

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Erika Dawson	Curriculum & Instruction Lead	eskennedy@cps.edu
Madeline Rose	Other (Social Worker)	mrose13@cps.edu
Thomas Rooks	Inclusive & Supportive Learning Lead (Intervent...	tnrooks@cps.edu
Miriam Berry	Teacher Leader	meberry1@cps.edu
Michael Durr	Principal	mwduurr@cps.edu
Gerald Roberson	LSC Member and Case Manager	garoberson@cps.edu
Jacquelyn Dunn	Professional School Counselor, Postsecondary ...	jedunn@cps.edu
Catherine Jones	LSC Member	catherinejkata@yahoo.com
Matthew Muhammad	Dean of Students	mmuhammad2@cps.edu
	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	4/1/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	4/1/23	5/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/1/23	5/1/23
Reflection: Connectedness & Wellbeing	5/1/23	5/15/23
Reflection: Postsecondary Success	5/1/23	5/15/23
Reflection: Partnerships & Engagement	5/1/23	5/15/23
Priorities	5/15/23	6/1/23
Root Cause	6/1/23	6/15/23
Theory of Acton	6/19/23	7/11/23
Implementation Plans	6/19/23	7/11/23
Goals	6/19/23	7/11/23
Fund Compliance	8/1/23	8/11/23
Parent & Family Plan	8/1/23	8/11/23
Approval	8/14/23	9/8/23

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	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	3/21/2024
Quarter 4	5/30/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Inconsistency around setting classroom norms/school-wide norms; inconsistency in maintaining norms/holding students accountable. There are no powerful practices school-wide that encourage/promote students to have collaborative conversations regularly. Teacher buy-in or need for more professional development.

What is the feedback from your stakeholders?
 They are 100% in agreement with our analysis.

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?
Supportive coaching around the different strategies to build classroom community, agency, and accountable talk; we currently have learning cycles in place and follow through with some fidelity, but we need to change the focus to collaborative conversations/accountable talk, as well as differentiation within grouping; additionally, we currently have school-wide norms, but they are not necessarily being implemented school-wide and not all classroom teachers are setting norms and holding one another accountable within their individual classrooms in order to build that community piece which is reflective in our Cultivate data. Additionally, we currently have a former dean collaborating with our new dean to establish a culture and climate team to improve school culture.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

Inconsistent classroom community and culture; lack of engagement in academically focused conversations in some classrooms...not all classrooms are engaging students in a way where they can learn together and have active roles in discussions and listen to one another.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

Lack of systems and infrastructure to allow for differentiation in GE classes and providing interventions and supports for Tier 2 and Tier 3 students; lack of team to track data; no interventionists or dedicated interventions being given to support our Tier 2 and Tier 3 students when it comes to reading and math.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [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.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

The majority of stakeholder agree we need to provide additional support around reading and math to increase test scores. 🍌

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

We are currently using reading plus, IXL, and Khan academy across various content areas but they are not being done with fidelity and data was not being properly monitored and reviewed to provided differentiated support to tier 2 and teir 3 students. We have already began to establish a plan for next year to include a structured literacy program for Tier 2 and Tier 3 students, which will inclue Just Words and Wilson Reading. Additionally, we will be implementing Freckle Math as our intervention for all math classes, with pull-out 2-3 times weeks depending on the students' tier placement. 🍌

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

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

Students aren't meeting benchmark scores and/or not at grade level for reading and math 🍌

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Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

We need more incentive programs around attendance and behavior. We need to establish a working culture & climate team. We need to establish restorative practices in order to build community amongst both staff and students. 🍌

What is the feedback from your stakeholders?

The LSC believes we need a lot more programs both during and after school to support and engage students. 🍌

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Yes	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?	
It is challenging to keep our students engaged during after school hours. Additionally, when students have chronic absences they are so far behind and it is difficult to get them caught up. We have tiger tutoring in place but unfortunately we have students who are not willing to stay after school due to other obligations.		We have establish a culture and climate team, who will be using restorative practices to lead change within our community. Additionally the administrative team brought in a restorative practice expert to provide professional development to both staff and students. We are going to be holding monthly field trips for students who are meeting expectations around attendance, behavior and grades. Our first two weeks were SEL focused around building community and setting norms.	

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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	College and Career Competency Curriculum (C4) 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).	Students are provided a plethora of resources to assist them in the completion of a concrete postsecondary plan. We incorporate more resources each year to provide students with more opportunities to engage in career pathways of their interest. While alumni are engaged, we need to engage more of our alumni around school activities and events.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Yes	Work Based Learning Toolkit 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).		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).		
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		Cultivate (Relevance to the Future)
Yes	PLT Assessment Rubric 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).		Freshmen Connection Programs Offered (School Level Data)
Yes	Alumni Support Initiative One Pager 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 student-centered problems have surfaced during this reflection?
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
 Students don't have a variety of opportunities to engage in career pathways during the school day (ie. culinary arts, trades, etc).

What is the feedback from your stakeholders?
 Our LSC would like to see more variety of programming and classes for students.

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?
 Alumni have access to Counselor/Alumni Coordinator from June until August of each summer. Still in progress and working out details. Our field trips are going to be more intentional around career exploration, trade shows/fairs, and possible company shadowing. We are organizing a career fair for students to explore different opportunities for employment, as well as a college fair to explore different options for post-secondary. We have had external partners coming in to work with students around financial literacy, interviewing, business plans, etc.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>We need to engage our parents with intentionality in order to foster relationships, academics, and a culture for learning. We need to provide parents opportunities to engage in our school community and that they are really stakeholders. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>Introspect expressed a desire to be more engaged with our students. Additionally our LSC would like more events to engage our parents and the community. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>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.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>We need more student engagement and buy-in as it relates to creating a school culture and community where their voices are heard. 🍌</p>		<p>We are centralizing records of all family contact so we can reach out to parents. We are organizing a parent gala to get buy-in and share their ideas on how they would like to see improvements within both academics and social activities. We would like to start a parent university. Additionally we would like to create a student voice committee/government. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Lack of systems and infrastructure to allow for differentiation in GE classes and providing interventions and supports for Tier 2 and Tier 3 students; lack of team to track data; no interventionists or dedicated interventions being given to support our Tier 2 and Tier 3 students when it comes to reading and math.

What is the feedback from your stakeholders?

The majority of stakeholder agree we need to provide additional support around reading and math to increase test scores.

What student-centered problems have surfaced during this reflection?

Students aren't meeting benchmark scores and/or not at grade level for reading and math

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?

We are currently using reading plus, IXL, and Khan academy across various content areas but they are not being done with fidelity and data was not being properly monitored and reviewed to provided differentiated support to tier 2 and tier 3 students. We have already began to establish a plan for next year to include a structured literacy program for Tier 2 and Tier 3 students, which will include Just Words and Wilson Reading. Additionally, we will be implementing Freckle Math as our intervention for all math classes, with pull-out 2-3 times weeks depending on the students' tier placement.

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Determine Priorities

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

Students...

Are not meeting benchmark scores for PSAT and SAT and/or are not at grade level for reading and math.



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.

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Root Cause

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

As adults in the building, we...

Lack the systems and infrastructure to allow for interventions and supports for our students who are mostly Tier 2 and Tier 3 when it comes to reading and math. Additionally we do not have a solid MTSS team in place to track, monitor, and analyze data to make informed decisions and support GE teachers with differentiation within their classrooms.



Resources:

[5 Whys 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.

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Theory of Action

What is your Theory of Action?

If we....

Implement interventions for both reading and math, to include a daily intervention class for Structured Literacy, as well as weekly pull-outs using Freckle Math to target tier 2 and tier 3 students,



Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....

greater student achievement on local and district-wide assessments, as well as teachers intentionally integrating interventions and supports for Tier 2 and Tier 3 students during classroom instruction

which leads to...

an increase in grade level performance on STAR360 assessments from BOY to EOY, as well as increase in student attainment on PSAT/SAT.

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS Team

Dates for Progress Monitoring Check Ins

Q1 October 27, 2 Q3 3/21/2024
 Q2 December 22 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Creating MTSS Systems and Structures	Principal and MTSS Lead	August 18, 2023	In Progress
Action Step 1	Establishing a Team	Principal and MTSS Lead	May 31, 2023	Completed
Action Step 2	Setting Meeting Dates for the Team	Principal and MTSS Lead	August 4, 2023	Completed
Action Step 3	Roots Survey	Rooks, Berry, and Dawson	June 2, 2023	Completed
Action Step 4	Branching Minds Training and Implementation	MTSS Team	August 30, 2023	In Progress
Action Step 5	Protocols to Review Data	MTSS Lead	June 2, 2023	Completed
Implementation Milestone 2	Establishing Curriculum and Instruction	MTSS Team	October 2, 2023	In Progress
Action Step 1	Identifying Interventions to be Used	Principal and ILT	April 30, 2023	Completed
Action Step 2	Structured Literacy Training	Interventionists and MTSS Lead	August 30, 2023	Completed
Action Step 3	Freckle Math Training	Interventionists, MTSS Lead, and Math Teacher	August 30, 2023	In Progress
Action Step 4	Implementing Daily/Weekly Interventions for Math and Reading	Interventionists	September 5, 2023	In Progress
Action Step 5	Implementing Weekly/Monthly SEL Lessons	SEL Lead, Counselor Dunn	September 25, 2023	In Progress
Action Step 6	Sex Education Lessons (Bi-Monthly)	Counselor, Social Worker and PE Teacher	September 25, 2023	Not Started
Action Step 7	School-wide Restorative Justice Practices (Training for Staff and Students)	Principal and SEL Lead	August 2023	In Progress
Implementation Milestone 3	Universal Screening	Interventionists and MTSS Lead	September 1, 2023	In Progress
Action Step 1	Implement BOY Star360 Math and Reading	Interventionists and MTSS Lead	September 1, 2023	Completed
Action Step 2	Implement MOY Star360 Math and Reading	Interventionists and MTSS Lead	January 26, 2024	Not Started
Action Step 3	Implement EOY Star360 Math and Reading	Interventionists and MTSS Lead	May 10, 2024	Not Started
Action Step 4	Structured Literacy Screener	Interventionists and MTSS Lead	September 1, 2023	Completed
Action Step 5	PSAT/SAT Fall	Assessment Coordinator	October 2023	Not Started
Action Step 6	PSAT/SAT Spring	Assessment Coordinator	March/April 2024	Not Started
Action Step 7	Freckle Math Assessments	Interventionists and MTSS Lead		Not Started
Implementation Milestone 4	Progress Monitoring and Data Review	MTSS Team	September 22, 2023	Not Started
Action Step 1	Track Interventions in Branching Minds - Weekly To Do's	Interventionists	September 11, 2023	Not Started
Action Step 2	Set Tier 2 and Tier 3 Student Goals based on Screener Data	Interventionists	September 8, 2023	Not Started
Action Step 3	Progress Monitor Goals and Update Every 3 Weeks	Interventionists	October 2, 2023	Not Started
Action Step 4	Assess Students every 3 Weeks and Upload Data	Interventionists	October 2, 2023	Not Started
Action Step 5	Review Student Data Bi-weekly	MTSS Team	September 7, 2023	Not Started

SY25 Anticipated Milestones We will expand the implementation of interventions through all core classes, which will be tracked in Branching Minds.

SY26 Anticipated Milestones We will expand the implementation of interventions through all non-core classes, which will be tracked in Branching Minds.

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will be able to increase their baseline percentile by 2%.	Yes	STAR (Reading)	Other [Tier 2]	Between 11th and 25th			
			Other [Tier 3]	Below 10th percentile			
Students will be able to increase their baseline percentile by 2%.	Yes	STAR (Math)	Other [Tier 2]	Between 11th and 25th			
			Other [Tier 3]	Below 10th percentile			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will meet quarterly to review the MTSS Continuum Survey to reflect and see growth vs areas of need.	We will meet quarterly to review the MTSS Continuum Survey to reflect and see growth vs areas of need.	We will meet quarterly to review the MTSS Continuum Survey to reflect and see growth vs areas of need.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS team will meet bi-weekly and monitor progress in branching minds, as well as review data using specified protocols. MTSS Integrity Memo	MTSS team will meet bi-weekly and monitor progress in branching minds, as well as review data using specified protocols.	MTSS team will meet bi-weekly and monitor progress in branching minds, as well as review data using specified protocols.
<i>Select a Practice</i>			

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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
Students will be able to increase their	STAR (Reading)	Other [Tier 2]	Between 11th and 25th		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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

Inclusive & Supportive Learning Environment

baseline percentile by 2%.	STAR (Reading)	Other [Tier 3]	Below 10th percentile	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Students will be able to increase their baseline percentile by 2%.	STAR (Math)	Other [Tier 2]	Between 11th and 25th	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Other [Tier 3]	Below 10th percentile	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will meet quarterly to review the MTSS Continuum Survey to reflect and see growth vs areas of need.	<input checked="" type="button" value="On Track"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	MTSS team will meet bi-weekly and monitor progress in branching minds, as well as review data using specified protocols. MTSS Integrity Memo	<input checked="" type="button" value="On Track"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Select a Practice		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

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

What are the takeaways after the review of metrics?

Inconsistency around setting classroom norms/school-wide norms; inconsistency in maintaining norms/holding students accountable. There are no powerful practices school-wide that encourage/promote students to have collaborative conversations regularly. Teacher buy-in or need for more professional development.

What is the feedback from your stakeholders?

They are 100% in agreement with our analysis.

What student-centered problems have surfaced during this reflection?

Inconsistent classroom community and culture; lack of engagement in academically focused conversations in some classrooms...not all classrooms are engaging students in a way where they can learn together and have active roles in discussions and listen to one another.

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?

Supportive coaching around the different strategies to build classroom community, agency, and accountable talk; we currently have learning cycles in place and follow through with some fidelity, but we need to change the focus to collaborative conversations/accountable talk, as well as differentiation within grouping; additionally, we currently have school-wide norms, but they are not necessarily being implemented school-wide and not all classroom teachers are setting norms and holding one another accountable within their individual classrooms in order to build that community piece which is reflective in our Cutlivate data. Additionally, we currently have a former dean collaborating with our new dean to establish a culture and climate team to improve school culture.

Return to Top Determine Priorities

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

Students...
 Student don't have the necessary structures to engage in academic conversations, where they play have an active role in leading disucssions, as well as listening to one another. Additionally, they lack classroom community and culture where they feel supported and safe to participate in those discussions.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we...
 are inconsistent around building a classroom setting/ community where students engage in setting classroom and school-wide norms; are not maintaining norms and holding students accountable; are not consistently implementing powerful practices that encourage students to have collaborative conversations and accountable talk regulary; and are not fully bought-in and need more professional development.



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

Resources:

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....
 Develop a school community, where teachers collaborate with students to create classroom norms and a safe place to learn and share ideas; supported by the ILT's implementation of consistent learning cycles around building community and engaging students in questioning and discussion techniques



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....

A change in school culture where all school staff and students will take more agency and ownership in creating a school community with an environment of respect and rapport, as well as more student-centered classrooms with high-level student engagement through collaborative conversations and group learning



Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

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

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

which leads to...

Teacher and student growth in domain 2 and domain 3.



[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

ILT and All Staff

Dates for Progress Monitoring Check Ins

Q1 **October 27, 2**



Q3 **3/21/2024**

Q2 **December 22**

Q4 **5/30/2024**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Systems and Structures	All Staff	Start of School Year	In Progress
Action Step 1	Establishing a Culture and Climate Team	Dean, Counselor, White, Roberson	Summer 2023	Completed
Action Step 2	Send out Survey to Staff - Team Engagement	Lead Coach - Dawson	First Week of August 2023	In Progress
Action Step 3	Establish School-Wide Norms	Culture and Climate Team (2-3 students)	First Week of School	Completed
Action Step 4	Student Survey - 3x per year	Lead Coach and ILT	First Week of School	In Progress
Action Step 5	Establish and Implement Learning Cycle Dates	Lead Coach and ILT	Second Week of August 2023	Not Started
Action Step 6	Scheduled Monthly Town Hall Meetings by Grade Level	Counselor, Lead Coach and ILT	Start in September	Completed
Action Step 7	Establish a Dollar Store - Tier 1 Intervention	Counselor-Dunn, Social Worker, Dean	Second Week of School	Completed
Implementation Milestone 2	Progress Monitoring and Data	ILT	Ongoing	Not Started
Action Step 1	Reviewing Learning Cycle Data (3x)	ILT and Teachers	End of Each Learning Cycle	Not Started
Action Step 2	Review Domain 2 and Domain 3 Data - Teacher Evaluations	ILT and Teachers	1st Week of Professional Development - Start of School Year	Not Started
Action Step 3	Student Survey Data - Review 3x	ILT and Teachers	BOY, MOY, and EOY	Not Started
Action Step 4	Atlas Protocol to review Data	ILT and Teachers	BOY, MOY, and EOY	Not Started
Action Step 5	LASW Protocol	ILT and Teachers	Quarterly	Not Started
Action Step 6	LAAW Protocol	ILT and Teachers	Quarterly	Not Started
Action Step 7	Cultivate Survey Data	ILT	MOY and EOY	In Progress
Implementation Milestone 3	Professional Development	ILT	Ongoing throughout the Year	Not Started
Action Step 1	Professional Development for Teachers - Setting Classroom Norms and Building Community	ILT and Teachers	First Week of School/Month	In Progress
Action Step 2	Professional Development for Teachers - Accountable Talk and Collaborative Conversations	ILT and Teachers	Start in late Sept/Early Oct	Not Started
Action Step 3	Professional Development - Grouping and Differentiation	ILT and Teachers	Ongoing	In Progress
Action Step 4	Weekly and Bi-Weekly Coaching Sessions	Lead Coach and Teachers	September 1st	Not Started
Action Step 5	Weekly feedback provided by Coach	Lead Coach and Teachers	Weekly	Not Started
Action Step 6	Professional Development for Security	Dean and All Security	Start in Summer	Not Started
Action Step 7	PLC for Culture and Climate	Dean, White, and Roberson	Start in September 2023	In Progress
Implementation Milestone 4				Not Started
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** Student Voice Committee; More Tier 1 Interventions; bring in additional community partners to support us in Tier 1 
- SY26 Anticipated Milestones** Full Body Student Government; Student-Led Classrooms - teacher is the facilitator and students are leading the learning 

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




Indicators of a Quality CIWP: Goal Setting

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

Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Increase the percentage of students who feel they have many opportunities to interact in the classroom through collaborative conversations and accountable talk.	Yes	Cultivate (Classroom Community)	Overall	48%			
			Select Group or Overall				
Increase the percentage of students who feel they are in a classroom where students encourage each other while building a classroom of respect and rapport.	Yes	Cultivate (Classroom Community)	Overall	46%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Building Classroom communities with an environment of respect and rapport; students taking ownership and agency; cultivate survey data; student survey data; classroom observations	Building Classroom communities with an environment of respect and rapport; students taking ownership and agency; cultivate survey data; student survey data; classroom observations	Building Classroom communities with an environment of respect and rapport; students taking ownership and agency; cultivate survey data; student survey data; classroom observations
C&I:4 The ILT leads instructional improvement through distributed leadership.	Student-centred classrooms with collaborative conversations/accountable talk and grouping; monitored through ILT learning walks; lead coach support through one-on-one meetings and classroom visitings; professional development created and implemented by ILT.	Student-centred classrooms with collaborative conversations/accountable talk and grouping; monitored through ILT learning walks; lead coach support through one-on-one meetings and classroom visitings; professional development created and implemented by ILT.	Student-centered classrooms with collaborative conversations/accountable talk and grouping; monitored through ILT learning walks; lead coach support through one-on-one meetings and classroom visitings; professional development created and implemented by ILT.
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
Increase the percentage of students who feel they have many opportunities to interact in the classroom through collaborative conversations and accountable talk.	Cultivate (Classroom Community)	Overall	48%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students who feel they are in a classroom where students encourage each other while building a classroom of respect and rapport.	Cultivate (Classroom Community)	Overall	46%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Building Classroom communities with an environment of respect and	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Student-centred classrooms with collaborative conversations/accou	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

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

Required Math Goal STAR (Math): Students will be able to increase their baseline percentile data.

Required Reading Goal STAR (Reading): Students will be able to increase their baseline percentil...

Optional Goal Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We are establishing a parent university that will focus on skills around how to empower them to better support their students academically at home. There will be sessions around mental health and bullying (connect to respect), as well as healthy lifestyles and eating. There will also be leadership training sessions. Additionally there will be a session around Title I. 🍌

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