CIWP Team & Schedules

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).

Name ✏️	Role ✏️	Email ✏️
LaTacia Morgan-Greene	Principal	lrmorgan@cps.edu
Sandre Wilson	AP	smwilson3@cps.edu
Marcus Clemons	Curriculum & Instruction Lead	mtclemons@cps.edu
Matthew Lambert	Teacher Leader	mjlambert1@cps.edu
Steven McIlrath	Teacher Leader	samcilrath@cps.edu
LaTanya Jackson	Parent	latanyaj428@cps.edu
Kenneth Nwanze	Student	knwanze@cps.edu
David Temkin	Connectedness & Wellbeing Lead	dwtemkin@cps.edu
Demetrous White	Postsecondary Lead	dwhite99@cps.edu
Troy McGee	Partnerships & Engagement Lead	tmcgee18@cps.edu
Nathaniel Satchell	LSC Member	nsatchell1@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	6/26/23	6/26/23
Reflection: Curriculum & Instruction (Instructional Core)	6/30/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/7/23	7/7/23
Reflection: Connectedness & Wellbeing	7/13/23	7/13/23
Reflection: Postsecondary Success	7/14/23	7/14/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/20/23	7/20/23
Root Cause	7/20/23	7/20/23
Theory of Acton	7/21/23	7/21/23
Implementation Plans	7/24/23	7/24/23
Goals	7/24/23	7/24/23
Fund Compliance	7/26/23	7/26/23
Parent & Family Plan	7/28/23	7/28/23
Approval	8/31/23	8/31/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/20/2023
Quarter 2	1/12/2024
Quarter 3	3/22/2024
Quarter 4	5/31/2024

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

Curriculum & Instruction

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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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Teachers do have access to grade level curriculium for students through the skyline curriculum. Core teachers are expected to utilize the Skyline Curriculum and the rubrics in planning for the classroom curriculum. School will use the LSI Rigor walk through rubric as a tool to gauge and coach teachers on their practice.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** Skyline Implementation needs to be done with fidelity and school wide. The school will begin to implement Star360 and provide professional developement to help teachers gain immediate feedback to plan curriculum for students based on data and even share with students their data points and next steps. As a result of the cultivate survey, students wanted us to focus on the three instructional shifts, quality feedback, student to student discourse, and the opening and closing of lessons.	STAR (Reading) / STAR (Math) / iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		iReady (Math) / Cultivate
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		Grades / ACCESS / TS Gold / Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** Starting the Star360 and implementation of school wide skyline and pilot modern classroom as a way to support student groups that are transient and on various levels. Additionally, we have adopted an advisory schedule which allows for ELA and Math acceleration and enrichment every during a 26 minute intervention block.	

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.

1. Students are transient. 2. Students struggle with arriving to school on time and cutting class. 3. Students experience high levels of trauma thereby have show a lack of SEL coping strategies. 4. Many students enter high school lacking foundational skills to thrive in a high school setting.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	We as a school don't utilize MTSS with fidelity but after learning the new system of branching minds and getting staff trained, implementation of MTSS with integrity has improved. Many of the initiatives that we brought in and thought were quality concepts and interventions we realized were not MTSS friendly and therefore put us behind in the metrics. We as a school had no problems identifying root causes but found quality conversations and areas of need when analzying those problems and identifying the why.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS) / Quality Indicators of Specially Designed Curriculum
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** While we have as a school a very transient population we implement with fidelity the IEP's of all of our students. We prioritize sheduling to ensure that students with IEP's have	EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

access to the general education curriculum with no issues. While we don't have an EL population as of yet we want to start thinking about how we would serve this population moving forward in the next few years as the Austin community is experiencing a metamorphisis and will most likely have a need at the school to address this population of students. Interventions are key to the success of all students but even more for the those of the Diverse Learner population and therefore an interventionist will be needed specifically to address this population to ensure as much support is given possible.

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?

Interventions are key to the success of all students but even more for the those of the Diverse Learner population and therefore an interventionist will be needed specifically to address this population to ensure as much support is given possible. An interventionist has been hired to support students specifically with needs in Math and Reading using data. The impact will allow students that require extra supports to receive tutoring and help on a more individualized basis. Some barriers/obstacles to implementation of the interventionist concept is that we can't just focus on students with IEP's but look at data to address all students from the information provided by Star360.

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.

Low attendance continues to be an issue for students especially when trying to implement interventions that require long term and ongoing support. There must be a set continuum instead of always feeling as though the interventionist is constantly starting over.

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.	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
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?

We will stregthen Tier one SEL strategies in the building including but not limited to: Calm Classroom, Conscious Discipline, Mindful Mondays, Wellness Wednesdays, EFERfi Character Education and after school OST programming in areas thet students are interested in. We must also continue to do reentry meetings and engage in restorative conversations to help decrease their out of school suspensions. This will in turn increase motivation to attend class and personal accountability within the student population. Our students depend on connectedness for wellbeing and culture and climate is paramount. Specific proven data driven strategies are necessary to use and addressing wellbeing and connectedness.

What is the feedback from your stakeholders?

Through the Cultivate Survey, students identified 3 areas ACCA needed to improve upon: Classroom Community, Supportive teaching, and Feedback for Growth. The Instructional shifts we chose to focus on were Opening and closing of lessons, feedback (Summative, formattive, informal and formal) Increased opportunities for Student to Student dicourse. opportunities for Student Restorative Conversations are necessary and need to continue for the success of the school. Priority on chronic absenses is a must for student success. Parent engagement is critical.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

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.

Students continue to be transient on very high levels. We get students with low test scores and a large amout of Diverse Learners.

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?

Adoption of Calm Classroom school wide, Conscious Discipline Technoques, Mindful Mondays and wellness wednesdays. Parents and students will engage more when they feel comfortable and connected and when their well being is being addressed even at the school and classroom levels.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	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).	College and Career Competency Curriculum (C4)	We need to do a better job of exposing our students to career pathways and students need to see more campuses. We also need to do a better job with developing tasks that are for students. ILP tasks need to be imbedded into classroom curriculum on a more consistent basis. We are currently tapping to classes but not with full fidelity. Tasks should be revisited on a continuum. We need to help connect the dots for students.	Graduation Rate
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	3 - 8 On Track
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		Resources are needed as it relates to career exploration. Investments in transportation and access to job shadowing are necessary to peek student interest. When this happens there will be an increase in post secondary supports. We are basing may of our advanced coursework on what we believe will be good for students, but we may need to focus on what they are interested in. We want our students to have the where withall to want to engage in Advanced course work in the dual enrollment work. We have been going to through transitioning with our CTE concept. We have a lack of support with our CTE programming and installing them back into the school and therefore we are unable to come up with a plan for Industry Recognized certfication attainment. It is hard to keep students in the building when we don't have any programs that offer opportunities to make money after school.	Learn, Plan, Succeed
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		College Enrollment and Persistence Rate
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	9th and 10th Grade On Track

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 retaining the information. Many students are not able to concentrate on the concepts being presented. Students are not remembering why it's necessary to engage during times of classroom supports and sessions. Students don't always have access to other pathways. Attendance is paramount because students are not present to talk about and explore careers that interest them.

We need to build more relationships with business in the community. Amazon and google have offered partnerships and supports to the school. Many of our obstacles and barriers are to get businesses to engage with our school. Breaking the cycles and myths of neighborhood school is critical to success for our students and the program itself. We have started doing more ILP workshops in the classroom. We have also have revised and are continuing to revise the calendar for seniors and underclassmen. There is a calendar set for every grade level.

Additional metrics:
- Cultivate (Relevance to the Future)
- Freshmen Connection Programs Offered (School Level Data)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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.	Spectrum of Inclusive Partnerships	We need to do a better job with building structures that include families outside of LSC. We need to develop structures that involve PAC. We need to do more things to invite the community inside of the building. ie. resource fairs, job fairs, and possible alderman meetings/CAP meetings.	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate

Additional metrics:
- 5E: Involved Families
- 5E: Supportive Environment
- Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
- Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Yes

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

We will continue to give Cultivate surveys. We created an internal survey and small round tables. There are several different think tanks with students that we host to ensure we are on the same page and are offering opportunities that students can appreciate. The principal also has a student advisory committee she meets with weekly to give feedbacl on the cultire and climate of the school.

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.

There is a lack of support from parents. Parent engagement is key to success. Attendance is critical. Students feel like they can show up when they want to and therefore don't show up.

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?

Our PAC is growing. Our new PAC chair has been more involved with getting parents in the building. Community engagement and communication has improved between the school and our community via email and social media. Some of the obstacles may be the lack of access to resources and technology to view what is being offered at the school. ie. internet and communication. The culture and norms of the Austin community have often shown to be a barrier to the school and other student groups.

Curriculum & Instruction

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

What are the takeaways after the review of metrics?

Teachers do have access to grade level curruculium for students through the skyline curriculum. Core teachers are expected to utilize the Skyline Curriculum and the rubrics in planning for the classroom curriculum. School will use the LSI Rigor walk through rubric as a tool to gauge and coach teachers on their practice.

What is the feedback from your stakeholders?

Skyline Implementation needs to be done with fidelity and school wide. The school will begin to implement Star360 and provide professional developement to help teachers gain immediate feedback to plan curriculum for students based on data and even share with students their data points and next steps. As a result of the cultivate survey, students wanted us to focus on the three instructional shifts, quality feedback, student to student discourse, and the opening and closing of lessons.

What student-centered problems have surfaced during this reflection?

1. Students are transient. 2. Students struggle with arriving to school on time and cutting class. 3. Students experience high levels of trauma thereby have show a lack of SEL coping strategies. 4. Many students enter high school lacking foundational skills to thrive in a high school setting.

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?

Starting the Star360 and implementation of school wide skyline and pilot modern classroom as a way to support student groups that are transient and on various levels. Additionally, we have adopted an advisory schedule which allows for ELA and Math acceleration and enrichment every during a 26 minute intervention block.

Determine Priorities

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

Students...

Addressing disparities in academic performance between different groups of students, such as low-income students, minority students, or students with learning disabilities.

as 0% of students meeting or exceeding grade level standards as demonstarated on the P/SAT, Less than 75% of freshmen and sophomores on terack.

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

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

As adults in the building, we...

will participate in skyline PD, star360, and DDI, Mastery Based Grading for Assignments, optional - Modern classroom, and always review CRT.

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

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What is your Theory of Action?

If we....

will create quality unit/lesson plans with focus on CRT and Mastery Based Grading, Skyline curriculum coupled with weekly supports, Star360 Assessment and Data Driven Instructional cycles alongside Wilson reading, teacher collaboration across grade level and department meetings.

then we see....

improved student engagement, improve on track rate and improved attendance, meeting and exceeding grade level standards, more teacher collaboration

which leads to...

90% FOT, 90% SOT 25% of students meeting or exceeding grade level standards according to the P/SAT and 100% graduation rate. 75% attendance rate more teachers improving standards based instruction.

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.

Implementation Plan

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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 ✍️

Grade Level Teams and BHT

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	1/12/2024	Q4	5/31/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Weekly Grade Level Meetings	Grade Level Teams	Weekly	Completed
Action Step 1 — Identify students that are not track	Grade Level Teams	Quarter 1	In Progress
Action Step 2 — Devise a plan to bridge learning gaps	Grade Level Teams	Quarter 2	In Progress
Action Step 3 — Monitor implementation of the plan	Grade Level Teams	Quarter 3	In Progress
Action Step 4 — Transcript review	Grade Level Teams	Quarter 4	In Progress
Action Step 5 — Plan for credit recovery and course selection for next year	Grade Level Teams	Quarter 4	Not Started
Implementation Milestone 2 — BHT Meetings	BHT Team	Bi Weekly	Completed
Action Step 1 — Identify students with chronic behavior challenges as referred by teachers	BHT Team	Quarter 1	In Progress
Action Step 2 — Devise a plan to support students and provide student with a clinicians/staff member to help meet their needs	BHT Team	Quarter 2	In Progress
Action Step 3 — Monitor implementation plan	BHT Team	Quarter 3	In Progress
Action Step 4 — Review student progress and supports	BHT Team	Quarter 4	Not Started
Action Step 5 — Plan for next year and end of the year celebrations	BHT Team	Quarter 4	Not Started
Implementation Milestone 3 — Targeted Interventions monitored in Branching Minds		Quarter 1	In Progress
Action Step 1 — Adopt a master schedule that allows for daily intervention	All Staff	Summer SY23	Completed
Action Step 2 — Train teachers on the Branching Minds system to capture intervention efforst	All Teachers	Quarter 1	In Progress
Action Step 3 — Train teachers on ELA and Math Intervention Platforms	All Teachers	Quarter 1	In Progress
Action Step 4 — Train staff on EverFi Character Education Program for SEL Support	All Teachers	Quarter 1	In Progress
Action Step 5 — Monitor Student progress toward grade level goals	All Teachers	Quarter 2	Not Started
Implementation Milestone 4 — Data Driven Instructional Cycles	Department Teams		In Progress
Action Step 1 — Ensure Staff Members are Trained in Star 360 Implementation	Interventionist	Quarter 1	Completed
Action Step 2 — DDI Cycle One	Department Teams	Quarter 1	In Progress
Action Step 3 — DDI Cycle Two	Department Teams	Quarter 2	Not Started
Action Step 4 — DDI Cycle Three	Department Teams	Quarter 3	Not Started
Action Step 5 — DDI Cycle Four	Department Teams	Quarter 4	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones ✍️

Team will continue to utilize star360, DDI cycles, branching minds and targeted interventions with fidelity.

SY26 Anticipated Milestones ✍️

Increased number of students in advanced placement courses, increase students meeting or exceeding grade level standards as measured by the PSAT/SAT and increased GPA. All departments will have created budgets aligned to school mission and vision with the ultimate goal of accelerating student achievement and overall wellbeing.

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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 ✍️	SY24	SY25	SY26
All students will participate in the Star360 diagnostic for math.	Yes	STAR (Math)	Overall	0			
			African American Male	0	80	90	95
All students will participate in the Star360 diganostic for reading.	Yes	STAR (Reading)	African American Female	0	80	90	95
			African American Male	0	80	90	95

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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	90% of ELA and Math Teachers use skyline with fidelity, 90% of teachers using Freckle Math and ELA Interventions such as Wilson reading/Just words, 90% of teachers use Branching Minds To document interventions	95% of ELA and Math Teachers use skyline with fidelity, 95% of teachers using Freckle Math and ELA Interventions such as Wilson reading/Just words, 95% of teachers use Branching Minds To document interventions	100% of ELA and Math Teachers use skyline with fidelity, 100% of teachers using Freckle Math and ELA Interventions such as Wilson reading/Just words, 100% of teachers use Branching Minds To document interventions

C&I:2 Students experience grade-level, standards-aligned instruction.	85% FOT, 85% SOT, 50% of students meeting or exceeding standards on P/SAT, 80% attendance rate, 100% graduation rate		85% FOT, 85% SOT, 50% of students meeting or exceeding standards on P/SAT, 80% attendance rate, 100% graduation rate	90% FOT, 90% SOT, 75% of students meeting or exceeding standards on P/SAT, 80% attendance rate, 100% graduation rate
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	ELA and Math Teachers Administer Star 360 at the start of quarter 1, Teachers use data from Star 360 to implement DDI cycles to help students meet or exceed grade level standards		Data Driven instructional cycles are used to increase performance on the star360 by 50% by EOY.	Data Driven instructional cycles are used to increase performance on the star360 by 75% by EOY.

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
All students will participate in the Star360 diagnostic for math.	STAR (Math)	Overall	0		Select Status	Select Status	Select Status	Select Status
		African American Male	0	80	Select Status	Select Status	Select Status	Select Status
All students will participate in the Star360 diganostic for reading.	STAR (Reading)	African American Female	0	80	Select Status	Select Status	Select Status	Select Status
		African American Male	0	80	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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	90% of ELA and Math Teachers use skyline with fidelity, 90% of teachers using Freckle Math and ELA Interventions such as Wilson reading/Just words, 90% of teachers use Branching Minds To document interventions	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	85% FOT, 85% SOT, 50% of students meeting or exceeding standards on P/SAT, 80% attendance rate, 100% graduation rate	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	ELA and Math Teachers Administer Star 360 at the start of quarter 1, Teachers use data from Star 360 to implement DDI cycles to help students meet or exceed grade level standards	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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?

We will stregthen Tier one SEL strategies in the building including but not limited to: Calm Classroom, Conscious Discipline, Mindful Mondays, Wellness Wednesdays, EFERfi Character Education and after school OST programming in areas thet students are interested in. We must also continue to do reenetry meetings and engage in restorative conversations to help decrease our out of school suspensions. This will in turn increase motivation to attend class and personal accountability within the student population. Our students depend on connectedness for wellbeing and culture and climate is paramount. Specific proven data driven strategies are necessary to use and addressing wellbeing and connectedness.

What is the feedback from your stakeholders?

Through the Cultivate Survey, students identified 3 areas ACCA needed to improve upon: Classroom Community, Supportive teahing, and Feedback for Growth. The Instructional shifts we chose to focus on were Opening and closing of lessons, feedback (Summative, formattive, informal and formal) Increased opportunities for Student to Student dicourse. opportunities for Student Restorative Conversations are necessary and need to continue for the success of the school. Priority on chronic absenses is a must for student success. Parent engagement is critical.

What student-centered problems have surfaced during this reflection?

Students continue to be transient on very high levels. We get students with low test scores and a large amout of Diverse Learners.

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?

Adoption of Calm Classroom school wide, Conscious Discipline Technoques, Mindful Mondays and wellness wednesdays. Parents and students will engage more when they feel comfortable and connected and when their well being is being addressed even at the school and classroom levels.

Determine Priorities

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

Students...

need to feel more connected to the school environment. Students expereince low engagement in academics as well as low morale and school pride, therefore leading to low attendance and participation in activities in and out of the classroom.

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

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

As adults in the building, we...

Should implement Tier 1 SEL interventions with fidelity such as Calm Classroom., Conscious Discipline Techniques, Mindful Mondays, Wellness Wednesdays and EFFERFi. Additionally, we could do a better job of showing up to events that are geared towards building positive culture within the school. Teachers feel burned out due to the strenuous environment of working in a neighborhood school. Based on school dances, spirit week, and sporting events there is a lack of participation related to anything outside of the classroom.

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

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What is your Theory of Action?

If we....

Implement Tie1 Instructional Strategies with fidelity such as Calm Classroom, Conscious Discipline, Mindful Mondays, Wellness Wednesdays AND increase teacher engagement in after school activities,as well as school spirit activities by providing professional development centered around school culture and climate

then we see....

staff members developing a positive relatoinship built between students and staff while also providing students with valuable SEL strategies

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...

increase in student attendance and positive classroom engagement between students and teacher thereby allowing students to see teachers as a trusted partner within their education.

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 ✋

Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	1/12/2024	Q4	5/31/2024

SY24 Implementation Milestones & Action Steps ✋	Who ✋	By When ✋	Progress Monitoring
Implementation Milestone 1 Increase teachers participation in after school events	Staff	End of 1st Quarter	In Progress
Action Step 1 50% of staff will attend the Homecoming dance	All Staff	Quarter 1	In Progress
Action Step 2 50% will attend the winter ball	All Staff	Quarter 2	In Progress
Action Step 3 50% of teachers will attend and support school wide sporting events	All Staff	Quarter 3	In Progress
Action Step 4 80% of teachers will utilize the school wide calendar to access and share school wide information	All Staff	Quarter 4	In Progress
Action Step 5 50% of staff will attend and participate in the high school graduation	All Staff	Quarter 4	In Progress
Implementation Milestone 2 Teachers will utilize calm classroom techniques with fidelity	Staff	Week 10	In Progress
Action Step 1 90 % of teacher will create a Calm Classroom Corner	Teaching Staff	Quarter 1	In Progress
Action Step 2 90% of Calm Classroom Posters are posted in each classroom	All Staff	Quarter 1	In Progress
Action Step 3 80% of teachers will use Brain Breaks in the classroom	Teaching Staff	Quarter 2	In Progress
Action Step 4 100% of staff and students will particpate in weekly mindful moments	All staff	Quarter 2	In Progress
Action Step 5 100% of staff will participate in mindful Monday's	All Staff	Quarter 2	In Progress
Implementation Milestone 3 Teachers will utilize conscious discipline strategies with fidelity	All Staff	Quarter 1	In Progress
Action Step 1 100% of staff will be trained in conscious discipline techniques	All Staff	Quarter 1	Completed
Action Step 2 90% of teachers will use the BHT referrals	All staff	Quarter 2	In Progress
Action Step 3 80% of teacher will use restorative justice techniques	All Staff	Quarter 2	In Progress
Action Step 4 100% of teachers will utilize school social workers	All Staff	Quarter 3	In Progress
Action Step 5 80% of students will utilize Peace Room	student body	Quarter 4	In Progress
Implementation Milestone 4 Students will utilize student created empowerment center and staff will utilize teacher wellness room.			In Progress
Action Step 1 Determine the criteria for students to visit the student empowerment room	Student Committee	Quarter 1	In Progress
Action Step 2 Enhance student empowerment room with appropriate furniture and needed supplies	Student Committee	Quarter 2	In Progress
Action Step 3 Staff will utilize teacher wellness center at least once a week	All Staff	Quarter 1	In Progress
Action Step 4 Admin team will survey teachers to dicuss needed enhancement of teacher wellness room	Admin Team	Quarter 2	In Progress
Action Step 5 Teachers and students will complete a survey of utilization of wellness and empowerment room to address effectivness	Admin Team	Quater 4	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	50% of staff will participate in all school events. 100% of teachers will use Conscious Discipline Techniques and Calm Classroom Methodology. Mindful Mondays and Wellness Wednesdays will be implemented with fidelity.	✋
SY26 Anticipated Milestones	Student attendance should increase by 20%. Student engagement should inscrease in and outside of the classroom. Connectedness and Wellbeing as denonstrted by school pride will be shown and expressed by students and staff within the entire school.	✋

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 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
Increased student attendance.	Yes	Increase Average Daily Attendance	Overall	65%	75%	85%	95%
			Select Group or Overall				
Implementation of Calm Classroom and Conscious Discipline	Yes	Other	Overall	75%	85%	95%	99%
			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.	Culture and Climate will consistently meet, share and update staff on expectations, assigned roles, and best practices related to improving SEL supports for students in a trauma based enviornment.	The BHT and CCT will collaborate with intentionality around sharing data based practices for teachers and students are the connectedness and wellbeing of staff and students within a high school setting.	Increase partnerships and relationships with outside agencies to support the work of the BHT and CCT.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Re-entry meetings will be hosted by a member of Admin, Culture and Climate and BHT. They will be assigned a caring adult to check in and out with as needed. .	Re-entry meetings will be hosted by a member of Admin, Culture and Climate and BHT. They will be assigned a caring adult to check in and out with as needed. .	Re-entry meetings will be hosted by a member of Admin, Culture and Climate and BHT. They will be assigned a caring adult to check in and out with as needed. .
C&W:3 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.	30% of students will participate in OST programming in SEL and academic areas.	40% of students will participate in OST programming in SEL and academic areas.	50% of students will participate in OST programming in SEL and academic areas.

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
Increased student attendance.	Increase Average Daily Attendance	Overall	65%	75%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Implementation of Calm Classroom and Conscious Discipline	Other	Overall	75%	85%	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.	Culture and Climate will consistently meet, share and update staff on expectations, assigned roles, and best practices related to improving SEL supports for students in a trauma based enviornment.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Re-entry meetings will be hosted by a member of Admin, Culture and Climate and BHT. They will be assigned a caring adult to check in and out with as needed. .	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	30% of students will participate in OST programming in SEL and academic areas.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

ACCA was alloted $1,263.36. Funds were distributed in the following manner: $500 supplies, $400 bucket for presenters, $94 food, $385 Parent training

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