each student. Teachers need a post-secondary curriculum guide that maps out specific activities/timeline for each student to complete. Activities will be broken down by grade level as follows: 9th- Exposure to Careers; 10th- Exploring Careers after identifying a field of interest; 11th- Map out plan for chosen career path (ie. college, job training); 12th- Self Advocacy across all post-secondary settings. Possible obstacles might be getting all staff on board in terms of implementing post-secondary activities. Also, how do we get students to buy into</b></p>	

**What student-centered problems have surfaced during this reflection?**  
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We need to explore and investigate ILPs (when/where/how they are completed). Students are not taking advantage of either to lack of awareness, access and opportunity of all the post secondary resources that are available. As a post secondary school our students do not have the zeal or motivation to reach beyond what's in front of them to all of the possibilities. Many of our students lack the basic knowledge and skills of advocacy, research, studying, interviewing, financial literacy, etc. How do we increase our dual credit and dual enrollment/ECCC offerings? We do not want our students to miss any more college and career opportunities.

activities. Also, how do we get students to buy into post-secondary planning?

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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>Partnership with Progress, Union League, and City Year have been established. Needfor growth. What is the process of vetting partnerships? How can we have some universal supports for all cadet ? Improve how we include how parents in communication in a timely manner. Save the Date. Student perspective data was not use as effectively as possible. Students were given surveys, however, what was the usage?</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></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 &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>There is a desire for the implementation of bi-quarterly town hall meetings, the return of student voice committee, and Principal's Advisory Cadets (PAC).</p>		<p>Plan for town halls now, calendar them. start student voice committee and other groups as. The rising 9th graders are ready to sign up for activites now. How can we showcase what is available for them at the start of the school year as apposed a week before the activity starts?</p>	

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Foundational materials for ELA are evolving as the team meet last year and decide to adopt STAR 360 diagnostic to develop data targeted SMART goals for grades 9 through 12. Math will utilize Skyline, envisions, Khan Academy and IXL to support the work around the STAR 360 diagnostic exam. Both the math and ELA department will also utilize data from Academic Approach to support small group instruction. Science has partially adopted Skyline. Rigor walks (peer observations) will provide evidence to support the work of standard-alignment within the departments. The ILT will complete deep data dives into the quality indicators of specially designed instruction to support overall student achievement/attainment. All core subjects will utilize culturally responsive text and activities cross curriculum.

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Determine Priorities

Resources: 

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

Students...

The student centered problem that AFAHS will address in this priority is to increase SAT benchmark score of 1010 by 33% for the SY24. Also, for each individual skill deficit, outlined in each student's Individual Learning Plans (ILP), there will be evidence of data targeted instruction in all content areas providing rigorous and differentiated instruction to promote growth from one tier to the next.

[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.

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Root Cause

Resources: 

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

As adults in the building, we...

The root cause of the identified student-centered problem is that AFAHS had adopted a whole group approach to teaching and learning that has caused stagnation and decline in SAT scores, rigorous instruction, and student engagement over the last few years. This mindset did not allow teachers to focus on individual student deficits, implement differentiated instruction through small grouping, and implement individualized learning plans for each student. Furthermore, teachers did not provide opportunities for student choice and voice, which led to culturally irrelevant teaching that has resulted in the decline of student engagement.



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...

If we are intentional about curriculum, instructional practices and assessments that are rooted in creating an individualized learning plan that supports the continued growth of each skill deficit,

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.

then we see....  
 then we will see an increase in student engagement, student centered learning environments, critical thinking skills and students' SAT scores

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...  
 which will lead to affording our students the opportunity to meet and exceed their individual benchmark provided by various data points.

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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**   
 Curriculum & Instruction Team, All Instructors & ILT

**Dates for Progress Monitoring Check Ins**  
 Q1  Q3   
 Q2  Q4

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	After analyzing data obtained from the STAR 360 assessment, we will identify and tier cadets based on the supports needed for their specific deficiencies. We will implement differentiated rigorous and data targeted instruction. 70% of the students will demonstrate 10% growth on the SAT for grades 9 -11 (quarterly) by the end of the academic school year.	Cadets, All Departments, Admin, Instructional Coach, MTSS Lead & all supporting Teachers	End of Year 1 (academic school year 2023 - 2024.	In Progress
<b>Action Step 1</b>	English department: Data driven small groupings and individualized instruction that is aligned to SAT deficits in both reading and writing, using a variety of resources.	Cadets, English Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	Sept 8th, 2023 all students have completed the STAR 360 in ELA.	In Progress
<b>Action Step 2</b>	Mathematics department: Utilizing the data to provide individualized instruction using the resources stated earlier. This will allow teachers to group and focus on filling the gap/deficits that may exist for students.	Cadets, Mathematic Department, Instructional Coach, MTSS Lead , all supporting teachers & Admin	Sept 8th, 2023 all students have completed the STAR 360 in Mathematics.	In Progress
<b>Action Step 3</b>	Science Department:	Cadets, Science Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	Sept 8th, 2023 all students have completed the STAR 360 in both ELA & Math..	In Progress
<b>Action Step 4</b>	Social Science Department: Data driven small group and individualized instruction that is aligned to SAT deficits in both reading and writing, as well as, weekly classwide practices emphasizing key reading/writing skills.	Cadets, Social Science Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	Sept 8th, 2023 all students have completed the STAR 360 in both ELA & Math..	In Progress
<b>Action Step 5</b>	Electives/JROTC Departments:	Cadets, JROTC & FAWL Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	Sept 8th, 2023 all students have completed the STAR 360 in both ELA & Math.	In Progress
<b>Implementation Milestone 2</b>	Data analysis and tiering will support SAT & Academic Approach mastery of standards and objectives. Data targeted instruction will be specifically driven by the data analysis of Academic Approach to support each student's individual needs (based on their ILP).	Cadets, All Departments, Admin, Instructional Coach, MTSS Lead & all supporting Teachers	June of 2024	In Progress
<b>Action Step 1</b>	English Department: Teachers will tier their students using primarily SAT/Academic Approach data, and utilize various resources to provide targeted instruction.	Cadets, English Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	June of 2024	In Progress
<b>Action Step 2</b>	Mathematics Department: In mathematics teachers have identified our targeted students who are on the bubble. Those students will receive intense strategic and targeted small group instruction (total of 7 students). All students will have an Individualized Learning Plan based on their digital diagnostic test in IXL.	Cadets, Mathematic Department, Instructional Coach, MTSS Lead , all supporting teachers & Admin	June of 2024	In Progress
<b>Action Step 3</b>	Science Department: Utilizing student's individual learning plan, science teachers will implement rigorous opportunities to design and conduct investigations and apply scientific processes in new contexts through science/engineering challenges that can continue to build and connect knowledge of the world around them.	Cadets, Science Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	June of 2024	In Progress
<b>Action Step 4</b>	Social Science Department: Based on SAT data the diagnostic data will drive individual instruction for cadets according DOK tiers reflected in Academic Approach.	Cadets, Social Science Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	June of 2024	In Progress
<b>Action Step 5</b>	Electives/JROTC Departments:	Cadets, JROTC & FAWL Department, Instructional Coach, MTSS Lead, all supporting teachers & Admin	June of 2024	In Progress

<b>Implementation Milestone 3</b>	School wide initiatives for Curriculum and Instruction; Skill Building Wednesday (teachers will implement small group instruction based on data provided by student's individual learning plan to build reading comprehension and data analysis skill), Strategic Tutoring (based on students ILP and assigned Tier).		September 2023 to April 2024	In Progress
<b>Action Step 1</b>	English Department: Teachers will participate in Strategic Tutoring. We will tier students and collaborate with the English tutor to provide data driven tutoring once a month for identified students.		September 2023 to April 2024	In Progress
<b>Action Step 2</b>	Mathematics Department: Saturday Math Bootcamp, Academic Approach, STAR 360 diagnostic data to tier students and increase needed skill for a overall increase in student achieve.		September 2023 to April 2024	In Progress
<b>Action Step 3</b>	Science Department: Teachers will implement small group instruction based on data provided by student's individual learning plan to build reading comprehension and graph interpretation skills.		September 2023 to April 2024	In Progress
<b>Action Step 4</b>	Social Science: Skill building Wednesday will be based on key Social Science skill building based on evidence based reading and writing skill and evidence based argumentation.		September 2023 to April 2024	In Progress
<b>Action Step 5</b>	Electives/JROTC Department		September 2023 to April 2024	In Progress
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Data analysis and tiering will support SAT & Academic Approach mastery of standards and objectives. Data targeted instruction will be specifically driven by the data analysis of Academic Approach to support each student's individual needs (based on their ILP). 70% of students will demonstrate 20% growth on the SAT for grades 9 - 11 (quarterly) by the end of the academic school year.	
<b>SY26 Anticipated Milestones</b>	After analyzing data obtained from the STAR 360 assessment, we will identify and tier cadets based on the supports needed for their specific deficiencies. We will implement differentiated rigorous and data targeted instruction. 70% of the students will demonstrate 30% growth on the SAT for grades 9 -11 (quarterly) by the end of the academic school year.	

**Return to Top Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
The Admin, Department Chairs & ILT leads will utilized data and tools stated to individualize instructional practices and improvement of rigours instruction data driven conversations and through distributed leadership.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Other [Specify] Students identified for Tier 2 supports	23.6% Scored above both district and state for both Reading and Math	33%	43%	53%
			Other [Specify] Students identified for Tier 3 supports				
Students' will demonstrate an increase in SAT scores by strategically utilizing small group instruction and instructional practices to complete individualized student plans.	Yes	Other PSAT for both EBRW and Math	NA	26.3% Scored above both the district and state in Reading13.2% Scored above both the district and state in Mathematics	36%	46%	56%
			NA	13.2% Scored above both the district and state in Mathematics	23.20%	33.20%	43.20%



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:5 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.	Student-centred classrooms that are in small groups based on ILP data obtained, with collaborative/accountable talk, rigorous instruction, student ownership and tiering; monitored through ILT, peer learning walks; lead coach support through one-on-one meetings and classroom visits;		
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.			
C&I:2 Students experience grade-level, standards-aligned instruction.			

[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
The Admin, Department Chairs & ILT leads will utilize data and tools stated to individualize instructional practices and improvement of rigorous instruction data driven conversations and through distributed leadership.	% of Students receiving Tier 2/3 interventions meeting targets	Other [Specify] Students identified for Tier 2 supports	23.6% Scored above both	33%	Select Status	Select Status	Select Status	Select Status
		Other [Specify] Students identified for Tier 3 supports			Select Status	Select Status	Select Status	Select Status
Students will demonstrate an increase in SAT scores by strategically utilizing small group instruction and instructional practices to complete individualized student plans.	Other PSAT for both EBRW and Math	NA	26.3% Scored above both	36%	Select Status	Select Status	Select Status	Select Status
		NA	13.2% Scored above both	23.20%	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:5 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.	Student-centred classrooms that are in small groups based on ILP data obtained, with collaborative/accountable talk, rigorous instruction, student ownership and tiering; monitored through ILT, peer learning walks; lead coach support through one-on-one meetings and classroom visits; professional development created	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS Work does not reflect the engagement with families desired as of yet. No work had happened with Branching Minds. Academic intervention planning development has been very light or undocumented.

Attendance Noticings:  
 -Attendance dropped during 3rd quarter in last school year  
 -What's happening with freshman attendance? Why did it drop so much in 22-23 school year?  
 -Hispanic and Black, Non-hispanic students had lowest attendance rates  
 What barriers do these groups of students have to getting to school? DL and ELL students attendance dropped drastically from 21/22 School year to 22/23 school year.

Misconduct data review:  
 74% of misconducts are Group one and two (57 for G1, of those, 23 are for DL students).  
 Hispanic students and African American males have highest number of write ups for 22-23.

5E takeaways:  
 There has been a change in ranking for leadership from last year to weak. What has caused this change? Collaboration between teachers was ranked a neutral as well as involved families. What systems, structures, and practices can be put in place to improve these rankings? Supportive Environment: Neutral decreased from last year's ranking.

What is the feedback from your stakeholders?

CIWP foundations for inclusive and supportive are not a constant practiced across the school as of yet. Many of the inclusive and supportive practices need structured monitoring and accountable persons attached to monitoring.

What student-centered problems have surfaced during this reflection?

Modification of student work is not consistent across grade levels and content areas. Although teachers are intentional about utilizing IEPs in planning, students deserve to receive intentional modification and accommodations. We need evidence of rigorous tier one differentiation and a mindset shift of teachers. Our students need to receive assignments that are not standardized, but rather lean into their strengths, giving them multiple opportunities to display mastery.

Tier two academic and behavior plans would support students who are identified early on in the school year. Students struggle to advocate for their learning, and teachers' implicit biases can be mitigated through providing ample tier two support. These supports are inclusive of all students regardless of IEP, general education or EL status.

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?

Ideally, ELL students and other groups with language challenges should receive objectives in the language that they are most proficient in. Students should have explicit instructions on how they will use language objectives in a content.

What is currently in progress now progress:  
 Teachers, Coach, and other members of the team are taking anecdotal notes of observations of students SEL and academic needs.  
 Looking at writing samples work for new students coming in along with data to make better placement choices for them. Planning for a master schedule that allows for teacher collaboration. Inviting families to school for activities where students are celebrated.

Impact:  
 FC: Creating more cohesive 9th grade class; helping building relationships prior to school starting

Return to Top Determine Priorities

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

Students...  
 do not necessarily understand the value of demonstrating mastery of content area, SEL, and JROTC standards and skills. They have academic and IEP goals and oftentimes they fail to monitor their own progression to mastery. They miss the connectedness of teacher feedback, data, academic interventions, and resources that are extended to them inside and outside classrooms. As a result of this lack of connectedness and value of personally mastering skills, students may not become the critical thinkers and the engaged citizens we aim for them to be.

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...  
 understand our students depend on their parents for transportation to and from school and their ability to take advantage of some offered resources may be limited. We, the adults in the building, understand that our demographics have shifted and that the type of EL support to be provided has shifted also. However, due to the lack of staff with the correct endorsement, we are not able to provide the TBE instruction mandated. Lastly, as adults in the building, we noticed there is a need for more restorative and SEL practices in classrooms. These causes combined have led to the student centered problem of not seeing the merit in monitoring personal progression in obtaining mastery of skills and standards, as well as not making the connections to use offered resources to be successful in all content areas.

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....  
 Collaboratively implement, monitor, and continuously improve our school wide Multi-Tiered System of Support, that is grounded in the use of actionable and robust evidence connected to cadet mastery of content, standards, and skills obtained from a continuum of assessments

Resources:

Indicators of a Quality CIWP: Theory of Action

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

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

a shift of all stakeholders, parents, students, teachers, teams, and school leaders utilizing evidence-based strategies to meet and progress monitor cadet academic and SEL needs through professional learning, problem solving processes, tools, platforms and continuous collaboration



which leads to...

all cadets having an equitable supportive educational experience with differentiated supports in all instructional areas and that increases skills needed to be creative, engaged, critical thinkers.



[Return to Top](#)

### Implementation Plan

Resources:

#### Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

#### Team/Individual Responsible for Implementation Plan

MTSS/Inclusive Supportive Learning Team

#### Dates for Progress Monitoring Check Ins

Q1  Q3   
Q2  Q4

#### SY24 Implementation Milestones & Action Steps

#### Who


#### By When


#### Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	By the end of school year, 50% of Tier 2 and Tier 3 cadets will have engaged in 900 minutes of skill building practice, improved their tier status, and progress monitored of their own behavior, attendance, and grades.	Cadets	May, 31, 2023	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 1</b>	Cadets will be screened by Star 350 Universal Screener in Reading and Math	Cadets, English, and Math teachers	By September 19, 2023	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 2</b>	MTSS/Inclusive Team roll out and progress monitoring of "Skill Building Wednesday" activities Branching Minds.	Cadets, Teachers, and MTSS/Inclusive supports team	September 20, 2023	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 3</b>	Cadets participate in structured <a href="#">Mentor Day Activities</a> focused on SEL, Goal Setting, and progress monitoring	Mr. Axel/Mentors and Mentees	August 31, 2023	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 4</b>	Cadets and parents are provided extra progress reports to monitor their student behavior, attendance, and grades.	Kane and Craft	October 6, November 3, December 8th, January 19th, March 1st, April 11, and May 17th.	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 5</b>	Teachers will engage in one to one conferencing with cadets and and parent communication monthly evidenced by newsletters, Aspen/Contact Logs, or Branching minds.	Teachers and cadets	Sept, Oct, Nov, Dec, Jan, Feb, Mar, April, May, June	<span style="background-color: #ffc107;">In Progress</span>
<b>Implementation Milestone 2</b>	By the end of school year two, 50% of cadets will extend their academic skill building by using resources and tools outside the school day and will be held accountable by both guardians and teachers.	Cadets, Parents, and Teachers	June 2025	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 1</b>	Departments will determine what intervention platform will be used after school. They will decide upon and assign skill building assignment based on cadets deficits identified from a universal screener.	Dept Leads and Dept members	August/Sept 2025	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 2</b>	Departments will inform cadets and guardians of skill building partici	Dept Leads and Dept members	August/Sept 2025	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 3</b>	Cadets will complete teachers assigned skill building activities using a teacher and parent progress monitored intervention platform. Evidence of student growth will be documented in Branching Minds and shared with cadets and guardians.	Cadets, Teachers, and Parents	Sept-June 2025	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 4</b>	Cadet skill growth will be publicly acknowledged and celebrated.	Cadets, Admin, Teachers, and Parents	Monthly	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 5</b>				<span style="background-color: #6c757d;">Select Status</span>
<b>Implementation Milestone 3</b>	By the end of year three, if the school population of ELL students continues to grow and the school enrollment numbers increase by 25%, admin will engage in specialized recruitment efforts to hire an appropriately endorsed teacher to service english learners.	Admin	April-June 2025	<span style="background-color: #6c757d;">Select Status</span>
<b>Action Step 1</b>	Monitor ELL student enrollment numbers.	Admin, SLT, and Inclusive Supports Team.	Sept-April, 2025	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 2</b>	Monitor ELL student designation and ACCESS/WIDA Scores for accuracy.	ELL Teacher , Gen Ed Teachers, and Kane	Sept-April, 2025	<span style="background-color: #ffc107;">In Progress</span>
<b>Action Step 3</b>	Work with the EL Instructional Manager and OLCE for resources to support teacher professional development in regards to teaching ELL students in LRE and securing credentials	Kane	Sept-April, 2025	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 4</b>	Post need for appropriately credentialed teacher if budget supports in multiple hiring platforms, job fairs, and work with Talent department for candidates in interview.	Admin	April-August, 2025	<span style="background-color: #6c757d;">Not Started</span>
<b>Action Step 5</b>				<span style="background-color: #6c757d;">Select Status</span>

<b>Implementation Milestone 4</b>	By end of year four, EL placement tools will be used to make recommendation for student placement for bilingual services.	Counselor and programmer	May 2026	Not Started
<b>Action Step 1</b>	Hire additional credentialed bilingual faculty.	Admin	Aug/Sep 2025	Not Started
<b>Action Step 2</b>	Use OLCE recommendation tool and another comparable tool to make recommendation for bilingual services to the programmer.	Teachers	May-June 2026	Not Started
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Refine the use of intervention plans and supports for increased cadet movement to higher Tiers in Reading, Math, and SEL and Increasing parent and cadet engagement in progress monitoring student growth in mastering skills. 

**SY26 Anticipated Milestones**  
 Building out the Bilingual Services offered for growing population of ELL Students. 

[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)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of school year, 50% of Tier 2 and Tier 3 cadets in reading and math will have improved their Tier status.	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Other [Specify]	0%			
			Tier 2 and 3 Readers and Mathers				
By end of school year, MTSS Team utilizes a defined plan for implementating "Skill building Wednesday and intervention plans in Branching Minds resulting in increased capacity of MTSS team and teachers in utilizing Branching MInds to document interventions.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%			
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	50% of cadets have practiced within their academic plan for at least 900 minutes. The goals will be measured through usage reports and evidence hitting learning targets.		
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Air Force Academy will have documented evidence of teaming cadence, problem process, and and communication with families regarding attendance, behavior, and mastery of skills measures through logs, services in Branching Minds, and meeting agendas.		
Select a Practice			

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
By the end of school year, 50% of Tier 2 and Tier 3 cadets in reading and math will have improved their Tier status.	MTSS Academic Tier Movement	Other [Specify]	0%		Select Status	Select Status	Select Status	Select Status
		Tier 2 and 3 Readers and Mathers			Select Status	Select Status	Select Status	Select Status
By end of school year, MTSS Team utilizes a defined plan for implementing "Skill building Wednesday and intervention plans in Branching Minds resulting in increased capacity of MTSS team and teachers in utilizing Branching MInds to document interventions.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%		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.	50% of cadets have practiced within their academic plan for at least 900 minutes. The goals will be measured through usage reports and evidence hitting learning targets.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Air Force Academy will have documented evidence of teaming cadence, problem process, and communication with families regarding attendance, behavior, and mastery of skills measures through logs, services in Branching Minds, and meeting agendas.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	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).
No	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).
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	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).
Yes	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).

What are the takeaways after the review of metrics?

How can we get more information about the C4 Curriculum and is it really a curriculum or a framework? How are we interpreting the request for implementation of C4? Is the work being shared of getting ILPs completed? What is going on with Naviance? What is an ILP? How can we incorporate the ODLSS Transition Crosswalk as a vital tool?

What is the feedback from your stakeholders?

How many of the Work Based Learning activities are truly representative of a continuum? What kinds of things should students be going during these activities that let to a continuum? For example...Find one person to review their resume and a mock interview. How does it look for a freshman and how does it look for a Senior? Are we advancing a pathway of the academics that carve out their career pathway goals? What will be our layout by grade level (see ODLSS crosswalk)

What student-centered problems have surfaced during this reflection?

We need to explore and investigate ILPs (when/where/how they are completed). Students are not taking advantage of either to lack of awareness, access and opportunity of all the post secondary resources that are available. As a post secondary school our students do not have the zeal or motivation to reach beyond what's in front of them to all of the possibilities. Many of our students lack the basic knowledge and skills of advocacy, research, studying, interviewing, financial literacy, etc. How do we increase our dual credit and dual enrollment/ECCC offerings? We do not want our students to miss any more college and career opportunities.

Improving our B or Better incentives program and decreasing the frequency of students enrolling in Credit Recovery are high priorities under this foundation.

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?

Desire is to have students graduating with college credit and or an Associate Degree. Students engage in post-secondary activities on Mentor Days; however, more work needs to be done in terms of individualized planning for each student. Teachers need a post-secondary curriculum guide that maps out specific activities/timeline for each student to complete. Activities will be broken down by grade level as follows: 9th- Exposure to Careers; 10th- Exploring Careers after identifying a field of interest; 11th- Map out plan for chosen career path (ie. college, job training); 12th- Self Advocacy across all post-secondary settings. Possible obstacles might be getting all staff on board in terms of implementing post-secondary activities. Also. how do we get students to buy into post-secondary planning?

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Determine Priorities

Resources:

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

Students...

lack the knowledge, maturity, motivation and understanding of the multitude of post secondary supports, programs, opportunities and benefits. As such they are not taking advantage of the opportunities available which limits their options to become productive citizens of our global society.

[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.

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Root Cause

Resources:

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

As adults in the building, we...

notice the lack of parent awareness. (value, exposure, opportunities, participation/attendance). We do not have a post-secondary culture: there are people who only think about 4 year education versus all the other pathways (Trade, 2 year, internship, etc.); , there is not full buy-in from multiple parties within the building (it's a counselor's thing - not including it in their curriculum and instruction); dedicated time to celebrate student success and achievement beyond the end of the year celebrations), lack of motivation or the meta-cognitive skills/soft skills (advocacy, interviewing, resume writing, completing applications, articulating their thoughts, wants and needs).

[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.

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Theory of Action

What is your Theory of Action?

If we....

promote an all inclusive post secondary culture (as defined by our PLT) that supports all students.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

a school-wide shift that embraces multiple pathways for post-secondary success



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...

increased student and parent engagement in post-secondary opportunities.



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### 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

Post Secondary leadership Team

#### Dates for Progress Monitoring Check Ins

Q1  Q3   
Q2  Q4

#### SY24 Implementation Milestones & Action Steps

#### Who

#### By When

#### Progress Monitoring

<b>Implementation Milestone 1</b>	By the end of the each school year we will increase parent awareness of post secondary opportunities and pathways by 25%.	Post Secondary Team	Quarterly	In Progress
<b>Action Step 1</b>	Adopt an efficient communication system to ensure parents are receiving communication in a timely matter	Grade Level Leads	Monthly	In Progress
<b>Action Step 2</b>	Create a calendar and load all planned activities with at least 'hold' notices	PLT Lead	Ongoing	Not Started
<b>Action Step 3</b>	Create initiatives and incentives for parents to include snacks, child care, transportation to increase their involvement	Administrator	Monthly	Not Started
<b>Action Step 4</b>	Be intentional in partnering with and utilizing the support of our Network and district coaches for supports and resources	Grade Level Leads/Admin	ongoing	In Progress
<b>Action Step 5</b>	Assign a grade level captain to ensure ongoing, efficient	Administrator/GLT Lead	Ongoing	In Progress
<b>Implementation Milestone 2</b>	By the end of each school year we will increase awareness of post secondary opportunities and pathways for all grade levels by 25%.	PLT	Annually	Not Started
<b>Action Step 1</b>	Adopt the C4 Curriculum by grade level	All Teachers	Monthly	In Progress
<b>Action Step 2</b>	Provide relevant cost efficient fieldtrips to expose students to post secondary opportunities	Network/OSCPA	Ongoing	In Progress
<b>Action Step 3</b>	Adopt the Post Secondary Wednesdays (2nd & 4th) Wednesday	Entire School	Ongoing/Monthly	In Progress
<b>Action Step 4</b>	Specific Town Hall or small group student sensing sessions	Student Adv/Student Voice Lead	Quarterly	Not Started
<b>Action Step 5</b>	Ensure Post Secondary guided lessons by grade level	Counselors/CC Coach	Monthly	In Progress
<b>Implementation Milestone 3</b>	By the end of each school year we will increase the evidence of our post secondary culture with grade level initiatives.	PLT	Annually	Not Started
<b>Action Step 1</b>	Each grade level/classroom will adopt a Post Secondary theme	PLT	Ongoing	Not Started
<b>Action Step 2</b>	Enhance the halls with displays of post secondary related visuals and artifacts (ie posters, steps, bulletin boards)	Admin	Annually	In Progress
<b>Action Step 3</b>	Monthly Post Secondary Apparel Day (2nd Thursday of the Month)	Entire School	Monthly	Not Started
<b>Action Step 4</b>	Administer student perspective surveys (EOS, Goal Setting, Cultivate, etc.)	N16/District/Admin	Quarterly	Not Started
<b>Action Step 5</b>	Post Secondary Option Fairs, Career, Aviation	Counselors/CC Coach	Quarterly	In Progress
<b>Implementation Milestone 4</b>	Increase achievement of all grade levels with quarterly celebrations and/or acknowledgements	PLT	Quarterly	Not Started
<b>Action Step 1</b>	B or Better Challenge	Counselors & GLT Leads	Ongoing/Weekly	In Progress
<b>Action Step 2</b>	Conduct quarterly grade specific Pen & Party events	GLT Leads	Quarterly	Not Started
<b>Action Step 3</b>	Alumni Panel (winter and spring)	Counselors/PLT	Bi-annually	Not Started
<b>Action Step 4</b>	Half Cap, Decision Day, Honor Roll ceremonies, Scholarship Day, luncheons,	PLT	Semester	Not Started
<b>Action Step 5</b>	Greek Life	Staff & PLT	Annually	Not Started

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

By the end of the each school year we will increase parent awareness of post secondary opportunities and pathways by 25%.



**SY26 Anticipated Milestones**

By the end of each school year we will increase awareness of post secondary opportunities and pathways for all grade levels by 25%.



[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)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
9th graders will have an increase exposure to PLT resources, instruction, and opportunities by 50%	Yes <input type="checkbox"/>	Cultivate (Relevance to the Future)	Other [all 9th graders]				
			Select Group or Overall				
All parents knowledge of PLT resources, instruction, and opportunities will be increased by 50%	Yes <input type="checkbox"/>	Formal and informal family and community feedback received locally. (School Level Data)	Overall				
			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
PS:1 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).	All 4 grade levels will have exposure at least twice a month (from September - May) to improve awareness and knowledge of the C4 curriculum	All 4 grade levels will be skills and knowledge to	
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	100% of all students will complete required quarterly assignments in a timely matter	100% of all students will complete required quarterly assignments by May	100% of all students will take ownership to complete all required task in a timely matter
PS:6 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).	The PLT Effectiveness will improve from Performing to Transforming in Team Roles and Responsibilities	We will sustain all areas of the PLT metrics that are Transforming and improve in the areas of Interventions	We will increase our outcome from Norming to transforming in all areas of the PLT rubric specifically in Interventions

[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
9th graders will have an increase exposure to PLT resources, instruction, and opportunities by 50%	Cultivate (Relevance to the Future)	Other [all 9th graders]			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	<b>Postsecondary Success</b>			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>							
All parents knowledge of PLT resources, instruction, and opportunities will be increased by 50%	Formal and informal family and community feedback received locally. (School Level Data)	Overall			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
PS:1 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).	All 4 grade levels will have exposure at least twice a month (from Se	Limited Progress	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	100% of all students will complete required quarterly assignments in	Limited Progress	Select Status	Select Status	Select Status
PS:6 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).	The PLT Effectiveness will improve from Performing to Transforming	On Track	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.

The academic priority areas will be ELA, Math, SEL, and DL/ELL supports.



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