

## 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
Clyde King	Principal	ckingjr@cps.edu
Kisha Claiborne	Inclusive & Supportive Learning Lead	klclaiborne@cps.edu
Victoria Moorman	Curriculum & Instruction Lead	vlmoorman@cps.edu
Diane Martin	LSC Member	dmartin1@cps.edu
Coy Rollins	Parent	crollins1@cps.edu
Patricia Tate	Teacher Leader	patate@cps.edu
Shastidy Ricks	Connectedness & Wellbeing Lead	sricks1@cps.edu
Marquita Jones	Teacher Leader	majones7@cps.edu
Maurice Jackson	Teacher Leader	mjackson10@cps.edu
Cheryl Shackelford	Teacher Leader	cmcollins1@cps.edu
Brian Miles	Connectedness & Wellbeing Lead	bjmiles2@cps.edu
	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)	7/26/23	7/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/26/23	7/26/23
Reflection: Connectedness & Wellbeing	8/7/23	8/7/23
Reflection: Postsecondary Success	8/7/23	8/7/23
Reflection: Partnerships & Engagement	8/7/23	8/7/23
Priorities	8/14/23	8/14/23
Root Cause	8/14/23	8/14/23
Theory of Action	8/23/23	8/24/23
Implementation Plans	8/23/23	8/24/23
Goals	8/24/23	8/30/23
Fund Compliance	8/24/23	9/8/23
Parent & Family Plan	8/24/23	9/8/23
Approval	9/13/23	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	11/9/2023
Quarter 2	1/11/2024
Quarter 3	3/21/2024
Quarter 4	5/16/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

[Return to Top](#)

**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	-Inventory Skyline ELA/Math Amplify Science material that is in the building -Distribute ELA/Math material to replenish what is needed for classrooms in the building -Determine a central location for storage of extra ELA/Math/Science material -Skyline ELA curriculum is culturally informative -Skyline Math curriculum has to be supplemented to support the development of foundational math skills that are needed for many students at Ashe -Skyline Math is missing concrete practice -Skyline Math is challenging for self-contained Diverse Learners	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b> -Skyline ELA K-2 Fluency books are beneficial for struggling readers, effective for teaching phonics and word study and encourages parental support -Skyline ELA/Math curriculum needs some type of tangible material such as a workbook	<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">Interim Assessment Data</a>
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> Math teachers have to locate supplemental material to support foundational skills	
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

**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 pacing of Skyline ELA/Math curriculum is challenging and effects teachers ability to adequately cover all the content in daily lessons to ensure student mastery -Student absences and tardies effect learning -Student behaviors/SEL concerns effect student learning

[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**

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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	Staff needs on going training on the use of Branching Minds to properly use the program to support school wide MTSS efforts. Lack of personnel can affect students ability to be placed in the Least Restricted Environment.	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a>
		<a href="#">MTSS Integrity Memo</a>		

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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Ashe has to increase parental involvement and provide pertinent information to assist in understanding the process in which students become eligible to receive special education services.

**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?**

Administration and staff communicate students academic deficits to help parents make informed decisions about helping their child receive special education services

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

-Students are not provided special education services due to lack of parental support and denial

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

Using the associated references, is this practice consistently implemented?	References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.  <a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

**What are the takeaways after the review of metrics?**

-K-2 do daily SEL check ins to assess student concerns -K-5 have behavior charts posted to track student behavior -Grades 6-8 uses PBIS point tracking system connected to expectations and incentives -Programs offered at Ashe include BAM, Rebels for Peace, CAPE, Polished Peeples, Sports (Flag football, basketball, cheerleading) -Sending notification letters to parents about absences/truancies are beneficial

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

-Daily SEL check-ins help teachers to understand students emotional needs. The check-ins help the teacher know how to interact with the student that day. -PBIS system for middle school students helps to decrease behavior problems and encourages student accountability. -The extra support services such as BAM and Rebels for Peace provide additional male presence in the building and provide mentoring supports. Polished Peeples provide additional female presence in the building and mentoring supports. -Letters sent home to parents about absences are effective. They inform parents of the urgency for their child's attendance. Continued communication is invaluable with the parents via mail, emails, conferences and calls.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Reduction in](#)
  - [Access to OST](#)
  - [Increase Average Daily Attendance](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - [Staff trained on Enrichment Program Participation: Enrollment & Attendance](#)
  - [Student Voice Infrastructure](#)
  - [Reduction in number of students with](#)

**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 absences and tardies are at an alarming rate but slowly improving -Students and families need continued support from the psychologist, nurse and social worker to address social and academic concerns. -Digital homework is being assigned students/parents may have issues with technology devices. Having access to devices would help with the chronic absenteeism and academic success. Students would have the opportunity to complete assignments that was covered in class. Overall, student absences do effect academic performance.

**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?**

-The mentoring programs helped to empower the students at Ashe by providing character building activities and encouraging academic success. -Attendance is improving due to parent notification

[Return to Top](#)


## Postsecondary Success

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

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

		References
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
No	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).	<a href="#">Work Based Learning Toolkit</a>
No	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**What are the takeaways after the review of metrics?**

A strategy for the grade level instruction and delivery of the School Links and Success Bound curriculums is crafted and fine tuned each school year to address the intentional, post secondary, exploration, critical thinking and planning needs of our learners. 

**Metrics**

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[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)

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


Specifically, the content that our students engage per the School Links learning platform : are in alignment with enhanced, individualized, learning experiences that have been organized to adapt to the student's/users preferences and abilities, based on their interests, skill sets and mind sets. 

**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?**

As Schools Links is a relatively new curriculum to CPS, only recently installed at the district level to replace the Naviance program. Meaning in part, that our students have not become fully emersed in the technical components of the know how, to: navigate the content and activities with understanding. An undoubtful anticipation is that there might be a trial and error period while our community learns to master the platform, which will require implementation flexibility, allowing for extended time allotments to complete tasks as needed. 

**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.

A need to solidify deliberate measures in place, for scheduling, planning and preparation of the implementation of the curriculum to our diverse learning cohorts. To ensure the specialized learning subgroups are able connect to the experience as equitably as the general education cohorts. 


[Return to Top](#)

## Partnership & Engagement

**Using the associated references, is this practice consistently implemented?**

		References
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.	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>

**What are the takeaways after the review of metrics?**

-Family engagement activities at Ashe include:-Donuts with Dads -Muffins with Moms -Chit Chat and Chew where parents meet with the principal -PACC meetings -Back to School Bash -Field Days -Take Your Parent to School Day -Open House -Family Movie Night -Grade Level Parent Meetings -LSC -LSC Student Member -CAPE program "Cooking with the Chef" 

**Metrics**

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[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](#)

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

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

-Currently Ashe has a new PAC president. Her involvement with the families and community will make a greater presences and shift parental support in school events. -PAC president has helped to address some of the family and school issues. The PAC president is bridging the gap between families and Ashe staff. She provides open communication between families, administration and staff -Background checks affect parent involvement



**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.

-Keeping Student Council actively engaged throughout the school year.



**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?**

-New PAC leadership is improving the family and school connection



**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.
Yes	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.
Yes	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	Evidence-based assessment for learning practices are enacted daily in every classroom.

**What are the takeaways after the review of metrics?**

-Inventory Skyline ELA/Math Amplify Science material that is in the building -Distribute ELA/Math material to replenish what is needed for classrooms in the building -Determine a central location for storage of extra ELA/Math/Science material -Skyline ELA curriculum is culturally informative -Skyline Math curriculum has to be supplemented to support the development of foundational math skills that are needed for many students at Ashe -Skyline Math is missing concrete practice -Skyline Math is challenging for self-contained Diverse Learners

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

-Skyline ELA K-2 Fluency books are beneficial for struggling readers, effective for teaching phonics and word study and encourages parental support -Skyline ELA/Math curriculum needs some type of tangible material such as a workbook

**What student-centered problems have surfaced during this reflection?**

The pacing of Skyline ELA/Math curriculum is challenging and effects teachers ability to adequately cover all the content in daily lessons to ensure student mastery -Student absences and tardies effect learning -Student behaviors/SEL concerns effect student learning

**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?**

Math teachers have to locate supplemental material to support foundational skills

**Determine Priorities**

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

**Students...**  
This priority will address student lack of retention as it relates to content. It will also address student self-identity and will provide an access point for learning.

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.

**Root Cause**

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

**As adults in the building, we...**  
Have identified the root cause for students struggling with self-identity as a lack of positive and diverse role models and influences in their lives. If students are not exposed to a variety of perspectives, cultures, and identities, they might have difficulty understanding and forming their own sense of self.  
Have identified the root cause for students not retaining information to be related to ineffective or inadequate teaching methods. If the instructional approach does not engage different learning styles, lacks active participation, or fails to connect the material to real-world relevance, students may struggle to retain the information. Additionally, we have identified student high mobility and poor attendance as a root cause.  
Have identified the root cause for students not having access to grade-level instruction as a lack of equitable access to resources. Additionally, individual student challenges, such as learning disabilities or language barriers, may also impede their access to grade-level instruction if appropriate support and accommodations are not provided.

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.

**Theory of Action**

**What is your Theory of Action?**

If we.... Resources:

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

Provide staff with content/skill specific training as it relates to the Skyline Curriculum, implement effective instructional practices, progress monitor, utilize needed resources and provide appropriate supports during small and whole group instruction.



**Indicators of a Quality CIWP: Theory of Action**

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

then we see...  
 teachers analyzing classroom and assessment data to tailor instruction based on data results. An increase in teacher competency and confidence when delivering instruction...



which leads to...  
 increase in student engagement and outcomes. We will see an increase in student discourse, self-identity and retention of grade level content and an increase in students performing at or above grade level.



[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**   
 Executive Board

**Dates for Progress Monitoring Check Ins**  
 Q1 11/9/2023 Q3 3/21/2024  
 Q2 1/11/2024 Q4 5/16/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers implementing Skyline with fidelity	Principal and Instr. Coach	June 2024	In Progress
<b>Action Step 1</b>	Survey teachers to identify areas of support	Instr. Coach	Sept. 15, 2024	In Progress
<b>Action Step 2</b>	Create pd schedule for teacher (based on survey results)	ILT	Oct. 1, 2024	In Progress
<b>Action Step 3</b>	Provide professional development for teachers	ILT	Ongoing until May 2024	In Progress
<b>Action Step 4</b>	Visit classrooms to observe Skyline lessons	Principal/ILT	Ongoing until June 2024	In Progress
<b>Action Step 5</b>	Provide feedback and safe practice. Create time to revisit classroom	Principal/ILT	Ongoing until June 2024	Select Status
<b>Implementation Milestone 2</b>	100% of K-5 teachers providing foundational skill instruction	Principal and Instr. Coach	June 2024	In Progress
<b>Action Step 1</b>	Survey teachers to identify level of knowledge when providing foundational skill instruction	Instr. Coach	Sept. 15, 2024	In Progress
<b>Action Step 2</b>	Create pd schedule for teacher (based on survey results)	ILT	Oct. 1, 2024	In Progress
<b>Action Step 3</b>	Provide professional development for teachers	ILT	Ongoing until May 202	In Progress
<b>Action Step 4</b>	Observe foundational skill instruction provided by teachers	Principal/ILT	Ongoing until June 2024	In Progress
<b>Action Step 5</b>	Provide feedback and safe practice. Create time to revisit classroom	Principal/ILT	Ongoing until June 2024	In Progress
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 By June 2025, 25% of students in grades k-8th will perform at or above grade level.

**SY26 Anticipated Milestones**  
By June 2026, 40% of students in grades k-8th will perform at or above grade level.

[Return to Top](#) **Goal Setting**

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

**Resources:**

IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
100% of teachers will implement Skyline with fidelity	Yes	Other	Overall	50%	100%		
			Select Group or Overall				
100% of all students will receive high quality instruction that develops their identify as they receive grade level instruction	Yes	Grades	Overall	50%	100%		
			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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By EOY 2024, 100% of all teachers will provide high quality instruction that focuses on the inner core. This will be evidenced by non-REACH classroom observations conducted throughout the school year.	By EOY at least 30% of students in grades 3rd -8th will perform at or above grade level. This will be evidenced by student performance on IAR assessments. By EOY at least 50% of students in grades K-2nd will perform at or above grade level. This will be evidence by student performance on iReady Assessments.	By EOY at least 50% of students in grades 3rd -8th will perform at or above grade level. This will be evidenced by student performance on IAR assessments. By EOY at least 70% of students in grades K-2nd will perform at or above grade level. This will be evidenced by student performance on iReady Assessments.
C&I:4 The ILT leads instructional improvement through distributed leadership.	By EOY, 2024, 40% of professional development will be lead by instructional leaders. This will be evidenced through post pd surveys that check for effectiveness.	By EOY, 2024, 60% of professional development will be lead by instructional leaders. This will be evidenced through post pd surveys that check for effectiveness.	By EOY, 2024, 75% of professional development will be lead by instructional leaders. This will be evidenced through post pd surveys that check for effectiveness.
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
100% of teachers will implement Skyline with fidelity	Other	Overall	50%	100%	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Curriculum &amp; Instruction</b>					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>												
100% of all students will receive high quality instruction that develops their identify as they receive grade level instruction			Grades		Overall	50%	100%	<span style="background-color: green; color: white; border-radius: 5px; padding: 2px;">On Track</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>
					<i>Select Group or Overall</i>			<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>

<b>Practice Goals</b>		<b>Progress Monitoring</b>			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By EOY 2024, 100% of all teachers will provide high quality instruction that focuses on the inner core. This will be evidence by non-REACH classroom observations conducted throughout the school year.	<span style="background-color: green; color: white; border-radius: 5px; padding: 2px;">On Track</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>
C&I:4 The ILT leads instructional improvement through distributed leadership.	By EOY, 2024, 40% of professional development will be lead by instructional leaders. This will be evidenced through post pd surveys that check for effectiveness.	<span style="background-color: yellow; border-radius: 5px; padding: 2px;">Limited Progress</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>
<i>Select a Practice</i>		<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px;">Select Status</span>

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.
Yes	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?

Staff needs on going training on the use of Branching Minds to properly use the program to support school wide MTSS efforts. Lack of personnel can affect students ability to be placed in the Least Restricted Environment.

What is the feedback from your stakeholders?

Ashe has to increase parental involvement and provide pertinent information to assists in understanding the process in which students become eligible to receive special education services.

What student-centered problems have surfaced during this reflection?

-Students are not provided special education services due to lack of parental support and denial

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?

Administration and staff communicate students academic deficits to help parents make informed decisions about helping their child recieve special education services

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...  
are not performing at grade level due to an emphasis on outcome data and not practice data; which causes the acheivement gap to widen.

[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

Resources: 

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

As adults in the building, we...  
are not implementing the MTSS model with fidelity which is direct result of staff needing more professional developemnt with Branching Minds. This also impacts the inconsistency of progress monitoring, which results in the achievement gap widen.

[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 all staff with professional development around best practices associated with Branching Minds and implement progress monitoring cycles

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

## Inclusive & Supportive Learning Environment

then we see....  
 at least 80% of all staff progress monitoring (attendance, academics, SEL) in a timely fashion and students receiving the 'just in time supports' necessary to close the achievement gap

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...  
 a decrease in students needing tier 2/3 supports and an increase student academic achievement.

### 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**   
 Executive Board

**Dates for Progress Monitoring Check Ins**  
 Q1 11/9/2023 Q3 3/21/2024  
 Q2 1/11/2024 Q4 5/16/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of staff utilizing Branching Minds to progress monitor SEL, Academics, Attendance	ILT	June 2024	Select Status
<b>Action Step 1</b>	Survey staff to determine level of knowledge/support needed	Inst Coach, Interventionist	Sept 2024	Select Status
<b>Action Step 2</b>	Create pd schedule based on survey results	ILT	Sept 2024	Select Status
<b>Action Step 3</b>	Provide pd for all staff	ILT	Ongoing until Dec 2024	Select Status
<b>Action Step 4</b>	Monitor interventions and progress monitoring with fidelity	Interventionist, Principal	Ongoing Until June 2024	Select Status
<b>Action Step 5</b>	Repeat cycle if necessary			Select Status
<b>Implementation Milestone 2</b>	25% reduction in tier 3 supports for black male students	Principal	June 2024	Select Status
<b>Action Step 1</b>	Review data (attendance, grades, discipline, assessments) for black male students in grades K-8	ILT	Oct 2024	Select Status
<b>Action Step 2</b>	Set school-wide expectation and assign mentor to grade specific groups for support	ILT	Oct 2024	Select Status
<b>Action Step 3</b>	Monitor BrM data to determine if interventions are yielding results	Interventionist, Principal	Ongoing until June 2024	Select Status
<b>Action Step 4</b>	Celebrate tier movement	ILT	June 2024	Select Status
<b>Action Step 5</b>	Repeat cycle if necessary			Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
 By June 2025, Ashe will experience a 25% reduction in tier 3 supports for black female students

**SY26 Anticipated Milestones**  
 By June 2026, Ashe will experience a 50% reduction in tier 2/3 supports for all students

[Return to Top](#) **Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Reduce the number of students receiving tier 2/3 interventions by 25%	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall	67%	42%	32%	25%
			Select Group or Overall				
Reduce the number of black male students receiving tier 2/3 by 25%	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	African American Male	74%	49%	34%	25%
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S: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 EOY 2024, 100% of all staff will be trained on best practices around BrM, progress monitoring and specific intervention utilization. This will be evidenced by student positive tier movement.	By EOY 2025, as a result of training received during SY24 and ongoing training provided during SY25, there will be a 10 - 15% decrease in students needed tier 3 support. This will be evidenced by student positive tier movement.	By EOY 2026, as a result of training received during SY24 and ongoing training provided during SY25 and SY26, there will be a 30 - 40% decrease in students needed tier 3 support. This will be evidenced by student positive 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.	By EOY 2024, 60% of all staff will be able to analyze data to implement appropriate interventions that support SEL, Academic and Attendance. This will be evidenced through 5 week progress monitoring cycles.	By EOY 2025, 80% of all staff will be able to analyze data to implement appropriate interventions that support SEL, Academic and Attendance. This will be evidenced through 5 week progress monitoring cycles and teacher leaders' ability to lead data sessions/learning cycles.	By EOY 2026, 100% of all staff will be able to analyze data to implement appropriate interventions that support SEL, Academic and Attendance. This will be evidenced through 5 week progress monitoring cycles and teacher leaders' ability to lead data sessions/learning cycles.
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 EOY 2024, 25% of black male students will be able to move from tier 3 to tier 2. This will be evidenced through 5 week progress monitoring cycles.	By EOY 2024, 25% of black female students will be able to move from tier 3 to tier 2. This will be evidenced through 5 week progress monitoring cycles.	By EOY 2026, 50% of all students will move from tier 3 to 2. This will be evidenced through 5 week progress monitoring cycles.

[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
Reduce the number of students receiving tier 2/3 interventions by 25%	% of Students receiving Tier 2/3 interventions meeting targets	Overall	67%	42%	<span>On Track</span>	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce the number of black male students receiving tier 2/3 by 25%	MTSS Academic Tier Movement	African American Male	74%	49%	<span>On Track</span>	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
<p>I&amp;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 EOY 2024, 100% of all staff will be trained on best practices around BrM, progress monitoring and specific intervention utilization. This will be evidenced by student positive tier movement.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&amp;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 EOY 2024, 60% of all staff will be able to analyze data to implement appropriate interventions that support SEL, Academic and Attendance. This will be evidenced through 5 week progress monitoring cycles.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&amp;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 EOY 2024, 25% of black male students will be able to move from tier 3 to tier 2. This will be evidenced through 5 week progress monitoring cycles.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

In consultation with parents, they identified parenting skills (speaking with their students, supporting them academically, modeling expectations, setting boundaries, etc.) as parental engagement priorities. Parents also identified the need to host monthly parental engagement opportunities, in conjunction with the monthly PAC and LSC meetings, to ensure parents feel as if they are a part of the school. Parents have identified pre-k and kindergarten as critical grade levels that need consistent parental involvement. It is believed that if we focus on increasing the engagement level of this cohort of parents, these students will have great academic and attendance habits because their parents see the importance early in their education journey. Along with monthly parent meetings, we will add quarterly family nights focused on an academic area (math night, literacy night).



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