

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  |
|--|--|---|
| Elizabeth Czekner | Teacher Leader | emczekner@cps..edu |
| Mark Janka | AP | mejanka1@cps.edu |
| Grace Moody | Principal | gmmoody@cps.edu |
| Jennifer Hanna | Postsecondary Lead | jlhanna@cps.edu |
| Janin Habet (parent and LSC Secretary) | LSC Member | janinehabet@icloud.com |
| Elizabeth Thompson | LSC Member | libby5503@gmail.com |
| Tiffany Greathouse | Teacher Leader | tmgreathouse@cps.edu |
| JP Bader (parent and LSC President) | Parent | thebaders@gmail.com |
| Matthew Franklin | Other [Student] | mifranklin1@cps.edu |
| Citali Soto | Other [Dean] | csoto@cps.edu |
| | Select Role | |
| | Select Role | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date  | Planned Completion Date  |
|--|--|--|
| Team & Schedule | 6/30/23 | 7/7/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 7/10/23 | 7/28/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 7/10/23 | 7/28/23 |
| Reflection: Connectedness & Wellbeing | 7/10/23 | 7/28/23 |
| Reflection: Postsecondary Success | 7/10/23 | 7/28/23 |
| Reflection: Partnerships & Engagement | 7/10/23 | 7/28/23 |
| Priorities | 7/31/23 | 8/4/23 |
| Root Cause | 7/31/23 | 8/4/23 |
| Theory of Acton | 8/7/23 | 8/11/23 |
| Implementation Plans | 8/14/23 | 8/18/23 |
| Goals | 8/21/23 | 8/25/23 |
| Fund Compliance | 8/28/23 | 9/1/23 |
| Parent & Family Plan | 9/4/23 | 9/8/23 |
| Approval | 9/11/23 | 9/15/23 |

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

| | |
|-----------|----------|
| Quarter 1 | 9/22/23 |
| Quarter 2 | 10/27/23 |
| Quarter 3 | 2/9/24 |
| Quarter 4 | 4/1/24 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|-----------|--|--|
| Partially | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | CPS High Quality Curriculum Rubrics |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric Learning Conditions |
| 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 |

We are in a fairly regular cycle of updating curriculum across academic departments. In the summer of 2023, we included some Distinguished functions of planning in some unit plans. Our area of highest-leverage growth in this domain, centers around the Inner Core. These characteristics, taken from the linked [Powerful Practices Rubric](#), have particular resonance for Alcott's movement from present to future state: "Empower students as investigators, researchers, and collaborators in learning and problem-solving," "Strive for curriculum and instruction that ignites curiosity, poses complex problems, and promotes continuous reflection," and "Practice, model, and invite critical thinking, questioning, and analysis in all shared spaces of the school building."

What is the feedback from your stakeholders?

Alcott has done and continues to do tremendously important and valuable work as a full school around the powerful practices listed above. Where I think we are in terms of next edges for growth is in sharing and disseminating the best practices that have been developed and are being refined in each of the five academic departments at Alcott. A lot of schools say this, but at Alcott it is really true that the professional learning and expertise needed to create rigorous, student-empowered, inquiry-based, criticality-laden, student voice centered classrooms now exists in the building. We only need to leverage it, and systematically diffuse them throughout all classes, helping teachers at every level of proficiency and development to adapt and implement these practices effectively. Four mechanisms for this dissemination can be: (1) regular use of the flex PD for teacher-led presentations on ACI and other deepening instructional strategies, (2) systematic teacher peer observations, (3) dissemination of resources, tools, tracking forms through the IFT, and (4) leveraging Alcott's external partner for targeted dissemination and support.

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?

In most subject areas, curriculums are being revised in the summer of 2023. Most curriculum addresses differentiation and grouping. However, most do not explicitly consider culturally responsive moves as it applies to priority groups of students. We have started work to improve student-to-student discourse (S2SD) and to use the ethics and strategies of [Argument-Centered Education](#) (ACE).

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.

Most students: Evidence-based assessment for learning practices are NOT enacted daily in every classroom. Student groups: Not all classrooms are focused on the Inner Core and not all classrooms leverage powerful Culturally Responsive practices tailored for priority groups.

- [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](#)

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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. | MTSS Integrity Memo MTSS Continuum Roots Survey |
| | | MTSS Integrity Memo |

Reflection: MTSS grouping with targeted interventions is not something we have strong and effective systems around on the school-wide levels.

- 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. | |
| 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 |
| Partially | 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.

Student groups: Alcott's MTSS systems/structures are in their infancy and, while we have started the process of building a more robust MTSS system, the current system is not fully effective. 🍌

What is the feedback from your stakeholders?

no feedback provided 🍌

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?

MTSS Coordinator has been hired for SY24. Work with Branching Minds, etc has been started. Effect, presently, is minimal as we learn best practices and replicable systems. 🍌

- [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 |
|---|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |

What are the takeaways after the review of metrics?

Alcott has a strong BHT and many SEL practices at the classroom level throughout the school. It has systems in place for Tier 2 and 3 Level interventions and some Tier 1 work is done well. However, it lacks systemized Tier 1 moves at the classroom level-- this is an area of improvement. 🍌

What is the feedback from your stakeholders?

We can work on these during flex PD sessions and in department meetings. One LSC member notes that the goals, as stated, seem to emphasize the P/SAT test outcomes as an end goal. He challenges us to ensure that the learning we do is authentic in its applicability (and not just for the goal of improved test scores). 🍌

- Metrics**
- [% 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](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially
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](#)

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.

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?

Most students: While our school's staff is, for the most part, quite invested in SEL supports in Teir 1, efforts are not organized or systematized, so the Teir 1 SEL experience can be "spotty" in its execution. Priority groups: While re-entry plans are established routine with many staff capable of contributing to them, we do not have the same regularity for attendance and truancy, both of which affect our priority groups at a higher rate than the general student population.

We are working with NCS to ensure our school improves meeting the needs of student groups we tend to underserve as well as the SEL health of the whole organization

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

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| Yes | College and Career Competency Curriculum (C4) | While we have strong teams and systems at the 9th (Freshmen Success Team) and 12th (PLT/GLT) grade levels, we have much room to be better organized and coordinated at the 10th and 11th grade levels. In essence, we have not vertically aligned across GLTs for behaviors, skill, and mindsets that would support senior success in senior year, especially around post secondary tasks. We believe that replicating some of the routines utilized in the 9th GLT /Freshmen Success Team. | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate |
| Partially | Individualized Learning Plans | | 9th and 10th Grade On Track |
| Partially | Work Based Learning Toolkit | <p>What is the feedback from your stakeholders?</p> <p>My overall view here is that improving Alcott's state of postsecondary success will largely be a function of its continuing efforts to disseminate challenging, engaging, college-directed instruction, per the first question. Alcott has made a great deal of progress on this over the past several years. Now it should carry this progress forward and, in effect, finish the job. That, and providing students with more intentional financing and planning background and foundations for attending and getting through college.</p> | Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| Partially | | | |
| Partially | ECCE Certification List | | |
| Yes | PLT Assessment Rubric | | |
| Partially | Alumni Support Initiative One Pager | | |

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.

Most students: Start with strong supervision of the Freshmen Success Team/ 9th GLT and our shepherd through college and career options by the PLT. However, we have not vertically aligned skill/mindset building in the 10th and 11th grade years to continually and intentionally build students' skill in preparation for senior year. Priority groups: Data-informed grouping of students/supports is done at the freshmen level, is not an





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

We have started a partnership with Network for College Success, which we believe will help us analyze our systems for areas of improvement and to help us implement effective systems/routines. Additionally, we, under the guidance of the PLT, have begun to make the case to the staff for the need to vertically align GLTs to the skills, abilities, and mindsets that seniors need when they begin to plan their post-secondary journeys.

established practice for the other GLTs.

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Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|--|--|--|---|
| Partially | <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> | <p>Alcot is still growing in fostering relationships with families and school communities. While we usually succeed at being a welcoming place for families and community members and have put some structures in place to better connect with families/community (coffee with admin, newsletter, robocalls, etc), we have room to grow in terms of organized groups and practices, such as PAC, BAC, and "Friends of" organization. </p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> |
| Partially | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> | | <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> |
| Partially | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> | <p>What is the feedback from your stakeholders?</p> <p>There is always more room for growth in these areas. One thing that I'd like to suggest is creating a small committee of teachers and staff members to do more with Alcott's image and profile this school year. Marketing and marketing-related work will facilitate progress in these other areas as well. </p> | <p>Formal and informal family and community feedback received locally. (School Level Data)</p> |
| <p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> | | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> | |
| <p>Most students: While Alcott has a history of a SVC and a Leaders class and now has 2 students on the LSC, there is still much room for growth with the incorporation of student voice into the day-to-day classroom-level activities as well as issues of school policy. Priority groups: While our principal has arranged to collect feedback/build relationships/amplify voice during targeted lunchtime meetings, we do not have formal structures for our these targeted groups and such opportunities are not happening in an organized way on the school-wide level. </p> | | <p>A tight, warm relationship between family, community, and school is always beneficial for students ("It takes a village to raise a child.") </p> | |

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. |
| 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. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

Reflection: MTSS grouping with targeted interventions is not something we have strong and effective systems around on the school-wide levels.

What is the feedback from your stakeholders?

no feedback provided

What student-centered problems have surfaced during this reflection?

Student groups: Alcott's MTSS systems/structures are in their infancy and, while we have started the process of building a more robust MTSS system, the current system is not fully effective.

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?

MTSS Coordinator has been hired for SY24. Work with Branching Minds, etc has been started. Effect, presently, is minimal as we learn best practices and replicable systems.

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Determine Priorities

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

Students... are in differing proximity to universal goals and student groups require specialized supports to achieve universal goals.



[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.

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Root Cause

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

As adults in the building, we... will build a more robust and effective MTSS system to determine priority groups and provide them specialized supports to assist their growth toward universal goals.



[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.

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Theory of Action

What is your Theory of Action?

If we... If we analyze and evaluate Star 360, Cultivate, and P/SAT data and use it to tier students for strategic supports,



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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....

then we see improved academic and SEL outcomes for student groups that require targeted supports to meet universal outcomes, 

which leads to...

better outcomes for priority groups and greater success from all students around universal goals. 

[Return to Top](#) **Implementation Plan**

Resources: 

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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




Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 

MTSS Team / BHT


Dates for Progress Monitoring Check Ins

Q1 9/22/23 Q3 2/9/24
 Q2 10/27/23 Q4 4/1/24


| | SY24 Implementation Milestones & Action Steps  | Who  | By When  | Progress Monitoring |
|-----------------------------------|--|--|--|----------------------------|
| Implementation Milestone 1 | Initial MTSS Team meeting | Moody / Team | Week 5 | In Progress |
| Action Step 1 | Establish team and team schedule | Moody/Team | Week 2 | In Progress |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Star 360 BOY and analysis | MTSS Team | Week 15 | In Progress |
| Action Step 1 | Implement during Star 360 window. | Soc Studies Dept | Sept 15 | In Progress |
| Action Step 2 | Analyze during PD | GLTs | Sept 15 | In Progress |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Star 360 MOY and analysis | MTSS Team | Week 25 | In Progress |
| Action Step 1 | Implement during Star 360 window. | Soc Studies Dept | December 2023 | In Progress |
| Action Step 2 | Analyze during PD | GLTs | January 2023 | In Progress |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | Star 360 EOY and analysis / "post-mortem" of MTSS +/-s for SY24 and identify areas of improvement for SY25 | MTSS Team | Week 35 | In Progress |
| Action Step 1 | Assemble team, put on calendar | MTSS TEam | Week 2-35 | In Progress |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

"Kinks" worked out of systems for intervention, integrated smoothly into class life 

SY26 Anticipated Milestones

Increased long-improvement for all students (as evidenced by Star 360 and discipline reports, but particularly SY24 freshmen (which we think would best show long-term results of the system in place) 

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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 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 |
| TBD with Star 360 | Yes | STAR (Math) | African American Male | TBD with Star 360 | | | |
| | | | Overall | | | | |
| TBD with Star 360 | Yes | STAR (Reading) | African American Male | TBD with Star 360 | | | |
| | | | 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: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. | 10% increase in number of students performing at/above grade level in math and reading. 10% increase in average level of math and reading score. Measured by Star 360. | 15% increase in number of students performing at/above grade level in math and reading. 15% increase in average level of math and reading score. Measured by Star 360. | 20% increase in number of students performing at/above grade level in math and reading. 20% increase in average level of math and reading score. Measured by Star 360. |
| 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. | Establish team and implement MTSS system; ensure the right people are on the team for it to be effective. Evidenced by team agendas and Branching Minds input. | Evaluate team and implement MTSS system; ensure the right people are on the team for it to be effective. Evidenced by team agendas and Branching Minds input. Intentionally build capacities of non-team members to do MTSS team work | Put some new members on MTSS team (those invested in during SY25) to build capacity and institutional health. |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | Build capacities of new DL teachers, including 2 Resident Teachers, in IEP writing by partnering with experienced and high capacity DL teachers/IEP writers. Evidenced by IEPs. | Build capacities of new DL teachers in IEP writing by partnering with experienced and high capacity DL teachers/IEP writers. Evidenced by IEPs. | Build capacities for all DL teachers to not only write high-quality IEPs but to evaluate ES IEPs for areas of improvement in order to be most effective according to HS demands. (Presently, SY24, this falls in the domain of the Case Manager. The goal is to diversify this capacity to others.) |

[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 |
|--------------------|----------------|-----------------------------|-------------------|------|---------------|---------------|---------------|---------------|
| TBD with Star 360 | STAR (Math) | African American Male | TBD with Star 360 | | Select Status | Select Status | Select Status | Select Status |
| | | Overall | | | Select Status | Select Status | Select Status | Select Status |
| TBD with Star 360 | STAR (Reading) | African American Male | TBD with Star 360 | | Select Status | Select Status | Select Status | Select Status |
| | | 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: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. | 10% increase in number of students performing at/above grade level in math and reading. 10% increase in average level of math and reading score. Measured by Star 360. | 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. | Establish team and implement MTSS system; ensure the right people are on the team for it to be effective. Evidenced by team agendas and Branching Minds input. | Select Status | Select Status | Select Status | Select Status |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | Build capacities of new DL teachers, including 2 Resident Teachers, in IEP writing by partnering with experienced and high capacity DL teachers/IEP writers. Evidenced by IEPs. | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|---|
| Yes | An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th). |
| 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). |
| Partially | 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). |
| Partially | 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). |
| Partially | 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?

While we have strong teams and systems at the 9th (Freshmen Success Team) and 12th (PLT/GLT) grade levels, we have much room to be better organized and coordinated at the 10th and 11th grade levels. In essence, we have not vertically aligned across GLTs for behaviors, skill, and mindsets that would support senior success in senior year, especially around post secondary tasks. We believe that replicating some of the routines utilized in the 9th GLT /Freshmen Success Team.

What is the feedback from your stakeholders?

My overall view here is that improving Alcott's state of postsecondary success will largely be a function of its continuing efforts to disseminate challenging, engaging, college-directed instruction, per the first question. Alcott has made a great deal of progress on this over the past several years. Now it should carry this progress forward and, in effect, finish the job. That, and providing students with more intentional financing and planning background and foundations for attending and getting through college.

What student-centered problems have surfaced during this reflection?

Most students: Start with strong supervision of the Freshmen Success Team/ 9th GLT and our shepherd through college and career options by the PLT. However, we have not vertically aligned skill/mindset building in the 10th and 11th grade years to continually and intentionally build students' skill in preparation for senior year. Priority groups: Data-informed grouping of students/supports is done at the freshmen level, is not an established practice for the other GLTs.

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

We have started a partnership with Network for College Success, which we believe will help us analyze our systems for areas of improvement and to help us implement effective systems/routines. Additionally, we, under the guidance of the PLT, have begun to make the case to the staff for the need to vertically align GLTs to the skills, abilities, and mindsets that seniors need when they begin to plan their post-secondary journeys.

Return to Top **Determine Priorities**

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

Students...

Presently, students arrive at senior year with lagging executive skills. This tends to manifest most in Senior Seminar. This lag seems to have been exacerbated by the the pandemic year.

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...

...can improve this situation by identifying and vertically aligning needed skill across the grade level, to be managed and tracked by GLTs.

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....

If we build teacher capacity to design and deliver tasks that increase student-to-student discussion and are reflective of and prepare students for the level of rigor in the aligned assessment,

Resources:

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

then we see....
 then we will see teachers who are better able to design and appropriately scaffold (not under/over scaffold) lessons/learning so that students have adequate support of own their journey to a high level of critical thinking with texts and tasks that require high cognitive demand

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...
 which leads to the achievement of department created growth goals in core subjects on the P/SAT well as postsecondary success in academic abilities and executive functioning relevant to postsecondary development.

[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
 GLTs / PLT / Admin

Dates for Progress Monitoring Check Ins
 Q1 9/22/23 Q3 2/9/24
 Q2 10/27/23 Q4 4/1/24

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|---|-------------------|----------------|----------------------------|
| Implementation Milestone 1 | Initiate Teamification structure at Week 0 | Janka | Week 0 | Completed |
| Action Step 1 | Sort teams | Janka | Week 0 | Completed |
| Action Step 2 | Have first meeting | All | Week 0 | Completed |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Identify and distribute skills necessary for strong PLT / senior year start. | PLT | Week 5 | In Progress |
| Action Step 1 | Sort list at first PLT meeting | Hanna | Week 3 | Completed |
| Action Step 2 | Assign to GLTs | Janka | Week 3 | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Monitor where skill sets are taught and how they are tracked | PLT | Week 15 | In Progress |
| Action Step 1 | Classroom observations | Janka | ongoing | In Progress |
| Action Step 2 | Agendas | Moody/Janka | ongoing | In Progress |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | Examine the effectiveness of this system for implementation improvements for SY25 | PLT, Moody, Janka | Week 35 | In Progress |
| Action Step 1 | Hold "post mortem" meeting | Moody/Janka | Week 36 | Not Started |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Rising seniors enter senior year better prepared for the work of Senior Seminar

SY26 Anticipated Milestones
 Good to Great Rising seniors enter senior year better prepared for the work of Senior Seminar

[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 |
| Skills identified, aligned, distributed to GLTs (and to classes) | Yes | Other | Other [Specify] | Items completed in present system | | | |
| | | | Other [Specify] | | | | |
| Rising seniors have improved entry skills for Senior Seminar | Yes | Other | Other [Specify] | Device to be designed by PLT team | | | |
| | | | Other [Specify] | | | | |

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.

| 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:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Design and place structures across GLTs | Improved skill base for rising seniors when entering Senior Seminar | Improved skill base for rising seniors when entering Senior Seminar |
| C&I:2 Students experience grade-level, standards-aligned instruction. | Design and place structures across GLTs | Improved skill base for rising seniors when entering Senior Seminar | Improved skill base for rising seniors when entering Senior Seminar |
| PS:3 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). | Design and place structures across GLTs | Improved skill base for rising seniors when entering Senior Seminar | Improved skill base for rising seniors when entering Senior Seminar |

[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 |
|--|--------|-----------------------------|-------------------------------|------|---------------|---------------|---------------|---------------|
| | | | | | Select Status | Select Status | Select Status | Select Status |
| Skills identified, aligned, distributed to GLTs (and to classes) | Other | Other [Specify] | none of these items completed | | Select Status | Select Status | Select Status | Select Status |
| | | Other [Specify] | | | Select Status | Select Status | Select Status | Select Status |
| Rising seniors have improved entry skills for Senior Seminar | Other | Other [Specify] | measurement device to be | | Select Status | Select Status | Select Status | Select Status |
| | | Other [Specify] | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => | Postsecondary Success | | | |
|--|--|-------------------------------------|------------------------------|-------------------------------------|--|-----------------------|---------------|---------------|---------------|
| Reflection | Root Cause | Implementation Plan | | | | Select Status | 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). | Design and place stuctures across GLTs | | | | Select Status | Select Status | Select Status | Select Status | |
| C&I:2 Students experience grade-level, standards-aligned instruction. | Design and place stuctures across GLTs | | | | Select Status | Select Status | Select Status | Select Status | |
| PS:3 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). | Design and place stuctures across GLTs | | | | Select Status | Select Status | Select Status | Select Status | |

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Math): TBD with Star 360

Required Reading Goal

STAR (Reading): TBD with Star 360

Optional Goal

Other: Skills identified, aligned, distributed to GLTs (and to classes)

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|-----------------------|---|------|------|------|
| African American Male | TBD with Star 360 | | | |
| Overall | | | | |
| African American Male | TBD with Star 360 | | | |
| Overall | | | | |
| Other [Specify] | none of these items completed in present system | | | |
| Other [Specify] | | | | |

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.

As determined by Star 360/MTSS team and to increase student-to-student discourse/improved Depth of Knowledge questioning and Argument-Centered instruction.



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