

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 🍌
Stephen A. Parker II	Principal	saparker@cps.edu
LaTanya M Smith	AP	lmsmith2@cps.edu
Janice Johnson	Postsecondary Lead	jjjohnson3@cps.edu
Lauren Brooks	Inclusive & Supportive Learning Lead	lcbrooks@cps.edu
Diane Villarreal	Teacher Leader	dccastaneda@cps.edu
Karriem Hamilton	Partnerships & Engagement Lead	kahamilton@cps.edu
Jada Mims	Curriculum & Instruction Lead	jrmims@cps.edu
Michelle Edwards	Teacher Leader	mledwards1@cps.edu
Kenya Pearson	LSC Member	kenyawp101@gmail.com
Shalanda Cook	Curriculum & Instruction Lead	srcook@cps.edu
Keshan Ramsey	Connectedness & Wellbeing Lead	kdramsey@cps.edu
LaTunya McMurtry	ESP	lmmcmurtry@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 🍌	Planned Completion Date 🍌
Team & Schedule	6/22/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	7/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	7/25/23
Reflection: Connectedness & Wellbeing	7/26/23	7/26/23
Reflection: Postsecondary Success	7/26/23	7/26/23
Reflection: Partnerships & Engagement	7/26/23	7/26/23
Priorities	7/27/23	7/27/23
Root Cause	7/27/23	7/27/23
Theory of Acton	7/27/23	7/27/23
Implementation Plans	8/14/23	8/14/23
Goals	8/14/23	8/14/23
Fund Compliance	8/14/23	8/14/23
Parent & Family Plan	8/14/23	8/14/23
Approval	8/31/23	9/6/23

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	10/18/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2024
Quarter 4	5/22/2024

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Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>CPS High Quality Curriculum Rubrics</p>	<p>According to IAR, 75% of our 3-8th grade students did not meet expectation in Writing.  According to iReady, 50% of our males, are reading below two or more grade levels. According to IAR, 0% of our 3rd grades "Met Expectations" for math.</p>	<p>IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)</p>
<p>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction</p>		
<p>Partially</p>	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Powerful Practices Rubric Learning Conditions</p>	<h3>What is the feedback from your stakeholders?</h3> <p>Over half of our primary students enjoy reading and taking assessments. Our primary students state that they find math the hardest subject. 72% of our 3-8th grade students feel they are challenged academically. </p>	<p>STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades</p>
<p>Partially</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness Distributed Leadership</p>		

			ACCESS
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		TS Gold
No	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>At Bennett, we are working with the instructional coach to provide teachers with writing instruction. At the conclusion of this coaching cycle, we are going to set expectations for schoolwide. 🖋️</p>	Interim Assessment 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.

75% of our 3-8th grade students did not meet expectations for writing on IAR. 🖋️
 60% of our primary students are one to two grade levels below in Math.
 According to IAR, 11% of our 3rd-8th grade students met expectations in ELA.
 According to IAR, 1% of our 3-8th grade students met expectations in Math.

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Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and

[MTSS Integrity Memo](#)

Tier 3 interventions decreased 75 to 69 students. Tier 2 increased from 43 to 53 students. Progress Monitoring is at 40% schoolwide. Therefore, we are not progress monitoring and providing interventions on the



Unit/Lesson Inventory for Language Objectives (School Level Data)

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No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
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
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
Partially	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.	

Branching Minds platform.

What is the feedback from your stakeholders?

42% of students feel safe or somewhat safe in the washroom 🙌
35% of students feel safe or somewhat safe in the hallway


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 put protocols in place for the washroom. The dean explained the expectation for all students while traveling throughout the building. We had a focus on MS due to issues that arised with vaping and marijuana use. 🙌

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [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.

40% of our teachers have progress monitoring data in Branching Minds. 
 Students do not feel like their school work is meaningful.
 Students are not receiving Tier 2 and 3 interventions to aid them in attaining grade level material.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>No <input type="radio"/></p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Bi-weekly BHT meetings should occur to address the needs of our students. We had 21 OSS the past school year. Teachers have not implemented a Tier 1 SEL program in their classrooms daily. </p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
<p>No <input type="radio"/></p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

Partially

All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

No

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

What is the feedback from your stakeholders?

Primary students see themselves as funny, smart, and brave. Less than half of our 3-8th grade students feel joy at school. Conversely, 86% of the students feel the staff care about them and want them to be successful.

Prioritized learning conditions from Cultivate recommended Affirming Identities and Classroom community (sense of community and mutual support among classmates)

42% feel not safe or somewhat safe in bathrooms
35% feel not safe of somewhat safe in hallways
18% feel not safe or somewhat safe in classes



[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 are not receiving tier 1 SEL curriculum instruction on a daily basis.
Students with chronic absenteeism are not supported with an re-entry plan.
Students are not receiving research based tiers 2 and 3 supports.



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?

This summer and in the Fall, we have OST programming. The counselor will provide the staff with Second Step training and has obtained sign in information for each classroom teacher.
The counselor is in the process of forming the BHT and a team meeting cadence, in an effort, to address students who are experiencing challenges socially and emotionally.



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)
No	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
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
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
	Industry Recognized Certification Attainment is	ECCE Certification List

Teachers and counselor did not implement Success Bound with fidelity. 
 Middle School students did not complete ILPs in collaboration with the counselor and teachers.
 Student assignments were not rigorous based on the attendance percentage and passing grades.
 On Track data remained stagnant for five or more weeks.
 On Track data increased as progress report or report card grades were due.

What is the feedback from your stakeholders?

Most of our students have an idea of the career they would choose when they get older. 

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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

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

In SY 24, our middle school students are planning to attend a college tour. 📌
 The counselor will work with CO to plan trips so that our MS students can participate in the MS CTE program with the City Colleges.

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.

Our MS students did not participate in the Success Bound curriculum to aid them with the beginning of post secondary success. 📌

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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	Spectrum of Inclusive Partnerships	Our partnerships with our community based organizations are limited. 📌 We have not leveraged our Metropolitan Family Services' partnership to help with student success.	Cultivate 5 Essentials Parent Participation Rate

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Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

Teachers and staff feel that the after school program run by Metropolitan Family Services is disorganized and does not address the needs of our students. Students would like to see more activities that appeal to them in the after school program.

[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

What student-centered problems have surfaced during this reflection?

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

Students are not benefiting from the school leveraging our partnership with Metropolitan Family Services After School Program. 🙌

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

We are working with Metropolitan Family Services to create a more targeted after school program for our school community. 🙌

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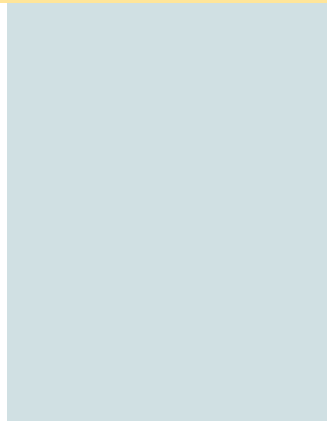
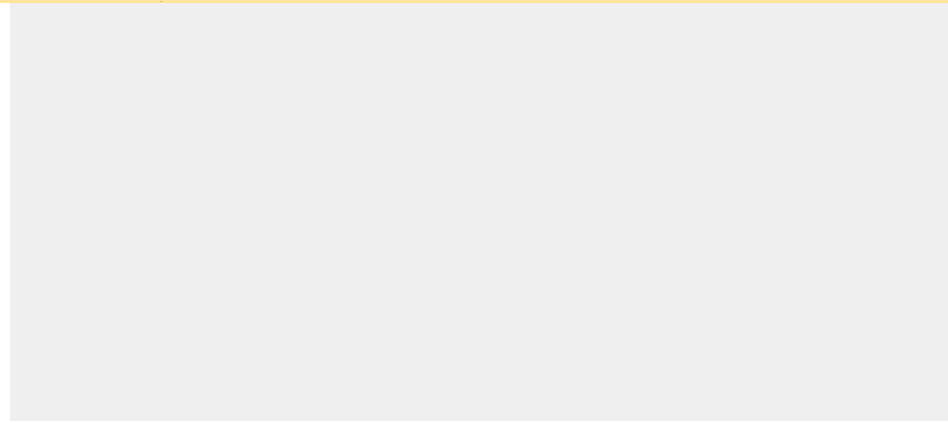
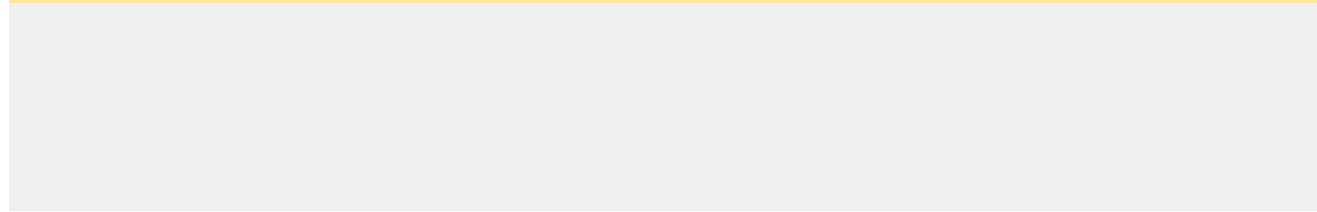
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Tier 3 interventions decreased 75 to 69 students.
 Tier 2 increased from 43 to 53 students.
 Progress Monitoring is at 40% schoolwide. Therefore, we are not progress monitoring and providing interventions on the Branching Minds platform.

What is the feedback from your stakeholders?

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Administration put protocols in place for the washroom. The dean explained the expectation for all students while traveling throughout the building. We had a focus on MS due to issues that arised with vaping and marijuana use.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not receiving Tier 2 and 3 interventions to aid them in attaining grade level material.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

don't have a system or team in place to implement Tier 2 and 3 interventions.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

Inclusive & Supportive Learning Environment

develop a full and functioning team, provide training ,create a system for progress monitoring, meetings to collaborate and discuss feedback, determine frequency of meetings and logging progress monitoring, focus on a tier group, and a platform/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.

then we see....

an increase in teacher led small group instructions, an increase in interventionist performing interventions school wide, and an increase in the number of interventions performed and logged into Branching Minds.



which leads to...

an increase in the number of students who are performing at or above grade level on schoolwide diagnostic, and district wide assessments.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS Team

Dates for Progress Monitoring Check Ins



Q1	10/18/2023	Q3	3/13/2024
Q2	12/13/2023	Q4	5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of the MTSS team will be formed represented by staff and service providers with diverse perspectives and backgrounds.	Principal Parker	By week 0	Select Status

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Inclusive & Supportive Learning Environment

Action Step 1	Assign roles and expectations to teacher groups	MTSS Lead	By week 2	<i>Select Status</i>
Action Step 2	Determine how often pre/post meetings will be held to disseminate information between the lead teacher and teacher groups	MTSS Lead/Lead Teacher	By week 2	<i>Select Status</i>
Action Step 3	Train the MTSS team with logging in Branching Minds	MTSS Lead/Team	By week 0	<i>Select Status</i>
Action Step 4	Identifying resources to assist with interventions	MTSS Lead/Team	By week 0	<i>Select Status</i>
Action Step 5	MTSS meet monthly on systems in place (check-in)	MTSS Lead/Team	By week 5	<i>Select Status</i>
Implementation Milestone 2	75% of staff will enter progress monitoring in Branching Minds bi-weekly.	MTSS Lead/Team	By the end of the 1st qtr (week 10)	<i>Select Status</i>
Action Step 1	Teacher Leads will train teachers on how to document interventions/goals in Branching Minds	MTSS Lead/Team	By week 5	<i>Select Status</i>
Action Step 2	Create a system of expectations and routines for logging progress in Branching Minds	MTSS Lead/Team	By week 5	<i>Select Status</i>
Action Step 3	Monitor with fidelity bi-weekly teacher interventions	MTSS Lead/Team	By week 10	<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 3	100% of staff will enter progress monitoring in Branching Minds bi-weekly.	MTSS Lead/Team	By the end of 2nd qtr	<i>Select Status</i>
Action Step 1	Continous training throughout the school year on best practices	MTSS Lead/Team	Continuous	<i>Select Status</i>
Action Step 2	Continue to monitor with fidelity bi-weekly interventions	MTSS Lead/Team	Continuous	<i>Select Status</i>
Action Step 3	Adjust training to meet the needs of teachers regarding interventions within Branching Minds	MTSS Lead/Team	Continuous	<i>Select Status</i>
Action Step 4	Update or revise systems as needed	MTSS Lead/Team	Continuous	<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 4				<i>Select Status</i>
Action Step 1				<i>Select Status</i>
Action Step 2				<i>Select Status</i>
Action Step 3				<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>

SY25 Anticipated Milestones	School is fully operational in Systems and Infrastructure based on the MTSS Continuum. The school is fully implementing the Branching Minds platform to document supports, services and interventions in academics and SEL with 100%. 
SY26 Anticipated Milestones	School meets Developed or higher in all areas of the MTSS Continuum. MTSS Team strategically utilizes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement. 

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

Resources: 

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
100% of teachers are providing Tier 2 supports and interventions and are logging them into branching minds.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text" value=""/>	0	40	75	100
			Select Group or Overall <input type="text" value=""/>				
75% of students receiving Tier 2 supports and interventions will meet	Yes <input type="checkbox"/>	MTSS Academic Tier	Select Group or Overall <input type="text" value=""/>	0	40	75	100

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Inclusive & Supportive Learning Environment

learning goals or targets entered in branching minds by 100%

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
<p><i>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.</i></p>	<p>MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching MInds to document interventions.</p>	<p>Branching minds inteteventions are collaboratively utiziled accross content areas and grade level classrooms/teams.</p>	<p>The MTSS team rates as Operational in most areas of the MTSS continuum.</p>
<p>Select a Practice</p>			
<p>Select a Practice</p>			

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 are providing Tier 2 supports and interventions and are logging them into branching minds.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	40	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
75% of students receiving Tier 2 supports and interventions will meet learning goals or targets entered in branching minds by 100%	MTSS Academic Tier Movement	<i>Select Group or Overall</i>	0	40	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching Minds to document interventions.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	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?

Bi-weekly BHT meetings should occur to address the needs of our students. We had 21 OSS the past school year. Teachers have not implemented a Tier 1 SEL program in their classrooms daily.

What is the feedback from your stakeholders?

Primary students see themselves as funny, smart, and brave. Less than half of our 3-8th grade students feel joy at school. Conversely, 86% of the students feel the staff care about them and want them to be successful.

Prioritized learning conditions from Cultivate recommended Affirming Identities and Classroom community (sense of community and mutual support among classmates)

42% feel not safe or somewhat safe in bathrooms
35% feel not safe of somewhat safe in hallways
18% feel not safe or somewhat safe in classes

What student-centered problems have surfaced during this reflection?

Students are not receiving tier 1 SEL curriculum instruction on a daily basis. Students with chronic absenteeism are not supported with an re-entry plan. Students are not receiving research based tiers 2 and 3 supports.

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?

This summer and in the Fall, we have OST programming. The counselor will provide the staff with Second Step training and has obtained sign in information for each classroom teacher. The counselor is in the process of forming the BHT and a team meeting cadence, in an effort, to address students who are experiencing challenges socially and emotionally.

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

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

Resources: 

[Determine Priorities Protocol](#)

Students...

are not receiving tiered behavioral supports.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Resources: 

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

As adults in the building, we...

lack the training and resources needed to successfully implement the SEL curriculum and provide effective interventions to decrease student behaviors in tier 2 and tier 3.



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....

Resources: 

effectively and consistently implement the Second Step SEL curriculum and behavioral strategies, as well as, provide additional supports and interventions for students in tier 2 and tier 3

then we see....

students utilizing strategies and interventions therefore improving when making decisions relating to problem solving, self-regulation, and impulse control

which leads to...

a decrease in the of number behavioral referrals, out of school suspensions, and overall student misconduct

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.

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.



Team/Individual Responsible for Implementation Plan		Dates for Progress Monitoring Check Ins	
		Q1 10/18/2023	Q3 3/13/2024
		Q2 12/13/2023	Q4 5/22/2024
SY24 Implementation Milestones & Action Steps		Who	By When
Progress Monitoring			
Implementation Milestone 1	50% of classroom teachers will implement Second Step with fidelity	Classroom Teachers	12/21/2023
			Select Status

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

Connectedness & Wellbeing

Action Step 1	Teachers will be trained in the SEL (Second Step) Curriculum	Mrs. Johnson	8/16/2023	Select Status
Action Step 2	Teacher will set up their accounts	Teachers	8/16/2023	Select Status
Action Step 3	Teachers will provide a schedule for when they will implement Second Step	Teachers	9/15/2023	Select Status
Action Step 4	Monitoring Teachers implementation	Mrs. Johnson	9/22/2023- 6/6/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of students who require tiers 2 & 3 interventions will receive them.	Teachers/Counselor	6/6/2025	Select Status
Action Step 1	Tiered intervention supports for re-entry plans for chronic absenteeism and behavioral.	Ramsey/Johnson	12/15/2023	Select Status
Action Step 2	Dean and Counselor receive training on restorative practices.	Administration	12/22/2024	Select Status
Action Step 3	Create a plan for transitioning between common areas for student safety.	Administration/Ramsey	10/10/2023	Select Status
Action Step 4	Train students to conduct peer to peer conflict resolution practices.	Ramsey/Johnson	10/31/2024	Select Status
Action Step 5	Teachers will receive training on Tier 2 behavioral interventions.	Johnson	10/25/2023	Select Status
Implementation Milestone 3	10% decrease in behavioral referrals and misconducts compared to last year data	Mr. Ramsey	1/12/2024	Select Status
Action Step 1	Grade level meeting Second-Step Check-in	Administration	8/21/2023-6/6/2024	Select Status
Action Step 2	Students/ Parents will receive the Student Rights and Responsibility handbook and have an orientation	Mr. Ramsey	9/22/2023	Select Status
Action Step 3	BHT will meet monthly, discuss referrals and provided research based strategies and interventions	BHT	1/12/2024	Select Status
Action Step 4	10% students participation in the 1st semester Incentive Celebration Assembly	Staff	1/12/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	5% decrease in behavioral referrals and misconducts compared to last year data	Mr. Ramsey	6/6/2024	Select Status
Action Step 1	100% of teachers will know how to complete behavior/BHT referrals.	BHT	10/4/2023	Select Status
Action Step 2	20% of students participation in the 2nd semester Incentive Celebration Assembly	Staff	6/6/2024	Select Status
Action Step 3	BHT will meet monthly, discuss referrals and provided research based strategies and interventions	Johnson/BHT	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Increase teachers implementing Second-Step with fidelity from 50% to 75%, An additional 10% decrease in behavioral referrals and misconducts compared to last year data, provide tiers 2 and 3 interventions to 50% of students who require more intensive supports, and increase from 30% of students participating in the incentive celebration to 50%. 
SY26 Anticipated Milestones	Increase teachers implementing Second-Step with fidelity from 75% to 100% An additional 10% decrease in behavioral referrals and misconducts compared to last year data, provide tiers 2 and 3 interventions to all students who require more intensive supports, and increase from 50% of students participating in the incentive celebration to 60%. 

[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 classroom teachers will implement SEL curriculum or strategies	Yes	Other	Overall	0%	50%	75%	100%
			Select Group or Overall				

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

Connectedness & Wellbeing

50% decrease in behavioral referrals, suspension, and misconduct	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	22	16	12	9
			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.	Our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, (e.g., Sanford Harmony, Second Step, PATHS, advisory curriculum). There is a team in place to oversee implementation of Tier I structures, including fidelity of implementation and student outcome data. There is a team in place to oversee implementation of Tier 2 and 3 structures, including fidelity of implementation and student outcome data. Our school has a team of internal staff members (e.g., counselors, social worker, psychologist, special education case manager, discipline leader) who meet regularly to discuss student referrals and match students to appropriate interventions. (NOTE: Discussions include all students, rather than just students with IEPs.)	Our school is implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts.	Our school has a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data. Our school partners with agencies in the community to provide behavioral health and/or social supports on-site or through community linkages.
Select a Practice			

Select a Practice

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SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of classroom teachers will implement SEL curriculum or strategies	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
50% decrease in behavioral referrals, suspension, and misconduct	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	22	16	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

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

Connectedness & Wellbeing

<p>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.</p>	<p>Our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, (e.g., Sanford Harmony, Second Step, PATHS, advisory curriculum). There is a team in place to oversee implementation of Tier I structures, including fidelity of implementation and student outcome data. There is a team in place to oversee implementation of Tier 2 and 3 structures, including fidelity of implementation and student outcome data. Our school has a team of internal staff members (e.g., counselors, social worker, psychologist, special education case manager, discipline leader) who meet regularly to discuss student referrals and match students to appropriate interventions. (NOTE: Discussions include all students, rather than just students with IEPs.)</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

% of Students receiving Tier 2/3 interventions meeting targets: 100% of teachers are providing Tier 2 supports and interventions and are logging them into branching minds.

Required Reading Goal

% of Students receiving Tier 2/3 interventions meeting targets: 100% of teachers are providing Tier 2 supports and interventions and are logging them into branching minds.

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	0	40	75	100
Select Group or Overall				
Overall	0	40	75	100
Select Group or Overall				

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



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



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



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



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



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



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



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



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



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

SCHOOL & FAMILY COMPACT

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



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



The school will hold parent-teacher conferences.



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



The school will provide parents reasonable access to staff.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Bennett Elementary School will work with our parents to help them understand the importance of and process of academic and SEL MTSS. We will provide our parents with strategies to assist their student(s) at home, so that we will have a more cohesive relationship between home and school.



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