

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
Afua Agyeman-Badu	Principal	abagyeman@cps.edu
Lashonda Curry	AP	lkhicks-curry@cps.edu
Marquitta Rodgers	Connectedness & Wellbeing Lead	mrrodgers2@cps.edu
Loreal Carrethers	Inclusive & Supportive Learning Lead	lscarrethers@cps.edu
Marquitta Rodgers	Postsecondary Lead	mrrodgers2@cps.edu
Christopher Montgomery	Partnerships & Engagement Lead	cmontgomery@youth-guidance.org
Antionette Whorton	Teacher Leader	ashears1@cps.edu
Gabriel Ellis	LSC Member	Gabrielellis25@cps.edu
Jazmyne Jackson	Curriculum & Instruction Lead	jjackson442@cps.edu
Olivia Paszkowski	Inclusive & Supportive Learning Lead	
Keya Black	Teacher Leader	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/26/23	7/26/23
Reflection: Curriculum & Instruction (Instructional Core)	7/7/23	7/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	8/4/23
Reflection: Connectedness & Wellbeing	7/20/23	8/4/23
Reflection: Postsecondary Success	7/20/23	8/4/23
Reflection: Partnerships & Engagement	6/27/23	8/4/23
Priorities	7/31/23	8/4/23
Root Cause	8/4/23	8/11/23
Theory of Acton	8/4/23	8/11/23
Implementation Plans	8/4/23	8/11/23
Goals	7/31/23	8/11/23
Fund Compliance	8/31/23	9/8/23
Parent & Family Plan	9/7/23	9/8/23
Approval	9/11/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/9/2023
Quarter 4	6/7/2023

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[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>CPS High Quality Curriculum Rubrics</p>	<p>Creating strategies for data analysis as a school. What ways can we ensure that every classroom is moving the learning in a supportive and inclusive way.  How can we use student voice, assets, agency to build student efficacy? We need to define and implement academic standard that is personalized to accelerate and fill the gap consistent instructional strategies and learning Improving the distributive leadership of the ILT so that they are consistently leading instructional improvement.</p>	<p>IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)</p>
<p>Yes</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction</p>		
<p>Partially</p>	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Powerful Practices Rubric Learning Conditions</p>		
<p>Partially</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness Distributed Leadership</p>		
<p>What is the feedback from your stakeholders?</p>			<p>Using the 5-essentials Survey reflection -  Strongest: English Instruction (Students) Weakest: Quality of Student Discussion (Teachers) -Math, Science, and Reading had a negative change, but overall performance is strong Reflective dialogue, student peer relationships, collective responsibility, and emotional health Improving student collaboration Improving student discourse All classes using accountable talk language {placemate\chart}</p>	<p>STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades</p>

		<p>Implementing schoolwide instructional practices (Establishing and Implementing an Aldridge Way) Teachers work on Kagan strategies quarterly (Building discussion structures one by one) Create an infrastructure and opportunities for teacher input (Defining how it looks within the grade band) Provide staff exemplars of expectations or non-negotiable</p>	<p>ACCESS</p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</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>In order to build teacher capacity, we have planned professional development around our new Eureka Math Curriculum, Eureka Math2. This training will take place during our Week 0 retreat, We hired an instructional coach that has a strong middle school math, SPED, and intervention background. Lastly, we are maintiang a partnership with Leading Educators. This year it is focused on Literacy.</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>Strategic and consistent, school-wide approach to addressing the learning needs of students.</p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p>MTSS Integrity Memo</p>	<p>A MTSS team must be established to implement the problem solving process and progress monitoring in order to effectively close instructional gaps.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>Reflection on the year (MTSS) MTSS continuum - paper copy 📄 Systems and Infrastructures Assessment plan in place Screening No team and no meetings Root survey completed Plan in place for branching minds (last quarter was better due to improved teacher understanding of roles) Limited data analysis (did not attend hG The intervention is provided when able (due to also having to teach math) Limited Analyzing data and making instructional adjustments Able to see the impact of pm on primary students, not as much as middle school- difficulty pulling groups during tech. feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> <p style="text-align: center;">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>Creating an MTSS Team 📄 Progress Monitoring Protocol</p>
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<p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
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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.

Only 3% in Math and 8% in Reading met or exceeded standards on the IAR in 3rd -8th grade. Large Students still performing far below grade level iReady SY23 K-2 MOY %M/E: Math 11% and ELA- 14%. STAR SY23 Gr. 3-8 MOY %M/E: (Math, ELA) 18% 17%



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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

SEL Supports are provided to students at all Tiers. A BHT and Culture and Climate team is created to create supports for students. There are partnerships that are important to student wellness in the building daily. Although these pieces do exist for ALdrige students, their awareness of it and its impact are lacking. This is according to the 5essentials data and Cultivate survey.



- [% 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](#)

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.

Partially

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

What student-centered problems have surfaced during this reflection?


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

Chronic absenteeism at Aldridge and elevating student voice around SEL needs. 

Building student relationships

Engaging in Restorative Practices

What is the feedback from your stakeholders?

5 essentials data 

Strongest: Academic Personalism

Weakest: Safety

Students and staff rated school safety as weak


Addressing student apathy or desensitization of community violence.

Providing a safe space for students to discuss safety.

Are surveys being completed with integrity by students and adults?

Cultivate Winter & Spring both prioritized [Classroom Community](#) based on our students responses.

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?

Clarifying roles of Culture and Climate Team members 

Reestablishing school-wide expectations

Redefining how we engage i Tier 1 PBIS efforts and Tier 2 restorative practices

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

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

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

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

[Student Voice Infrastructure](#)

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

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

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

References

What are the takeaways after the review of metrics?

Metrics

<p>Yes</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>College and Career Competency Curriculum (C4)</p>	<p>Success Bound is led by classroom teachers, and has been effective. We are thinking about ways to enhance it's reach from the middle school floor to being throughout the building. 🙌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
<p>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>		
<p>Yes</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <p>Increase college and career readiness initiatives throughout the school year. Find ways to incorporate it monthly through speakers, field trips, and learning activities throughout the school year. 🙌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>N/A</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>			
	<p>Industry Recognized Certification Attainment is</p>	<p>ECCE Certification List</p>		

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

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

Opportunities to increase Career visits more throughout the school year. Career Fair 📌

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.

The need to ensure that College and Career readiness activities are happening on a more frequent basis for students 📌

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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	Spectrum of Inclusive Partnerships	There needs to be a better teacher parent connection present in the school. 📌	Cultivate 5 Essentials Parent Participation Rate

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

What is the feedback from your stakeholders?

Creating norms for how staff communicates with families is needed to create a standard for building relationships in support of families. 📝

Parents feel encouraged to participate in school decision-making.

Teachers need more clarity on the curriculum/ decision-making process

Dispersing decision-making processes to the schoolwide community, especially parents

Possibly adding to the school's website or newsletter the highlights of LSC meetings and decision-making

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

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

-Strongest: Parent influence on decision-making
-Weakest: Parent Involvement



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?

Plan to review and redefine parent mentor program expectations



Jump to...

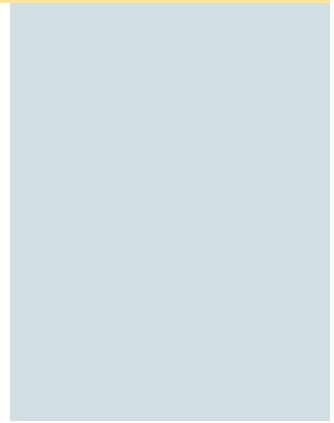
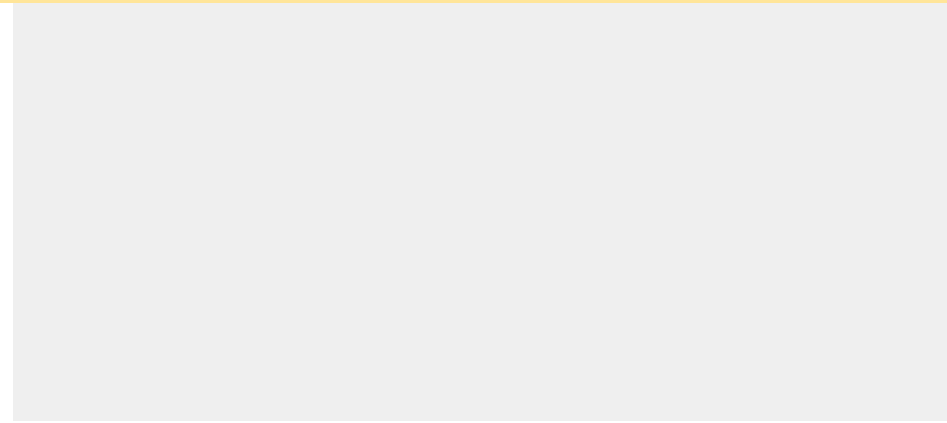
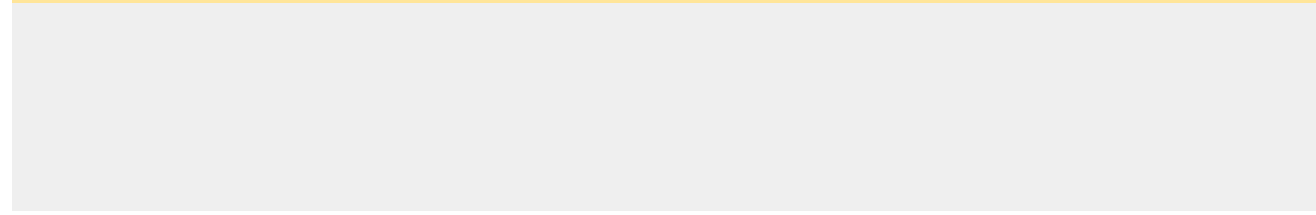
[Curriculum & Instruction](#)

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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Creating strategies for data analysis as a school. What ways can we ensure that every classroom is moving the learning in a supportive and inclusive way. How can we use student voice, assets, agency to build student efficacy? We need to define and implement academic standard that is personalized to accelerate and fill the gap consistent instructional strategies and learning Improving the distributive leadership of the ILT so that they are consistently leading instructional improvement.

What is the feedback from your stakeholders?

Using the 5-essentials Survey reflection -
Strongest: English Instruction (Students)
Weakest: Quality of Student Discussion (Teachers)
-Math, Science, and Reading had a negative change, but overall performance is strong
Reflective dialogue, student peer relationships, collective responsibility, and emotional health
Improving student collaboration
Improving student discourse
All classes using accountable talk language {placemate\chart}
Implementing schoolwide instructional practices (Establishing and Implementing an Aldridge Way)
Teachers work on Kagan strategies quarterly (Building discussion structures one by one)
Create an infrastructure and opportunities for teacher input (Defining how it looks within the grade band)
Provide staff exemplars of expectations or non-negotiable

What student-centered problems have surfaced during this reflection?

Strategic and consistent, school-wide approach to addressing the learning needs of students.

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?

In order to build teacher capacity, we have planned professional development around our new Eureka Math Curriculum, Eureka Math2. This training will take place during our Week 0 retreat, We hired an instructional coach that has a strong middle school math, SPED, and intervention background. Lastly, we are maintiang a partnership with Leading Educators. This year it is focused on Literacy.

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

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students are in need of instructional feedback that strengthens their growth and development. Students are in need of foundational skills and strong tier one instruction aligned to common core standards, that is tailored to meet their needs.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

lack understanding of the curriculum
lack of understanding of data
must create systems of remediation such as small group instruction and differentiated learning objectives.
Adults must unpack standards in order to know the learning objectives and skills required that lead to student mastery.
Adults need to utilize vertical alignment to understand how standards are connected to each other.
adults need to internalize lesson plans, and engage in data cycles about how students are performing on tier 1 tasks in order to appropriately address instructional needs and differentiate.



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 develop teacher instructional capacity in literacy in alignment with Domains 1 and 3 of the Danielson Framework



then we see....

then we will see an increase in student's mastery of standards



which leads to...

which will lead to at least a 10% yearly increase of students meeting and exceeding on the IAR assessment in Reading.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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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

Administrator, Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/26/2023

Q3 3/9/2023

Q2 12/22/2023

Q4 6/7/2023

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone 1	Lead a professional development cycle on creating, analyzing, and revising lesson plans aligned to rigorous standards, task, and expectations for instruction	Instructional Coach, Administration, and Leading Educators	12/21/23	Select Status
Action Step 1	Engage in a learning walk to diagnose the current state of rigorous instructional practices aligned to standards, tasks, and expectations that exist at Aldridge.	Leading Educators, ILT, Admin Team, Instructional Coach	9/26/23	Select Status
Action Step 2	Analyze data with ILT to identify high leverage instructional practices and priorities	Leading Educators, ILT, Admin Team, Instructional Coach	10/5/23	Select Status
Action Step 3	Develop a cycle of learning that will include professional development, safe practice, peer observation, feedback and reflection	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	10/19/23	Select Status
Action Step 4	Implement 4 week learning cycle to observe, collect data, analyze and plan	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	10/23 - 11/16/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Establish a scope and sequence for CKLA and Expeditionary Learning ELA curriculum that is rigorous and aligned to CCSS	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	12/23 - 8/24	Select Status
Action Step 1	Analyze our current definition of high quality instruction and develop a common definition of rigor to ensure a shared understanding of what rigorous student work looks like at all grades.	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	12/22/23	Select Status
Action Step 2	Create a pacing guide for ELA K-8 aligned to the curriculum and standards as defined by the IAR and CCSS	Leading Educators, ILT, Admin Team, Instructional Coach	3/9/24	Select Status
Action Step 3	Unpack standards to identify learning targets, curricular activities, and performance tasks, to ensure vertical alignment across all grades.	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	6/7/24	Select Status
Action Step 4	Identify and address gaps between curriculum and rigor of the standards	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	8/1/24	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implement assessment cycle for ELA	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	12/22/23	Select Status
Action Step 1	Establish expectations for data driven decision making at Aldridge including, anecdotal records, checks for understanding, informal feedback, formative and summative assessments.	Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	10/26/23	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Reflection	Root Cause	Implementation Plan					
Action Step 2	Utilize the ATLAS protocol to regularly review student work samples and assessment data to identify misconceptions, design differentiated instruction, and implement reteach plans.			Leading Educators, ILT, Admin Team, Instructional Coach, Teacher Teams	Ongoing	Select Status	
Action Step 3	Implement an interim assessment cycle aligned with our school-wide pacing guide that guides instructional decisions.			ILT, Admin Team, Instructional Coach, Teacher Teams	3/9/24	Select Status	
Action Step 4						Select Status	
Action Step 5						Select Status	
Implementation Milestone 4	Build capacity of Instructional leadership team			Admin Team, Instructional Coach, Leading Educators	9/26/23	Select Status	
Action Step 1	Provide training for all leadership team members around data analysis and data driven decision making			Admin Team, Instructional Coach, Leading Educators	10/26/23	Select Status	
Action Step 2	Create a cadence/protocol for regular data analysis to address learning targets and misconceptions			Admin Team, Instructional Coach, Interventionist, Leading Educators	12/22/23	Select Status	
Action Step 3	Develop and lead cycles of learning aligned to instructional planning, assessment, student work analysis, and data driven decision making			ILT, Admin Team, Instructional Coach, Leading Educators	Ongoing	Select Status	
Action Step 4						Select Status	
Action Step 5						Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>Monitor and evaluate systems created to identify next course of action around the implementation of rigorous instruction.</p> <p>Analyze 2023-24 IAR assessment data to determine focus standards for each grade level</p> <p>ILT will use data to identify a school-wide instructional strategy and establish a professional development cycle.</p>	
SY26 Anticipated Milestones	<p>ILT will lead Grade-level teams to develop strong corrective instruction action plans that identify trends in students misconceptions and differentiates instruction.</p> <p>Create a tracking process that allows teachers and students to use multiple data sources to develop individualized student goals and plans.</p> <p>Students receive frequent feedback on their progress and participate in student led-conferences to set goals and create action plans for success that is monitored on a quarterly basis.</p>	

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Goal Setting

Resources: 

Indicators of a Quality CIWP: Goal Setting

[IL-EMPOWER Goal Requirements](#)

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Curriculum & Instruction

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.

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 SY26 39% of 3rd - 8th grade students will meet or exceed standards on the IAR assessment in Reading	No	IAR (English)	Overall	9%	19%	29%	39%
			Select Group or Overall				
By SY26 96% of students in K-2 will meet or exceed growth targets in reading on the iReady assessment.	Yes	iReady (Reading)	Overall	36%	56%	66%	76%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT rates as "Developed" under "Goal-Oriented" on the ILT Effectiveness Rubric	ILT members lead respective teams, and the implementation of peer observations and learning walks among their respective gradebands.	ILT leads goal development and monitors the implementation of the plan with all teachers.

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

Curriculum & Instruction

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.	Establish expectations for data driven decision making at Aldridge including, anecdotal records, checks for understanding, informal feedback, formative and summative assessments.	School Teams sustain and lead structures for data driven decision making, monitoring progress towards goals, and providing feedback to teachers.	Teacher leaders evaluate the progress and effectiveness of assessment systems to determine corrective instruction strategies, identify and prioritize student needs.
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26 39% of 3rd - 8th grade students will meet or exceed standards on the IAR assessment in Reading	IAR (English)	Overall	9%	19%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By SY26 96% of students in K-2 will meet or exceed growth targets in reading on the iReady assessment.	iReady (Reading)	Overall	36%	56%	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

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

Curriculum & Instruction

<p>C&I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>The ILT rates as "Developed" under "Goal-Oriented" on the ILT Effectiveness Rubric</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>Establish expectations for data driven decision making at Aldridge including, anecdotal records, checks for understanding, informal feedback, formative and summative assessments.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

A MTSS team must be established to implement the problem solving process and progress monitoring in order to effectively close instructional gaps.

What is the feedback from your stakeholders?

Reflection on the year (MTSS) MTSS continuum - paper copy
 Systems and Infrastructures
 Assessment plan in place
 Screening
 No team and no meetings
 Root survey completed
 Plan in place for branching minds (last quarter was better due to improved teacher understanding of roles)
 Limited data analysis (did not attend hG
 The intervention is provided when able (due to also having to teach math)
 Limited Analyzing data and making instructional adjustments
 Able to see the impact of pm on primary students, not as much as middle school- difficulty pulling groups during tech.
 feedback trends across stakeholders; feedback trends across specific stakeholder groups]

What student-centered problems have surfaced during this reflection?

Only 3% in Math and 8% in Reading met or exceeded standards on the IAR in 3rd -8th grade. Large Students still performing far below grade level iReady SY23 K-2 MOY %M/E: Math 11% and ELA- 14%. STAR SY23 Gr. 3-8 MOY %M/E: (Math, ELA) 18% 17%

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?

Creating an MTSS Team
 Progress Monitoring Protocol

[Return to Top](#) **Determine Priorities**

Resources: 

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

[Determine Priorities Protocol](#)

Students...

This problem is exacerbated by the lack of consistent intervention programming, which makes progress monitoring ineffective.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) **Root Cause**

Resources: 

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

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

As adults in the building, we...

We need to properly build teacher capacity to learn and implement interventions and consistently implement them with fidelity.
 We need to track the progress of the intervention.
 We need a consistent intervention program that will be taught across grade bands/ all schools.
 We need an MTSS team that is trained in our school-wide intervention and can analyze data appropriately, providing suggestions on next steps to our teachers..



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?

Inclusive & Supportive Learning Environment

Resources: 🚀

If we....
 If we.... implement research-based tiered interventions with fidelity, across all grade levels



Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....
 then we see.... closed instructional gaps and increased access to grade level content for all students



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

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

which leads to...
 which leads to 80% of our students meeting or exceeding their growth targets on the iReady and Star360 assessment by 2026, in ELA and Math.



[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, classroom teachers, SECAs, admin

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/9/2023
Q2	12/22/2023	Q4	6/7/2023

SY24 Implementation Milestones & Action Steps 📌 **Who** 📌 **By When** 📌 **Progress Monitoring**

Inclusive & Supportive Learning Environment

Implementation Milestone 1	Establish MTSS Team	MTSS Lead, Administration	9/22/23	Select Status
Action Step 1	Identify staff at each gradeband that will work with Tier 2 and tier 3 students	MTSS Lead, Administration	9/22/23	Select Status
Action Step 2	Identify clear roles and responsibilities	MTSS Lead, Administration	9/22/23	Select Status
Action Step 3	Identify a set time to meet as a team, with classroom teachers, and to meet with students.	MTSS Team, MTSS Lead, Administration	9/22/23	Select Status
Action Step 4	Provide professional development to team members on MTSS	MTSS Team, MTSS Lead, Administration	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Identifying evidence-based interevntion practices aligned to student deficits in order to close gaps.	MTSS Team	10/26/23	Select Status
Action Step 1	Evaluate Aldridge Tier 2 & 3 intervention programs for ELA, Math, and SEL	MTSS Team, BHT Team	10/26/23	Select Status
Action Step 2	Select Tier 2 & 3 intervention programs for ELA, Math, and SEL	MTSS Team, BHT Team	10/26/23	Select Status
Action Step 3	Provide teachers and staff with professional development on intervention programs by vendors, district, network ISLs and MTSS team	MTSS Team, District and Network MTSS Leads	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Develop Aldridge intervention protocols	MTSS Team, Admin	11/17/23	Select Status
Action Step 1	Review MTSS Exit & Entry Criteria and solidify new criteria for students.	MTSS Team	11/17/23	Select Status
Action Step 2	Create a professional development plan on MTSS intervention practices and protocols	MTSS Team, Admin Team,	11/17/23	Select Status
Action Step 3	Creating a school-wide MTSS Data Cycle to track the fidelity of implementation	MTSS Lead, MTSS Team, Admin.	11/17/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Use Branching Minds to monitor the implementation of MTSS	MTSS Lead	10/19/23	Select Status
Action Step 1	Create a professional development plan on Branching Minds.	MTSS Lead/ Interventionist Admin	9/22/23	Select Status
Action Step 2	MTSS team will create and implement a Branching Minds progress monitoring plan for teacher.	MTSS Team	10/6/23	Select Status

Inclusive & Supportive Learning Environment

Action Step 3	Teachers will develop an intervention strategy to access checkpoints for tiered data. First 2 weeks (initial implementation teacher checkpoint) Second 2 weeks (Fidelity of implementation checkpoint w/ team lead) Third 2 weeks - (data analysis)	Teachers, MTSS Team	10/19/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

In alignment with the MTSS Continuum:
 Student support plans are implemented for identified students to receive tiered supports by school personnel who regularly interact with that student
 Plans are promptly updated, implemented and readily accessible to (or shared with) all stakeholders, including parent(s)/guardian, and students themselves
 MTSS Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students
 MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement

SY26 Anticipated Milestones

In alignment with the MTSS Continuum:
 MTSS Team functions as a school-based problem-solving team that seeks opportunities to promote engagement, build capacity and provide opportunities for reflection that go beyond compliance
 MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement
 Student Level MTSS team in partnership with teachers and/or parent(s)/guardian(s) analyze multiple data sets to develop and revise plans for students who may need additional individualized intervention supports
 MTSS team and grade/content level teams regularly evaluate processes and data review data that is varied, student-focused, includes student voice and is equitable to all.

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

Inclusive & Supportive Learning Environment

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
By SY26 70% of 3rd - 8th grades students will meet their growth targets in Reading in comparison to the state data.	Yes	STAR (Reading)	Overall	39%	50%	60%	70%
			<i>Select Group or Overall</i>				
By SY26 56% of 3rd - 8th grades students will meet their growth targets in Math in comparison to state data.	Yes	STAR (Math)	Overall	16%	26%	36%	46%
			<i>Select Group or Overall</i>				

Practice Goals

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

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

	SY24	SY25	SY26
I&S: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.	Establish a MTSS team with identified roles, responsibilities and a meeting cadence.	MTSS Team functions as a school-based problem-solving team that seeks opportunities to promote engagement, build capacity and provide opportunities for reflection that go beyond compliance	MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement
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.	MTSS team will create and implement a Branching Minds progress monitoring plan	Student support plan is implemented with fidelity and includes an inventory of evidence-based interventions that are documented in Branching Minds and regularly reviewed and modified by a multidisciplinary team	Intervention resources within the CPS curated list (supports, services, or interventions) are reviewed quarterly and modified by a multidisciplinary team based on students/groups tier movement

Select a Practice

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SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26 70% of 3rd - 8th grades students will meet their growth targets in Reading in comparison to the state data.	STAR (Reading)	Overall	39%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By SY26 56% of 3rd - 8th grades students will meet their growth targets in Math in comparison to state data.	STAR (Math)	Overall	16%	26%	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: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.	Establish a MTSS team with identified roles, responsibilities and a meeting cadence.	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
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Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>MTSS team will create and implement a Branching Minds progress monitoring plan</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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





<p data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.



At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.



Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.



Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.



Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.



Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.



Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.



Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.



Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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



The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.



The school will hold parent-teacher conferences.



The school will provide parents with frequent reports on their children's progress.



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent engagement and skills development will be aligned to building a strong school and home connection through:

- Family curriculum nights around literacy and math*
- Foundational skills*
- Provide parent training in reading and math support strategies at home.*
- Offer STEM-related workshops through Fuse and Field Museum Partnership for parents to understand the importance of these fields and support their children's interest in them.*
- Offer parent workshops on internet safety, responsible technology use, and how to support online learning.*
- Provide parents with resources and training to reinforce SEL concepts at home.*
- Emphasize skills such as critical thinking, problem-solving, creativity, and collaboration and its connection to College and Career Readiness, and High School selection process.*

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