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).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Demetra Richardson-Starks, PhD	Principal	ddrichardson-star@cps.edu
Adrienne Alexander	AP	aralexander@cps.edu
Porscha Brown	IB Coordinator	pdbrown12@cps.edu
Nachole Hopkins	Postsecondary Lead	nwilliams75@cps.edu
Yolanda Powell	Inclusive & Supportive Learning Lead	ylpowell@cps.edu
Lawanda Funches	Teacher Leader	lfunches@cps.edu
Margaret Mask	Teacher Leader	mkmask@cps.edu
Keynn Cain	Teacher Leader	kbcain@cps.edu
Patrice Cash	Teacher Leader	plcash@cps.edu
Janet Charles-Moore	Connectedness & Wellbeing Lead	jcharles-mo@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	4/12/23	4/12/23
Reflection: Curriculum & Instruction (Instructional Core)	5/2/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/9/23	6/1/23
Reflection: Connectedness & Wellbeing	5/9/23	6/1/23
Reflection: Postsecondary Success	5/9/23	5/24/23
Reflection: Partnerships & Engagement	5/9/23	6/1/23
Priorities	7/18/23	8/1/23
Root Cause	7/18/23	8/1/23
Theory of Acton	8/1/23	8/7/23
Implementation Plans	8/1/23	8/7/23
Goals	8/15/23	8/22/23
Fund Compliance	8/15/23	8/22/23
Parent & Family Plan	8/15/23	8/22/23
Approval	9/15/23	9/15/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	03/22/24
Quarter 4	06/03/24

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

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	**Metrics:** ✏️ Bronzeville Rigor Walk Feedback SY23 / 2022-2023 Star360 Assessment BOY & EOY Data / Fall 2022 PSAT Detailed Score Report / SY23 Data and Goals Data supports the observation that practices are inconsistent. Some evidence that math interventions are helping (Star360). Need to do a better job with review of assessment data, development of plans as a response, use of targeted interventions (MTSS), and monitoring of these. GPA goals are close or met; SOT rate is met as of Week 35; FOT is only 77% as of Week 35. Do students understand the importance/purpose of the assessments? How can we do a better job of collecting and analysing classroom data?	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)
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?** BOY Cultivate survey indicates that students need more feedback for growth, which aligns to our need to address assessment/evidence-based instruction; classroom community; and supportive teaching. EOY Cultivate results and 5E's not yet available. Will need to revisit. Teacher Feedback: Are students struggling because they are not doing the work at all or making an attempt? How do we help students to understand that it's not simply about completion? Are we showing kids rubrics? Are we having kids interact with what grades mean/rubrics? ✏️	PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		iReady (Math) Cultivate Grades
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		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?** **Efforts include:** ✏️ PLCs around curriculum and instruction focused on developing inner core / Lunch and Learns focused on targeted areas from Rigor Walk outcomes / TutorCorps for Math interventions (BrM) / Tutoring and supports for Tier 3 Freshmen **Impact:** Meeting GPA goals, need to see if efforts with our Tier 3 Freshmen will result in improved FOT rate by Week 40, conditions for HQ teaching/learning in place, have a clear plan for how to address gaps next year Need to implement interventions and address gaps earlier in the year and follow MTSS systems consistently (look at current Freshmen)!	

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.

While all teachers have access to HQ curriculum (IB, Skyline), implementation is inconsistent based on review of curriculum, assessment data, and learning walks. ✏️
Students do not consistently experience grade-level, standards-alignned instruction (evidenced documents and visits).
There is a strong focus on developing the inner core (especially through relationshops), BUT do we always levarge those relationships AND implement research-based practices?
The ILT is organized and focuses on instructional improvement, but needs work in distrbuting the leadership.
Assessment practices and assessment data is not consulted regularly and needs to be addressed.

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	MTSS was not used as often as it could have been used, which led to less interventions and more academic and behavioral issues. Staff had access to several platforms that help identify additional needs outside of the classroom. However, the utilization of those platforms were rarely used to help resolve issues both academic and behavioral. students who may have needed additional supports. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
		MTSS Integrity Memo		ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		[MTSS Academic Tier Movement](#)
			[Annual Evaluation of Compliance (ODLSS)](#)

What is the feedback from your stakeholders?

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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](#)

Teacher feedback: Math department had the tutors to support our work with students and some use of interventions were in place. Some teachers report not understanding how MTSS/Branching Minds. There was not really an MTSS team in place this year, and our MTSS lead did not have the capacity to fully support in this area.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)

Students/parents feedback: Students were invited to their individualized plan meetings and an increasing number of them became more involved with their academic career, which led to their self-advocacy increasing. Being aware of what is expected of them and their teachers increases overall participation overall. All parents attended the scheduled meetings and provided great information regarding their student. The impact of parent participation greatly impacts the overall connectedness with staff and students. Parents were deeply appreciative of the time and effort taken by the staff and became more receptive to assisting with any issues that arose throughout the school year.

Partially	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](#)

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?

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

Efforts to improve the success of each diverse learner includes introducing several co-teaching methods to improve the overall effectiveness of instruction. Co-teaching methods that can be utilized within each general education setting can provide additional supports a diverse learner needs to succeed. Continue to build a strong Behaviorral Health Team which helps identify students on all Tiers needing support and help teachers provide enough feedback to provide support and resources to students in need. Continue to train staff on writing quality IEP's and their meanings and how it helps support students and staff. By providing a quality IEP, data collection for MTSS and BHT, students will be afforded resources and opportunities to improve behaviorally which leads to more time to focus on academics and improving social emotional well-being.

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

The student-centered problems encountered dealt with behavior within the classroom and the ability to keep up with the pace of the general education classroom. Many diverse learners have multiple diagnoses and are not always addressed in or out of school. Several students had issues with self-advocacy, least restrictive environment placement prior to entering high school, and multiple health challenges, which led to a plethora of complications throughout the academic school year to include falling behind academically.

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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
Partially — 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](#)	MTSS Tier 2/3 Teams determined that academic intervention was necessary to start around the fifth week of school. The timeframe would allow students to improve in all aspects of their academic areas. The percentage of students that improved their attendance and overall academic performance due to interventions was

Programs were offered to all students, however, the percentage of student participation was lower than expected. Staff realized that programs may need to be revamped to draw more student particpation. | [% 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](#) |
| Partially — 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. | | **What is the feedback from your stakeholders?**

Students expresss interest in wanting to get invovled but we struggle to provide at the times that work. Students don't always feel that incentives and discpline matters are executed fairly.

Our start/end times affect our ability to offer a variety of after-school programs. Teachers need more communication about how to handle students when they are chronically absent. Teachers report issues with campus events and the relationships between adults at the two schools which impacts connectedness and wellbeing. | [Cultivate (Belonging & Identity)](#) Staff trained on alternatives to exclusionary discipline (School Level Data) [Enrichment Program Participation: Enrollment & Attendance](#) |

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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?**
Students struggle when they have chronic absenteesim (effects their academic performance, reintrations, readjustment, and social-emotional behavior. Lack of a Climate and Culture team impacts teacher/staff consistency in expectations which impacts students and how they behave. Students want to be involved but capacity to support students when they are available. ✍	We have done a better job of offering students incentives and awards, which builds community. In general, our kids want to be here. We should continue these efforts. ✍

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)	According to CPS dashboard, 100% of students in the class of 2023 met graduation requirements. In terms of financial aid requirements, 57% of seniors from SY 22-23 filed the FAFSA with an EFC, 14% filed the FAFSA without EFC (parent did not file taxes in the appropriate year), and 28% were granted financial aid waivers. One goal is to have ongoing conversatins with all senior famillies, both general education and cluster students, to encourage completion of FAFSA in order to broaden post-secondary options upon graduating from BSI. According to the CPS Data Studio, 44.4% of seniors from the class of 2023 completed 3+ college apps, 55.6% submitted at least 1 "Match" of "Reach" college application, 55.6% were accepted to at least 1 college college, and 100% of seniors compelted the Academic Works general application. As an IB school, our curriculum limited our ability to take advantage of ECCC options such as dual-enrollment was limited. However, with a new bell schedule and a bit of flexibility, we are taking advantage of dual credit options for our current seniors. In addition, we are helping to support our current juniors with taking advantage of TRIO at Kennedy King on Saturdays to provide greater post-secondary support and exposure. To improve our LPS rate of completion, the counselor will incorporate the C4 Success Bound curriculum on a monthly basis to ensure that students are utilizing and familarizing themselves with Schoolinks and having consistent, ongoing conversations about post-secondary options. This will assist students in creating a solid ILP to ensure a successful transition from high school to post-secondary. Students need more support from all teachers, not just post-sec team. Need to restore college-going (pathways) culture (environment, exposure, etc.) ✍	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)
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		
Partially	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		
Yes	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).		**What is the feedback from your stakeholders?**	
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	Improved this year, more exposure to college, everyone has been exposed to some pathway Push towards different options for kids School culture needs to reflect more "college going culture" Post-secondary space (maybe idea for using 250 as a space) Redefining what post-secondary looks like (what are we providing students in terms of aims/purpose/role of IB) Parents very responsive about post-secondary Newsletter to communicate goings-on! Teachers do their best to keep them informed. They don't talk about college much and should just have more discussion about it but feel like we do try to prepare them. Execution - certain lessons feel unnecessary Hopkins doing a great job with college visits but visits are only a quick overview Overall just more discussion and more college talk incorporated into school ✍	
Partially	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	**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?**	
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	More post-sec trips this year has led to more exposure for students (i.e. college visits, Spring Break HBCU college trip, trades fair, etc.) Collaboration among campus counselors to help provide more opportunities Increased efforts to share opportunities with students (need to communicate all with parents as well) ✍	

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.
Do not use C4, currently use Naviance on a guide, plan to develop/learn new School Links system Structures for students include Advisory and classroom visits; need to include teachers and train An area for growth; partnered with DHW to attend Career Fair, trades fair, etc. ✍

An area for growth; partnered with DFW to attend Career Fair, trades fair, etc.
All students have access to what we can offer; looking to add additional (JumpStart, AP Comp Sci, IB, etc.)
Not done due to capacity for offering; something to look at
There is a PLT that meets once per month.
We do have an alumni coordinator and provide alumni support over the summer, in fall and winter.

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	Low level of involvement in LSC from parents; need to revisit the data from Cultivate and 5Es. Some parents expressed that communication is lacking from the school. ✍️	Cultivate 5 Essentials Parent Participation Rate 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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	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?

Need better communication about what is going on at the school and continue to work on family outreach via email, phonet, etc. ✍️

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.

Family engagement might impact student participation. Students do not have an organized way of voicing their opinions since we do not have a Student Voice, peer jury through RJ, or active Student Council. We don't involve students as much in decision-making. ✍️

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?

Increased use of Aspen Journals to document parent outreach. ✍️

Jump to... Priority TOA Goal Setting Progress Monitoring
Reflection Root Cause Implementation Plan

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

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Metrics:
Bronzeville Rigor Walk Feedback SY23
2022-2023 Star360 Assessment BOY & EOY Data
Fall 2022 PSAT Detailed Score Report
SY23 Data and Goals

Data supports the observation that practices are inconsistent. Some evidence that math interventions are helping (Star360). Need to do a better job with review of assessment data, development of plans as a response, use of targeted interventions (MTSS), and monitoring of these. GPA goals are close or met; SOT rate is met as of Week 35; FOT is only 77% as of Week 35.

Do students understand the importance/purpose of the assessments?

How can we do a better job of collecting and analysing classroom data?

What is the feedback from your stakeholders?

BOY Cultivate survey indicates that students need more feedback for growth, which aligns to our need to address assessment/evidence-based instruction; classroom community; and supportive teaching. EOY Cultivate results and 5E's not yet available. Will need to revisit.

Teacher Feedback: Are students struggling because they are not doing the work at all or making an attempt? How do we help students to understand that it's not simply about completion? Are we showing kids rubrics? Are we having kids interact with what grades mean/rubrics?

What student-centered problems have surfaced during this reflection?

While all teachers have access to HQ curriculum (IB, Skyline), implementation is inconsistent based on review of curriculum, assessment data, and learning walks.
Students do not consistently experience grade-level, standards-alignned instruction (evidenced documents and visits).
There is a strong focus on developing the inner core (especially through relationshops), BUT do we always levarge those relationships AND implement research-based practices?
The ILT is organized and focuses on instructional improvement, but needs work in distrubuting the leadership.
Assessment practices and assessment data is not consulted regularly and needs to be addressed.

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?

Efforts include:
PLCs around curriculum and instruction focused on developing inner core
Lunch and Learns focused on targeted areas from Rigor Walk outcomes
TutorCorps for Math interventions (BrM)
Tutoring and supports for Tier 3 Freshmen

Impact:
Meeting GPA goals, need to see if efforts with our Tier 3 Freshmen will result in improved FOT rate by Week 40, conditions for HQ teaching/learning in place, have a clear plan for how to address gaps next year

Need to implement interventions and address gaps earlier in the year and follow MTSS systems consistently (look at current Freshmen)!

Determine Priorities

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

Students...

do not consistently experience grade-level, standards-aligned instruction.

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...

are inconsistent in implementing high-quality (IB & Skyline) curriculum although we have access (IB & Skyline).

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....

identify and provide appropriate learning supports for teachers through the development of a tiered PD, training and support system aligned to the needs of all teachers

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

students being academically prepared (mastering content skills) required for the next grade level ✍️

which leads to...

more students meeting P/SAT benchmarks and IB Diploma score recipients ✍️

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 ✍️

Admin., IB Coordinator, ILT, MTSS Lead & Counselor, Teaching Staff

Dates for Progress Monitoring Check Ins

| Q1 | 10/27/23 | | Q3 | 03/22/24 |
| Q2 | 12/22/23 | | Q4 | 06/03/24 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	We will monitor student progress through the implementation of MTSS systems and procedures by the end of SY2024.	Admin., IB Coordinator, ILT, MTSS Lead & Counselor	June 2024	Select Status
Action Step 1	Administer STAR360 in the beginning of the year and end of the year to collect baseline data to give teachers an accurate starting point for students and to collect at the end of the year to see growth.	MTSS Lead, Teaching Staff	10/27/23	In Progress
Action Step 2	Using Branching Minds to monitor how we support the identified needs of students, and provide evidence of this support through planning, policy, and practice	MTSS Lead, Tutor Corps	9/21/23	Not Started
Action Step 3	Teachers/staff will meet twice a month (by grade level) to discuss MTSS data	BAM, Teacher, Tutor Corps, administration		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	We will create unit plans that use inquiry-based teaching strategies and learning engagements by providing staff professional development opportunities throughout SY2024.	ILT Team, IB Coordinator, Admin	06/03/24	In Progress
Action Step 1	Create opportunities to encourage student-centered learning experiences.	IB Coordinator	06/03/24	In Progress
Action Step 2	Provide bi-monthly Lunch and Learn PDs addressing revisions of unit plans and integration of new material.	Admin, ILT Team, IB Coordinator	06/03/24	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	We will implement, communicate, and regularly review our assessment policy (with calendar, goals, and grading protocols) to help create a culture of continuous learning and growth practices throughout SY24	IB Coordinator	03/22/24	In Progress
Action Step 1	Conduct learning walks focusing on formative assessment (twice quarterly)	Admin, ILT, IB Coordinator	03/22/24	In Progress
Action Step 2	Design sessions to help address assessment policies starting with our opening PD	IB Coordinator	12/22/23	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will continue to monitor student progress through the implementation of MTSS systems and procedures. We will build on inquiry based teaching stategies as well as create a toolkit including formative and summative assessment practices.	✍️

| Jump to... | Priority | TOA | Goal Setting | Progress | *Select the Priority Foundation to* |
| Reflection | Root Cause | Implementation Plan | | Monitoring | *pull over your Reflections here =>* |

Curriculum & Instruction

| SY26 Anticipated Milestones | We will continue to use the data from MTSS progress monitoring to implement intervention strategies and inform instructional practices as well as fine tune our inquirey unit planning. | ✍️ |

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
50% of Tier 3 students will move out of Tier 3 on the Star 360 assessment.	Yes	MTSS Academic Tier Movement	Overall	51.8% 44 students Tier 3 for EBRW			
			Overall	30% 26 students Tier 3 for Math			
PSAT/SAT African American males 50% meet benchmark in math	Yes	PSAT (Math)	African American Male	87% did not meet the benchmark			
			Select Group or Overall	89% did not meet the benchmark			

Numerical Targets [Optional] ✍️

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.	50% of teachers using Skyline	80% of teachers using Skyline	100% of teachers using Skyline
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	80% of staff are using warm ups and exit tickets from Skyline	85% of staff are using warm ups and exit tickets from Skyline	90% of staff are using warm ups and exit tickets from Skyline
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.	2 subject teachers (ELA and Math teachers) using Branching Minds platform	4 subject teachers using Branching Minds (adding in Social Science and Science teachers)	All 6 subject teachers using Branching Minds (adding in World Language and Art teachers)

SY24 Progress Monitoring

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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

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
50% of Tier 3 students will move out of Tier 3 on the Star 360 assessment.	MTSS Academic Tier Movement	Overall	51.8% 44 students Tier 3 for EBRW		Select Status	Select Status	Select Status	Select Status
		Overall	30% 26 students Tier 3 for Math		Select Status	Select Status	Select Status	Select Status
PSAT/SAT African American males 50% meet benchmark in math	PSAT (Math)	African American Male	87% did not meet the benchmark		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	89% did not meet the benchmark		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.	50% of teachers using Skyline	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	80% of staff are using warm ups and exit tickets from Skyline	Select Status	Select Status	Select Status	Select Status
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.	2 subject teachers (ELA and Math teachers) using Branching Minds platform	Select Status	Select Status	Select Status	Select Status

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	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).
Yes	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).
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Partially	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).
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).

What are the takeaways after the review of metrics?

According to CPS dashboard, 100% of students in the class of 2023 met graduation requirements. In terms of financial aid requirements, 57% of seniors from SY 22-23 filed the FAFSA with an EFC, 14% filed the FAFSA without EFC (parent did not file taxes in the appropriate year), and 28% were granted financial aid waivers. One goal is to have ongoing conversatins with all senior famillies, both general education and cluster students, to encourage completion of FAFSA in order to broaden post-secondary options upon graduating from BSI. According to the CPS Data Studio, 44.4% of seniors from the class of 2023 completed 3+ college apps, 55.6% submitted at least 1 "Match" of "Reach" college application, 55.6% were accepted to at least 1 college college, and 100% of seniors compelted the Academic Works general application. As an IB school, our curriculum limited our ability to take advantage of ECCC options such as dual-enrollment was limited. However, with a new bell schedule and a bit of flexibity, we are taking advantage of dual credit options for our current seniors. In addition, we are helping to support our current juniors with taking advantage of TRIO at Kennedy King on Saturdays to provide greater post-secondary support and exposure. To improve our LPS rate of completion, the counselor will incorporate the C4 Success Bound curriculum on a monthly basis to ensure that students are utilizing and familarizing themselves with Schoolinks and having consistent, ongoing conversations about post-secondary options. This will assist students in creating a solid ILP to ensure a successful transition from high school to post-secondary.
Students need more support from all teachers, not just post-sec team.
Need to restore college-going (pathways) culture (environment, exposure, etc.)

What is the feedback from your stakeholders?

Improved this year, more exposure to college, everyone has been exposed to some pathway
Push towards different options for kids
School culture needs to reflect more "college going culture"
Post-secondary space (maybe idea for using 250 as a space)
Redefining what post-secondary looks like (what are we providing students in terms of aims/purpose/role of IB)
Parents very responsive about post-secondary
Newsletter to communicate goings-on!
Teachers do their best to keep them informed. They don't talk about college much and should just have more discussion about it but feel like we do try to prepare them.
Execution - certain lessons feel unnecessary
Hopkins doing a great job with college visits but visits are only a quick overview
Overall just more discussion and more college talk incorporated into school

What student-centered problems have surfaced during this reflection?

Do not use C4, currently use Naviance on a guide, plan to develop/learn new School Links system
Structures for students include Advisory and classroom visits; need to include teachers and train
An area for growth; partnered with DHW to attend Career Fair, trades fair, etc.
All students have access to what we can offer; looking to add additional (JumpStart, AP Comp Sci, IB, etc.)
Not done due to capacity for offering; something to look at
There is a PLT that meets once per month.
We do have an alumni coordinator and provide alumni support over the summer, in fall and winter.

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?

More post-sec trips this year has led to more exposure for students (i.e. college visits, Spring Break HBCU college trip, trades fair, etc.)
Collaboration among campus counselors to help provide more opportunities
Increased efforts to share opportunities with students (need to communicate all with parents as well)

Determine Priorities

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

Students...

Need to have exposure to academic and professional worlds beyond high school as well as benefit from structures and processes in place to ensure successful post-secondary transitions.

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...

Must cultivate a strong and positive post-secondary climate in our school community to increase
student exposure and comfort level to various post-secondary options to ensure that they are
confident in pursuing their post-secondary goals upon high school graduation.

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....

Resources:

Postsecondary Success

Provide meaningful post-secondary experiences and exposure throughout the school year ✍️

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....

Student post-secondary knowledge and eagerness increase ✍️

which leads to...

Students creating intentional and realistic post-secondary goals as they prepare to transition from
high school to college/career. ✍️

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 ✍️

Counselor, Post-secondary coach, teaching staff

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	03/22/24
Q2	12/22/23	Q4	06/03/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Starting in 9th grade, expose students to structures and processes, once per semester, to ensure academic and professional successful transitions.	Ms. Hopkins, Post-secondary coach, PLT	6/3/24	In Progress
Action Step 1	Ensure that each student participates in at least 2 post secondary related activities per year either individually or in a group setting	Ms. Hopkins and Post-Secondary coach, advisory teacher	3/22/23	Not Started
Action Step 2	All students will have the opportunity to participate in at least one post-secondary field trip per year.	Ms Hopkins, Ms. Moore, Post-secondary coach	06/03/24	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Provide at least 2 opportunities per year for senior students/families to recieve direct assistance through every stage of the post-secondary selection, application, and entry process	PLT	06/03/24	Not Started
Action Step 1	Ensure post-secondary team displays a presence at report-card pick up dates to provide individual post-secondary planning assistance to students and families.	PLT	06/03/24	Not Started
Action Step 2	Coordinate and hold events at times that are conveniant for students and families to access and learn information that is relevent to their student's post-secondary success.	PLT	06/03/24	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

Postsecondary Success

SY25 Anticipated Milestones

In accordance with continuing the previous milestones stated, encourage students to begin building a portfolio of post-secondary-related content to assist in creating a smooth transition from high school to post-secondary.

SY26 Anticipated Milestones

Through the continuation of implementing the previously stated milestones, BSI students will be able to confidently identify their post-secondary pathway by the end of 10th grade and work towards successfuly transitioning to the pathway of their choice during their remaining two years.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
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Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Students earn college credit through an ECCC program	Yes	Grades	Seniors	30% need to earn college credit			
		Select Metric	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
PS:4 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).	Add in Dual Credit program for seniors (one grade level)	Add in Dual Credit program for juniors (two total grade levels)	Add in Transitional Math and Transitional English to course offerings
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Pushing into Advisory or One Goal II at least once per month to implement C4 Success Bound Curriculum to assist students in building ILPs.	Collaborate with external key stakeholders, such as ITT Early College Program, to build unique post-secondary exposure experiences for our students.	Look to collaborate with external post-secondary access programs, such as TRIO, to expand student supports.
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

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

Postsecondary Success

Students earn college credit through an ECCC program	Grades	Seniors	30% need to earn college credit		Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	Select Metric				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
PS:4 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).	Add in Dual Credit program for seniors (one grade level)	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Pushing into Advisory or One Goal II at least once per month to implement C4 Success Bound Curriculum to assist students in building ILPs.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **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.

☑ **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					

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.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

P/SAT Data - Funds will be used for afterschool Test Prep Boot Camp(teacher stippends) $400; Parent meetings focused on P/SAT and Post-Secondary (refreshments) $217

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