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 ✍️
Shannae Jackson	Select Role	
Kerry Dolan	Select Role	
Lawrence Prentice	Select Role	
Michael Schroers	Select Role	
Catherine Clark	Select Role	
William Reed	Select Role	
Lauren Dunning	Select Role	
Sara Patton	Select Role	
VOB	Select Role	
LSC	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)		
Reflection: Inclusive & Supportive Learning (Instructional Core)		
Reflection: Connectedness & Wellbeing		
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities		
Root Cause		
Theory of Acton		
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Teachers work collaboratively to create and identify high quality curricular materials that are standards aligned. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** Stakeholders are familiar with CBE grading practices and platforms. ✏️	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Grades / ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Yes	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?** Continue to ensure subgroups are addressed. Generally subgroups that need additional targeted intervention are latinX young men and African American young men. ✏️	

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.

Young men in particular subgroups needs targeted interventions and supports as it relates to SEL supports and academic supports. ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	School teams implement robust MTSS strategies. GLT teams and leads are starting to be trained on Branching Minds so interventions can be logged and monitored for student success. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey
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 Integrity Memo		ACCESS / MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Stakeholders understand MTSS strategies which are implemented to help support struggling students. ✏️	Quality Indicators of Specially Designed Curriculum / EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	
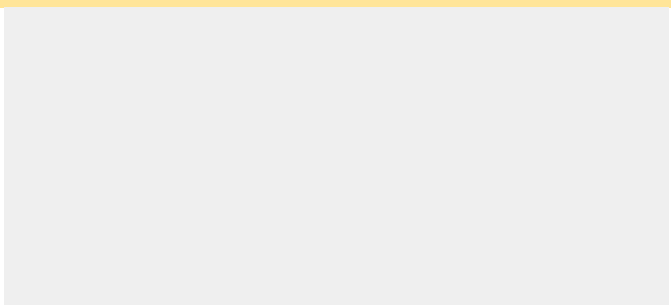
What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Subgroups were taken into account as services and supports for MTSS were selected and implemented.

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.

We need stronger tier 1 supports/interventions especially for students in subgroups. Teachers/staff also need to log interventions and have a way of tracking progress. Therefore, Branching Minds will be helpful in tracking implementation of interventions/MTSS.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	BHT and Culture and Climate Team are in place for students who are receiving MTSS supports.	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100
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?** Stakeholders understand the importance of the BHT team and OST programs in supporting students SEL and academic needs.	Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			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.

We need to continue to put in place supports for students with chronic absenteeism.

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 need to continue to monitor students with chronic absenteeism and ensure we can support those students by getting them to attend school consistently.

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
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	We need to continue offering Dual Credit, Dual Enrollment, and AP Courses. This year, 75 students earned college credit prior to entering college which is a 30% increase from last year.	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
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	**What is the feedback from your stakeholders?** Stakeholders want to continue offering advanced coursework for students.	% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
				9th and 10th Grade On Track
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).			Cultivate (Relevance to the Future)
				Freshmen Connection Programs Offered (School Level Data)
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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 need to continue encouraging students to take this advanced courses. In addition, we want to continue increasing the number of students in advanced courses (AP, Dual Credit, Dual Enrollment).	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

It is critical to engage students, parents, and staff in course selections and the importance.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The school fosters relationships with families and community members through LSC meetings and VOB Meetings. During this time, parents/families are able to offer their input on opportunities available to students.	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment
				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Stakeholders would like to continue to offer a variety of course offerings to meet the individual needs of teachers and students.	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.

We noticed that students are taking multiple APs and Dual Credit/Enrollment. Therefore, this year we created a senior lab to help assist students who are taking multiple APs/Dual Credit/Dual Enrollment to be programmed for courses.

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?

All students have access to this course offerings. Individual conferences need to occur with counselors, staff, and parents to ensure students are signed up for appropriate classes.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

If we do...
Intentional vertically aligned competency based education, standard based grading, student
...then we see...
best instructional practices in the classroom, more student identities/agency as
learners/ownership of classroom activity, and equity.
...which leads to...
higher growth on the SAT/PSAT, higher on track, higher college graduation, enrollment, pers

...then we see...

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top | **Root Cause**

Resources: 🚀

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

As adults in the building, we...

Our mission is to ensure each students learns at high levels. We believe with implementation of adaptive practices (self-pacing), we will be able to meet the individual needs of the students.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....
Intentional vertically aligned competency based education, standard based grading, student choice and adaptive pacing.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Select Foundation

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.

then we see....

best instructional practices in the classroom, more student identities/agency as learners/ownership of classroom activity, and equity.
...which leads to...

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

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

which leads to...

higher growth on the SAT/PSAT, higher on track, higher college graduation, enrollment, persistence, and more students earning college credit while in high school.

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 ✍️

PLCs, GLTs, and Department Chair

Dates for Progress Monitoring Check Ins

| Q1 | | Q3 | |
| Q2 | | Q4 | |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Analysis of DOK levels of assignments/assessments and the questions teachers ask as an option for CBE Adaptive Pacing/Acceleration.	PLCs	End of Year	In Progress
Action Step 1 Teacher/PLC/Departmental Selection of course-wide academic and adaptive competencies.	PLCs	End of Year	In Progress
Action Step 2 Teachers will provide targeted intervention in the classroom as Tier 1	PLCs	End of Year	In Progress
Action Step 3 In PLCs, teachers will develop common assessments, analyze data to	PLCs	End of Year	In Progress
Action Step 4 ⬜ Teachers will meet in PLCs and analyze student progress then provide targeted interventions and accelerations.			Select Status
Action Step 5			Select Status
Implementation Milestone 2			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 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

SY25 Anticipated Milestones

Milestones will be based on PLC share outs of best practices during PD throughout the year. ✍️

SY26 Anticipated Milestones

Increased teacher led PD on best practices and CBE implementation. In addition, increased classroom visits to share best practices. ✍️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Select Foundation

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.

-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	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
If we do… Intentional vertically aligned competency based education, standard based grading, student choice and adaptive pacing. …then we see… best instructional practices in the classroom, more student identities/agency as learners/ownership of classroom activity, and equity. …which leads to… higher growth on the SAT/PSAT, higher on track, higher college graduation, enrollment, persistence, and more students earning college credit while in high school.	Yes	Grades	African American	All students receive targeted intervention and acceleration based on .			
			Male				
Teachers will use data from formative and summative assessments to identify individualized reading and math goals based on classrooms assessment data and PSAT/SAT data. Teachers will use this data to meet students where they are and provide targeted intervention and acceleration. PSAT Growth will increase to at least 45 points growth and SAT 65-75 points growth.	Yes	PSAT (EBRW)	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring classroom assessment data, national testing data, and grade data.		
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Monitoring classroom assessment data, national testing data, and grade data.		
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
If we do… Intentional vertically aligned competency based education, standard based grading, student choice and adaptive pacing. …then we see… best instructional practices in the classroom, more student identities/agency as learners/ownership of classroom activity, and equity. …which leads to… higher growth on the SAT/PSAT, higher on track, higher college graduation, enrollment, persistence, and more students earning college credit while in high school.	Grades	African American	All students receive targeted intervention and acceleration based on assessmen .		On Track	Select Status	Select Status	Select Status
		Male			On Track	Select Status	Select Status	Select Status
Teachers will use data from formative and summative assessments to identify individualized reading and math goals based on classrooms assessment data and PSAT/SAT data. Teachers will use this data to meet	PSAT (EBRW)	Overall			Select Status	Select Status	Select Status	Select Status

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

Select Foundation

Teachers will use this data to meet students where they are and provide targeted intervention and acceleration. PSAT Growth will increase to at least 45 points growth and SAT 65-75 points growth.

PSAT (EBRW)

				Select Status	Select Status	Select Status	Select Status
Overall							

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Monitoring classroom assessment data, national testing data, and grade data.	On Track	On Track	On Track	On Track
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Monitoring classroom assessment data, national testing data, and grade data.	On Track	On Track	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	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 =>

Select Foundation

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

If we do... /
targeted post secondary student supports and direct instruction of post-secondary opportunities.
...then we see...
increases in students achievement and increased knowledge of the college/post secondary goals and opportunities.
Counselors taking an integral role in giving direct instruction of the importance of course selection process and the courses selected. In addition, counselors giving direct instruction regarding reach, match and safety schools.
...which leads to...
Increase in graduation rates, college enrollment, and persistence.

[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.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

We want to ensure that students have post-secondary supports in place as well as achieve their post-secondary goals.

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

Resources: 🚀

If we....
do targeted post secondary student supports and direct instruction of post-secondary opportunities.

then we see....

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.

Select Foundation

increases in students achievement and increased knowledge of the college/post secondary goals and opportunities.
Counselors taking an integral role in giving direct instruction of the importance of course selection process and the courses selected. In addition, counselors giving direct instruction regarding reach, match and safety schools.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

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

which leads to...

Increase in graduation rates, college enrollment, and persistence.

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 ✍️

PLCs, GLTs, Counselors, whole school

Dates for Progress Monitoring Check Ins

Q1		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	If we do... / targeted post secondary student supports and direct instruction of post-secondary opportunities. ...then we see... increases in students achievement and increased knowledge of the college/post secondary goals and opportunities. Counselors taking an integral role in giving direct instruction of the importance of course selection process and the courses selected. In addition, counselors giving direct instruction regarding reach, match and safety schools. ...which leads to... Increase in graduation rates, college enrollment, and persistence.	GLTs, PLCs, Departments, Counselors, and Whole School	End of School year	In Progress
Action Step 1	Counselors will teach Junior/Senior College Knowledge and Sophomore success classes focusing on FASFA, college applications, and scholarships. This will be accomplished by providing counselors time to plan college knowledge curriculum. In addition, our partnerships (i.e. Schuler) with external stakeholders will meet with small groups of targeted students to help support them academically and social emotionally. OSCPA: Academic Advising 100% of students will have a concrete post secondary plan by graduation (i.e. Learn, Plan, Succeed). This will be accomplished by counselors meeting with students individually, push ins into English classes, and engaging students and parents in discussion about their post secondary plans.			Select Status
Action Step 2	By working with community partners (College Board EOS) we will utilize key data points to help guide AP programming. The expectation will be for every student to take at least one advanced course to earn college credit each year (i.e. AP, Dual Credit, and/or Dual Enrollment). Counselors and Admin. will meet with EOS and teachers to not only recommend students for AP courses and Dual Credit courses but also to discuss their post secondary plans as it relates to courses. In addition, this will be accomplished by ensuring parents are involved in this dialogue. Counselors, Teachers, and Admin.			Select Status
Action Step 3	In the senior year, all students will apply to at least 1 reach, match and safety school. In addition, they will apply for at least 5 scholarships, and FASFA. Counselors will accomplish this by using Naviance and post secondary plans to help individual students identify their reach, match and safety schools.			Select Status
Action Step 4	1000% of the school will engage in a school wide celebration of students' post secondary successes (i.e. Signing Day). This will be accomplished by individual meetings with students and a review of Learn. Plan. Succeed and planning celebrations around student goals.			Select Status
Action Step 5	Early college discussions will begin happening at the 7th and 8th grade to expose students early to post secondary options. This will be accomplished college visits and individual and small group student discussions about post secondary goals. In addition, counselors will meet with students during AC lab to discuss future post secondary goals and opportunities.			Select Status
Action Step 6	Students will go on at least one college tour during their 4 years in high school. This will be accomplished college visits and individual and small group student discussions about post secondary goals.			Select Status
Implementation Milestone 2				Select Status
Action Step 1	By working with community partners (College Board EOS) we will utilize key data points to help guide AP programming. The expectation will be for every student to take at least one advanced course to earn college credit each year (i.e. AP, Dual Credit, and/or Dual Enrollment). Counselors and Admin. will meet with EOS and teachers to not only recommend students for AP courses and Dual Credit courses but also to discuss their post secondary plans as it relates to courses. In addition, this will be accomplished by ensuring parents are involved in this dialogue.			Select Status
Action Step 2	In the senior year, all students will apply to at least 1 reach, match and safety school. In addition, they will apply for at least 5 scholarships, and FASFA. Counselors will accomplish this by using Naviance and post secondary plans to help individual students identify their reach, match and safety schools.			Select Status

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

Select Foundation

Action Step 3	100% of the school will engage in a school wide celebration of students' post secondary successes (i.e. Signing Day). This will be accomplished by individual meetings with students and a review of Learn. Plan. Succeed and planning celebrations around student goals.			*Select Status*
Action Step 4	Students will go on at least one college tour during their 4 years in high school. This will be accomplished college visits and individual and small group student discussions about post secondary goals.			*Select Status*
Action Step 5	Early college discussions will begin happening at the 7th and 8th grade to expose students early to post secondary options. This will be accomplished college visits and individual and small group student discussions about post secondary goals. In addition, counselors will meet with students during AC lab to discuss future post secondary goals and opportunities.			*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

SY25 Anticipated Milestones	Counselors will work with students to achieve their post secondary goals. Graduation rate and Learn.Plan.Succeed will be monitored and supports will be implemented for students who need it.
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
analyze student progress then collaborate to provide targeted interventions and accelerations. Grade level teams will meet to discuss student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each grade level incorporating adaptive competencies, and track progress	Yes	Grades	African American Male				
			Select Group or Overall				
By working with community partners (College Board EOS)...	By working with community partners (College Board EOS)...	By working with community partners (College Board EOS)...	Overall				
By working with community partners (College Board EOS)...	By working with community partners (College Board EOS)...	By working with community partners (College Board EOS)...	*Select Group or Overall*				

| Yes | Learn, Plan, Succeed | Overall |

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Implementation of Branching Minds		

Select Foundation

Select a Practice

Select a Practice

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
interventions and accelerations. Grade level teams will meet to discuss student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each	Grades	African American Male			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
advanced course to earn college credit each year (i.e. AP, Dual Credit, and/or Dual Enrollment). Counselors and Admin. will meet with EOS and teachers to not only recommend students for AP courses and Dual	Learn, Plan, Succeed	Overall			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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Implementation of Branching Minds	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

Return to Top   **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

☐ Grade level teams will meet to discuss and support student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each grade level incorporating adaptive competencies, and track data and progress monitor.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

want to ensure that we provide students with extra curricular opportunities so they are well-rounded students.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

Grade level teams will meet to discuss and support student progress, create common interventions to support struggling students, create common tier 1 behavioral interventions at each grade level incorporating adaptive competencies, and track data and progress monitor.

then we see....

Teacher will model adaptive competencies and help students track their own progress in classes.

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.

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

Select Foundation

which leads to...

more students demonstrating mastery and students meeting their post-secondary goals.   ✏️

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	Q3
Q2	Q4

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — Staff will be trained on restorative practices to support students SEL needs. All students will be involved in at least one extracurricular activity to support their post-secondary goals.	All students		In Progress
Action Step 1 Teachers will use the referral form and Deans, Admin. and Culture and Climate will monitor student behavioral progress and interventions.	All students		In Progress
Action Step 2 Culture and Climate and BHT Teams will develop school wide attendance and behavioral incentives and track implementation and progress.	All students		In Progress
Action Step 3 Students will be encouraged to participate in extracurricular activities to promote school spirit, positive culture and climate, and post-secondary goals.	All Students		In Progress
Action Step 4 Culture and Climate Team will develop tier levels of interventions (i.e. restorative conversations for 5 minutes with student) and a school wide progress monitoring system.	All students		In Progress
Action Step 5 Students will be supported in taking their learning and experiences beyond the four walls of a classroom through field trips, opportunities to extend learning in extracurricular groups, and competing locally and nationally in athletic competitions.	All Students		In Progress
Implementation Milestone 2			*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 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

SY25 Anticipated Milestones   *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*   ✏️

SY26 Anticipated Milestones   *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*   ✏️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting   IL-EMPOWER Goal Requirements

Select Foundation

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.

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
			Select Group or Overall				
	Select Answer	*Select Metric*	*Select Group or Overall*				
			Select Group or Overall				
	Select Answer	*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
Select a Practice			
Select a Practice			
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

| Identified Practices | SY24 | Progress Monitoring | | | |
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*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 =>*

Select Foundation

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

Select Foundation

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:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☐ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Select a Goal					
Required Reading Goal	Select a Goal					
Optional 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.

> Principal attends LSC and VOB meetings monthly to ensure parents have the most to date information. Principal works collaboratively with VOB to soldify parent interests and needs as it relates to the budget. VOB will collaborative work with parents to agree on budgetary needs. Principal sends out monthly parent newsletter to families to ensure they know what is happening at the 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