

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Katherine Cheng	Principal	kchuu@cps.edu
Esmerelda Zapata	AP	ezpata2@cps.edu
Sylva Vergara	Teacher Leader	
Lu Ann Williams	Curriculum & Instruction Lead	
Araceli Bahena	Teacher Leader	
Meagan Cahill	Curriculum & Instruction Lead	
Ariana Schachne	Curriculum & Instruction Lead	
Monica Balesh	Postsecondary Lead	
Nina Friedman	Connectedness & Wellbeing Lead	
Kaylie Honkala	Inclusive & Supportive Learning Lead	
Sandy Torres	Teacher Leader	
Raina Hanson	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/18/23
Reflection: Connectedness & Wellbeing	7/18/23	7/18/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/25/23	7/25/23
Root Cause	7/25/23	8/1/23
Theory of Acton	8/1/23	8/1/23
Implementation Plans	8/15/23	8/8/23
Goals	8/22/23	8/15/23
Fund Compliance	8/22/23	8/8/23
Parent & Family Plan	9/14/23	8/8/23
Approval	9/14/23	

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	12/22/23
Quarter 3	3/22/24
Quarter 4	6/6/24

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
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	ILT - develop existing distributed leadership practices to include teachers co-planning, content leads work, teacher-driven instructional priorities & T&L cycle Balanced assessment systems, support teachers to develop strong practices in data analysis to inform SG & Tier 2 practices Learning Conditions meet conditions to learn	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.	<p>What is the feedback from your stakeholders?</p> -teaching and learning for SY24 based on SY23 student data and CIWP work - provide teachers with tools/support to make data-driven decisions, progress monitor, rotate SGs	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions 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	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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.		
Yes	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	<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> [impact on most students; impact on specific student groups]	
<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>[problems experienced by most students; problems experienced by specific student groups]</p>			


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Inclusive & Supportive Learning Environment



Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	Priorities: - MTSS framework & problem-solving process, team - Branching Minds progress monitoring for all teachers - implementation of IEPs modifications - ensuring that all teachers understand modifications in IEP, for instruction & testing -Strengthening gen-ed input on the creation of IEPs. - Strengthen EL supports -Informing families of MTSS process and how they can support their student, and ensuring families are updated.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
No	MTSS Integrity Memo 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	LRE Dashboard Page 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.	<p>What is the feedback from your stakeholders?</p> Make sure all staff are informed on IEP accommodations/modifications within the classroom and assessments and are using this information in their planning	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Empower all staff to make choices and participate in the creation of IEPs and the planning and support for students with disabilities. - Need more teachers in K-4 to be ESL endorsed	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	IDEA Procedural Manual EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS 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? WIDA standards and EL proficiencies should be added to weekly lesson plans. Teacher PD needed 	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		


What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.


[problems experienced by most students; problems experienced by specific student groups] 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We have BHT, we do not have Climate & Culture  - assessing climate/culture of staff, students, families - review 5 E's data i.e. student motivation, student safety - student rep to discuss climate & culture Prioritizing climate/culture data/conversations with students in student government. Students reviewing 5E's data - shows what happens with the data	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? initiate talking circle/exit ticket for kids who've participated in a restorative conversation  Student returning from PHP or long term absences, have a re-entry meeting with admin/counseling. BUT do these meetings happen at the classroom level, checklist for rSs returning to get back on track Student voice - kids who are absent, do they voice their needs, do they know where to go, attendance affects mood/confidence - kids overwhelmed by amount of work they've missed	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Yes	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.

[problems experienced by most students; problems experienced by specific student groups] 


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?
[impact on most students; impact on specific student groups] 

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	[takeaways reflecting most students; takeaways reflecting specific student groups]  [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  This will be the first year Armour uses the WBL toolkit. Many of these structures have been embedded throughout the counseling program (EBIP) and in collaboration with STEM.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  This will be the first year Armour uses the WBL toolkit. Many of these structures have been embedded throughout the counseling program (EBIP) and in collaboration with STEM.	
Yes	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		
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 CWP.		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? [impact on most students; impact on specific student groups]  In an elementary school setting we do a lot of education and provide experiences around postsecondary learning. I'm wondering if there is a space to provide or support parents/guardians with identifying GED programs, post secondary opportunities (college, university, trade school programs). By supporting parents/guardians with post secondary goals and ambitions I feel there will be a direct benefit to students. If there was high interest from parents/guardians could Armour ES offer GED programs or English Learner courses? Balesh/Schachne working with CIS to identify more field trip opportunities for students to get on postsecondary campus's and increase their exposure to different pathways.	
[problems experienced by most students; problems experienced by specific student groups] 			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships 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.	Trauma-informed teaching, classroom communities Staff participation in OSEL Healing Conference Principal led student voice committee for SY24 Create cadence of parent events Establish norms for parent communication & format (emotional piggy bank, some issues must be phone calls-supports for teachers to access phones during school day, etc) More involvement for academics - Open House, parent academic volunteers Increase parental involvement in BAC/PAC workshops	 Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Partially

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?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

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.

[problems experienced by most students; problems experienced by specific student groups]

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?

[impact on most students; impact on specific student groups]

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Priorities:

- MTSS framework & problem-solving process, team
- Branching Minds progress monitoring for all teachers
- implementation of IEPs modifications - ensuring that all teachers understand modifications in IEP, for instruction & testing
- Strengthening gen-ed input on the creation of IEPs.
- Strengthen EL supports
- Informing families of MTSS process and how they can support their student, and ensuring families are updated.

What is the feedback from your stakeholders?

Make sure all staff are informed on IEP accommodations/modifications within the classroom and assessments and are using this information in their planning

Empower all staff to make choices and participate in the creation of IEPs and the planning and support for students with disabilities.

- Need more teachers in K-4 to be ESL endorsed

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

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?

WIDA standards and EL proficiencies should be added to weekly lesson plans. Teacher PD needed

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Resources:

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

[Determine Priorities Protocol](#)

Students...

- Students lack access to classroom experience of evidence-based instruction... tiered support/instruction (individualized/differentiated), evidence-based
- Students in tier 2 and 3 academic levels don't have access to a MTSS team that is responsive to their learning needs.
- Students don't have tools to monitor their performance and express their opportunities to master grade level content.
- maybe lack of a clear and consistent progress monitoring?
- English Language Learners may not receive appropriate instructional services that align with WIDA standards in all core classes
- Lack of teacher knowledge on WIDA standards? something also branching minds related



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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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

provide resources, professional development, and support for teachers to implement effective evidence-based instruction for Tier 2 students



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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What is your Theory of Action?

If we....

provide resources, professional development, and support for teachers to implement effective evidence-based instruction for Tier 2 students



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)"

then we see....

teachers skillfully planning for Tier 2 and Tier 3 instruction and demonstrating expertise of curriculum resources, and all students improving mastery of grade level expectations



Resources:

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

which leads to...

Armour students in grades 3-8 attaining grade level proficiency in reading and math with 70% of students meeting/exceeding grade level proficiency as measured on the Illinois Assessment of Readiness. 🏆

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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 🏆

MTSS Team

Dates for Progress Monitoring Check Ins

Q1 9/22/23 Q3 3/22/24
 Q2 12/22/23 Q4 6/6/24

	SY24 Implementation Milestones & Action Steps 🏆	Who 🏆	By When 🏆	Progress Monitoring
Implementation Milestone 1	MTSS Team organized and structured to regularly monitor schoolwide intervention practices and student outcomes	MTSS Team	9/22/23	In Progress
Action Step 1	Identify MTSS Team Members (reflective of all GB's and/or speciality areas)	MTSS Team		Completed
Action Step 2	Identify dates & times for scheduled meetings	MTSS Team		Completed
Action Step 3	Establish goals reflective of CIWP priorities & how those goals will be PM and/or how the MTSS work will be evaluated	MTSS & CIWP Team		Completed
Action Step 4	Identify teacher/staff needs related to T2 & T3 interventions	MTSS Team		In Progress
Action Step 5	Establish a data review protocol for teachers to use when analyzing data	MTSS Team		In Progress
Implementation Milestone 2	Teachers use data to select focus domain to develop intervention skills/provide instruction (using data to select)	ILT	9/22/23	In Progress
Action Step 1	Teachers continue to build expertise in content and curriculum delivery through safe practice, feedback cycles, and peer observations	ILT/admin		In Progress
Action Step 2	Teachers receive professional development led by outside vendors or developed by Armour teachers to build knowledge on screeners and assessments	Wit & Wisdom Spotlight School, IM Math PD to build student discourse		In Progress
Action Step 3	School observes and communicates assessment plan timeline, including benchmarks, screeners, & diagnostics	admin		Completed
Action Step 4	Teachers and teacher teams analyze assessment data to identify high needs domains for teacher mastery and student growth	ILT/admin		In Progress
Action Step 5	Support teacher mastery of evidenced-based intervention techniques that are domain-specific	ILT/admin		In Progress
Implementation Milestone 3	Teachers use PM data to inform planning & assessment to inform MTSS practice	Grade Level Teams		In Progress
Action Step 1	PD offered on usage expectations for Branching Minds, and ongoing support to include Branching Minds in MTSS planning	Office of Teaching & Learning		In Progress
Action Step 2	Clear progress monitoring schedule with regular check-ins/analysis by MTSS is established and implemented.	MTSS team/admin		In Progress
Action Step 3	Collaborative planning time offered between content/MTSS team members to discuss problems of practice	MTSS team/admin		In Progress
Action Step 4	Assessment options/tools provided, contracts purchased	admin		Completed
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
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
 Armour students in grades 3-8 attaining grade level proficiency in reading and math with 60% of students meeting/exceeding grade level proficiency as measured on the Illinois Assessment of Readiness. 🏆

SY26 Anticipated Milestones
 Armour students in grades 3-8 attaining grade level proficiency in reading and math with 70% of students meeting/exceeding grade level proficiency as measured on the Illinois Assessment of Readiness. 🏆

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Goal Setting

Resources:

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.

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
Reading and Writing attainment scores will increase from 29% attainment to 60% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.	Yes	STAR (Reading)	Overall	29	40	50	60
			Select Group or Overall				
Math attainment scores will increase from 41% attainment to 70% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.	Yes	STAR (Math)	Select Group or Overall	41	50	60	70
			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.	By the end of SY24, ILT members designated for this priority will lead a year long cycle of professional development and contribute to the creation and implementation of MTSS processes.	By the end of SY25, ILT members designated for this priority will utilize SY24 MTSS data to plan and deliver a professional development cycle designed to improve the MTSS process.	By the end of SY26, ILT members designated for this priority will utilize SY25 MTSS data to plan and deliver a professional development cycle designed to improve the MTSS process.
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.	By the end of the SY24 year, Armour will have established a MTSS team process that outlines MTSS structures, provides access to resources, and utilizes data to make decision.	By the end of SY25, Armour will have utilized teacher and stakeholder feedback to make improvement to the MTSS team process.	By the end of SY26, Armour will have a formalized MTSS process that are clearly outlined for all stakeholders.
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.	By the end of SY24, all math and reading teachers will have created, implemented and utilized the branching minds tool to input and review data from tier 2 MTSS interventions quarterly.	By the end of SY24, all math and reading teachers will have created, implemented, and utilized the branching minds tool to input and review data from tier 2 MTSS interventions every 8 weeks.	By the end of SY24, all math and reading teachers will have created, implemented utilized the branching minds tool to input and review data from tier 2 MTSS interventions every 5-6.

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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.

Specify the Metric	Metric	Performance Goals				Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Student Groups (Select 1-2)	Baseline	SY24					
Reading and Writing attainment scores will increase from 29% attainment to 60% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.	STAR (Reading)	Overall	29	40	On Track	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
Math attainment scores will increase from 41% attainment to 70% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.	STAR (Math)	Select Group or Overall	41	50	On Track	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of SY24, ILT members designated for this priority will lead a year long cycle of professional development and contribute to the creation and implementation of MTSS processes.	On Track	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>By the end of the SY24 year, Armour will have established a MTSS team process that outlines MTSS structures, provides access to resources, and utilizes data to make decision.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<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>By the end of SY24, all math and reading teachers will have created, implemented and utilized the branching minds tool to input and review data from tier 2 MTSS interventions quarterly.</p>	<p>On Track</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?

Yes	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	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).

What are the takeaways after the review of metrics?

Trauma-informed teaching, classroom communities
 Staff participation in OSEL Healing Conference
 Principal led student voice committee for SY24
 Create cadence of parent events
 Establish norms for parent communication & format (emotional piggy bank, some issues must be phone calls- supports for teachers to access phones during school day, etc)
 More involvement for academics - Open House, parent academic volunteers
 Increase parental involvement in BAC/PAC workshops

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

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?

[impact on most students; impact on specific student groups]

Return to Top Determine Priorities

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

Students...
 student voice infrastructure does not really exist
 Students do not have opportunities to share their voice as stakeholders in school based decisions
 lack of student leadership committee/team/group
 Students do not have channels through which they can consistently voice their ideas about curriculum, co

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...

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...
 provide consistent opportunities and establish structure to engage students regularly on their identities, voice, and ideas, and actively engage students in meaningful school decision making
 then we see...
 programs and structures that regularly monitor opportunities to cultivate and elevate student experiences (trauma engage learning initiative) and invite student dialogue and decision-making,

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.




which leads to...
 student engagement observable in a decrease in levels 3-6 infractions, and Cultivate data that reflects 10 point growth in student voice metrics. (Y1-2pts; Y2-2pts; Y3-3pts, Y4-3pts) 

[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 	Dates for Progress Monitoring Check Ins
ILT	Q1 9/22/23 Q3 3/22/24 Q2 12/22/23 Q4 6/6/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Create ongoing structures to strengthen student engagement and trust with school community	Counselor/ILT/admin		In Progress
Action Step 1	Annual cycle to gather & review student attitudes, mindsets, & behavior data around stakeholder trust	Counselor/admin		In Progress
Action Step 2	Provide staff with PD opportunities aimed at building strong effective relationships with students	Counselor/admin		In Progress
Action Step 3	Strengthen Restorative Practices systems & structures	Counselor/admin		In Progress
Action Step 4	Create opportunities for students to practice the language & behaviors of trust	Counselor/admin		In Progress
Action Step 5	REACH Initiative - trauma engaged practices	ILT		Not Started
Implementation Milestone 2	Develop consistent structures to cultivate student voice	ILT		In Progress
Action Step 1	Identify opportunities for student choice within the classroom	teachers		In Progress
Action Step 2	Develop systems of feedback/revision for different learners	teachers		In Progress
Action Step 3	Maintain student-led classroom meetings, student-led townhalls	teachers		In Progress
Action Step 4	Develop a structure for student involvement in school-wide matters (i.e. student government)	counselor/admin		In Progress
Action Step 5	Include student showcase in monthly LSC meetings	admin		In Progress
Implementation Milestone 3	Commit to structure that involves students in progress monitoring growth in student engagement	counselor/admin		In Progress
Action Step 1	Include students in focus groups to reflect and review engagement priority, have students define "look fors" to assess engagement	counselor/admin		In Progress
Action Step 2	Reserve time each quarter for classroom meetings to reflect on CIWP priority and collect student feedback	teachers		In Progress
Action Step 3	Create meeting cycle and designate student leaders (i.e. student council) to implement progress monitoring of engagement priority	counselor/admin		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Develop ongoing opportunities that elevate student voice, expression, and authentic application of learning	admin/STEM Teacher Leader		In Progress
Action Step 1	Use meaningful STEM collaboration opportunities to incorporate authentic application and assessment practices	admin/STEM Teacher Leader		In Progress
Action Step 2	Build teacher knowledge of 21st century learning skills through STEM collaboration	STEM Teacher Leader/teachers		In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 student engagement observable in a decrease in levels 3-6 infractions, and Cultivate data that reflects 10 point growth in student voice metrics. (Y1-2pts; Y2-2pts; Y3-3pts, Y4-3pts)

SY26 Anticipated Milestones 
 student engagement observable in a decrease in levels 3-6 infractions, and Cultivate data that reflects 10 point growth in student voice metrics. (Y1-2pts; Y2-2pts; Y3-3pts, Y4-3pts)

[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](#).

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

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.

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
Decrease Levels 3-6 infractions by 15% (6 total infractions in this category).	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall		5	5	5
			Other - Middle School (5th-8th)				
Cultivate data that reflects 10 point growth in student voice metrics	Yes	Cultivate	Overall		1-2 pts	2 pts	3 pts
			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% of teachers engage in a learning cycle around trauma-informed teaching	100% of teachers engage in trauma-informed teaching practices 1x time week?
P&E:3 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 council meets monthly to provide feedback and make decisions for the school	Teachers provide 15-30 minutes weekly for students to learn about a topic of their choosing (news article share-out, learn something new & present, engage in a teacher-led seminar on niche topic, etc) and present to their peers.	Staff in each grade band will host a seminar day/afternoon 3x a year in which students will choose to learn about a topic of interest to them.
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
Decrease Levels 3-6 infractions by 15% (6 total infractions in this category).	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall		5	Select Status	Select Status	Select Status	Select Status
		Other - Middle School (5th-8th)			Select Status	Select Status	Select Status	Select Status
Cultivate data that reflects 10 point growth in student voice metrics	Cultivate	Overall		1-2 pts	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% of teachers engage in a learning cycle around trauma-informed teaching	On Track	Select Status	Select Status	Select Status
P&E:3 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 council meets monthly to provide feedback and make decisions	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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:



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

No action needed

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

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

STAR (Math): Math attainment scores will increase from 41% attainment to 70% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.

Select Group or Overall

41

50

60

70

Select Group or Overall

Required Reading Goal

STAR (Reading): Reading and Writing attainment scores will increase from 29% attainment to 60% attainment by the end of the 3-year CIWP cycle through a plan of MTSS support including but not limited to professional developments, MTSS resources, and data meetings led by a designated MTSS team.

Overall

29

40

50

60

Select Group or Overall

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Select Group or Overall	41	50	60	70
Select Group or Overall				
Overall	29	40	50	60
Select Group or Overall				

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

Title I funds allocated for parent & family engagement will be used toward supporting parent involvement in student success in these ways:

- 1) parent workshops
- 2) family STEM Nights
- 3) open access to parent work room in Branch



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