CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Doreatha Butler	Principal	dbutler3@cps.edu
Maximilian Cole	AP	macole5@cps.edu
Cinque Cullar	Partnerships & Engagement Lead	cjcullar@cps.edu
Yueh-Yuan Chung	Postsecondary Lead	ykchung@cps.edu
Keith Conner	Connectedness & Wellbeing Lead	kconner@cps.edu
Ana Diaz	Teacher Leader	ardiaz@cps.edu
Sharon Baker	LSC Member	womenofdestiny53@gmail.com
Briana Bryson	Curriculum & Instruction Lead	btbryson@cps.edu
Vinicus Shelby	Student	vcshelby@cps.edu
Stacey Lowe	Parent	stcy_lowe@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/1/23	5/26/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/25/23
Reflection: Connectedness & Wellbeing	6/28/23	7/21/23
Reflection: Postsecondary Success	6/30/23	7/21/23
Reflection: Partnerships & Engagement	6/28/23	7/25/23
Priorities	6/30/23	7/25/23
Root Cause	7/11/23	7/25/23
Theory of Acton	8/14/23	8/16/23
Implementation Plans	8/14/23	8/16/23
Goals	8/16/23	8/16/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/18/23	9/1/23
Approval	9/9/23	9/9/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/23
Quarter 2	1/10/23
Quarter 3	4/1/24
Quarter 4	6/10/24

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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Dyett Arts High School has apapted the Skyline Currirculum and all core subjects and advisory teachers are required to use it. By adopting this curriculum teachers can ensure that students have access to high quality lessons that align with state standards. Skyline is also culturally responsive as it allows lessons for African American, LatinX and other races. Skyline does a brillant job at allowing students to use background knowledge and experiences to relate to lessons. PSAT 1% Met both, 19% met 1 benchmark, Reading and Writing 19% met/exceeded, 13% approaching, Math 2% met/exceeded, 12% approaching 1. For SAT 2% met both, 17% met 1, ELA- 19% met/exceed, 6% approaching, Math-2% met/exceed, 3% approaching ✏️	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) / STAR (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** The Inner Core is focused on identity, community and relationships are heavily promoted within the school building. Teachers are encouraged to build community throughout the school year, reset classroom norms and teach culturally responsive currirculum. The Inner Core is visible in the classroom due to student engagement. The ILT leads instructional improvement by having monthly meetings where data is being analyzed and team leaders use distributed leadership to provide the data and metrics to departments. As teams become adapt at analyzing student data, school leaders move from directing team development to collaborative partners to ensure teaching and learning is occuring. Distributed leadership is effective by allowing teachers ownership and opportunities to collaborate. ✏️	iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		TS Gold / Interim Assessment Data
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		
Partially	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?** Teachers are informed and supported to attend all Skyline Curriculum and Checkpoint Assessment System trainings. These trainings will help teachers application teaching curriculum, administering assessments and having the tools needed to analyze data. This arsenal will help to ensure student growth is occuring. The impact of having an evidence based assessment across all contents allows for accurate data collection. Daily evidence based assessments occur through informal practices such as; check ins, exit tickets and student to student discourse. Daily evidence based assessments can prevent students from falling behind and allowing teachers to re-teach lessons if needed. ✏️	

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

Students are not meeting standard based benchmarks which is visible in the SAT data. There was a 1% increase in students who met the performance level. Teachers should use balanced assessments such as; skyline assessments, interim assessments, informal and formal assessments that align with culture and standard based ✏️

Return to Top

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	With the implementation of the Culture & Climate Team and the Behavioral Health Team we are able to identify students that may be dealing with social and emotional issues and use MTSS system to accurately tier students and provide applicable interventions. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		MTSS Academic Tier Movement
			Annual Evaluation of Compliance (ODLSS)
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?** 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	Mrs. Jordan (Case Manager) is a expert at implementing supports for students whom have IEP's. She ensures that IEP meetings are occuring, teachers are in compliance with student's accomodations and parent communication is occuring.
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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Grade Level Teams utilize the Kid Talk Protocol to address the needs of students. The Behavioral Health Team works with related service providers, teachers, administration, and school partners. Students have an active student voice team on campus through student government, local school council student representative and through the community built with their teachers.

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 have a need for timely and consistent feedback for growth and performance
Implementation of students IEP's accomodations and modifications

Connectedness & Wellbeing

Return to Top

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	The Behavioral Health Team and Culture & Climate Team meets bi-weekly. Students that are referred to these teams are discussed within the team . The team works together to build appropriate supports that are needed. By doing this teams are able to assign tiered interventions. Data shows that the amount of restorative conversations increased morale and decreased negative behavioral incidents.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students feel safe and feel they have someone to connect to in the building.	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?**
-- Chronic absenteeism amongst certain groups of students -Lack of sense of urgency of students to get to class or school. -Students caring for family members or other prior engagements that may impact school performance Some students with chronic absenteeism and tardiness	New partnerships were identified to support select groups. Implementation of academic support system and utilization of OST programming can be developed. The new bell schedule was voted on to include interventions and enrichment throughout the school day/year. Supports to prevent failing, build community with student and teacher/staff relationships which ultimately helps create a safe space that ensures. learning is occuring.

Postsecondary Success

Return to Top

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)	Systems are in place to offer college and career access and supports to all students. We currently have a high graduation rate. Currently 98% of our Senior students graduate. While the graduation rate has consistently been over 90 % and above for each graduating class, the data shows that within the last year African American males had a higher rate than African American female students. Over 30% of students are pursuing early college career courses. 2023 school year we had a 96.38 % FAFSA completion rate. Freshman On Track at the end of the school year was 75% and Sophmore On Track was 82%.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
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?**	
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).		Excellent post secondary progress monitoring tracker is created to identify what students need and their level to be on track. A variety of field trips offered for diverse opportunities for student awareness, exploration and post secondary interests.	
Partially	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?**	
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	Seminar class offers more exposure and access for all grade levels including freshmen early in the school year. All classes will use the CPS C4 Curriculum. Flexible schedule in place that allows students access to early college career courses, increase partnership offereings	

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 needing credit recovery, students not following through with post secondary plan, not all students taking advantage of early college career offereings

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	Parents are supportive and work collaboratively with the school community. The need for different programming to address the changing demographics. 5essentials data showed Involved families is strong. Parent teacher trust is neutral. ✍️	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Partially	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?** Schoolwide systems and protocol for tracking parent phone calls/engagement with ease. Teachers make weekly phones calls and log all conversations types that consist of; prevention, updates, and praise. The 5 essentials survey's data shows strong parent decision making in the school. ✍️	Formal and informal family and community feedback received locally. (School Level Data)

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

Engagement or low participation for select groups ✍️

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?

Parent newsletters and communication are in place and can be improved upon. Flexibity in meeting parent needs to accommmodate virtual and in person options for conferences can continue. Increase and utilize school partners to continue developing programming that parents want to see such as; pottery class, workouts, or other suggested topics by parents. We will continue to use the parent survey that was distributed to create events such as game and movie night and schedule in advance by academic quarters. ✍️

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

Yes — Students experience grade-level, standards-aligned instruction.

Partially — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

Yes — The ILT leads instructional improvement through distributed leadership.

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.

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

What are the takeaways after the review of metrics?

Dyett Arts High School has apapted the Skyline Currirculum and all core subjects and advisory teachers are required to use it. By adopting this curriculum teachers can ensure that students have access to high quality lessons that align with state standards. Skyline is also culturally responsive as it allows lessons for African American, LatinX and other races. Skyline does a brillant job at allowing students to use background knowledge and experiences to relate to lessons. PSAT 1% Met both, 19% met 1 benchmark, Reading and Writing 19% met/exceeded, 13% approaching, Math 2% met/exceeded, 12% approaching 1. For SAT 2% met both, 17% met 1, ELA- 19% met/exceed, 6% approaching, Math-2% met/exceed, 3% approaching

What is the feedback from your stakeholders?

The Inner Core is focused on identity, community and relationships are heavily promoted within the school building. Teachers are encouraged to build community throughout the school year, reset classroom norms and teach culturally responsive curriculum. The Inner Core is visible in the classroom due to student engagement. The ILT leads instructional improvement by having monthly meetings where data is being analyzed and team leaders use distributed leadership to provide the data and metrics to departments. As teams become adapt at analyzing student data, school leaders move from directing team development to collaborative partners to ensure teaching and learning is occuring. Distributed leadership is effective by allowing teachers ownership and opportunities to collaborate.

What student-centered problems have surfaced during this reflection?

Students are not meeting standard based benchamarks which is visible in the SAT data. There was a 1% increase in students who met the performance level. Teachers should use balanced assessments such as; skyline assessments, interim assessments, informal and formal assessments that align with culture and standard based

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?

Teachers are informed and supported to attend all Skyline Curriculum and Checkpoint Assessment System trainings. These trainings will help teachers application teaching curriculum, administering assessments and having the tools needed to analyze data. This arsenal will help to ensure student growth is occuring. The impact of having an evidence based assessment across all contents allows for accurate data collection. Daily evidence based assessments occur through informal practices such as; check ins, exit tickets and student to student discourse. Daily evidence based assessments can prevent students from falling behind and allowing teachers to re-teach lessons if needed.

Determine Priorities

Return to Top

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

Students...

need to have access to equitable and rigorous instruction across all content and world language classes to increase PSAT/SAT.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

1) Skyline Curriculum isn't used with fidelity amongst contents 2) do not see the benefits of analyzing data provided by Checkpoint 3) do not see the correlation between Skyline standards and the standards in the PSAT/SAT stanardized testing

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

make a vigorous effort to ensure that teachers across all contents use the Skyline curriculum

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 =>

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....

a clear and shared focus on wellbeing, connectedness, rigorous daily instruction, student academic success and overall authentic measures for assessing student learning.

which leads to...

a 5-7 % increase in P/SAT Benchmarks

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

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	1/10/23	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✋	Who ✋	By When ✋	Progress Monitoring
Implementation Milestone 1	By the end of Quarter 1, we will implement and reinforce skills that focus on daily success; time management, planning and organization.	ILT	August 18	Completed
Action Step 1	Whole School Roll Out - Marker board delierables, gradual release, and proper lesson planning which will result in adequate leaing, maintained organization and students abilities to effectively manage time and take ownership in their learning	Administration and Instructional Coach	September 14	In Progress
Action Step 2	Departmental Learning --> Teachers will meet with Department Leads and Instructional Coach to ensure classrooms are set for students' comfortability, lesson plans, agenda are visible and student ownership in daily class routines should be visible	Department Chairs and Administration	September 29	In Progress
Action Step 3	Grade Level Learning --> Grade level teams will meet to ensure that the aformentioned actions are reinforced and begin to use the Kid Talk Protocol to identify students who needs MTSS plans	Grade Level Leads	September 29	In Progress
Action Step 4	Learning Walk --> Conduct peer observations with rubrics to ensure progress monitoring implementation is occuring	Whole Staff	October 20	In Progress
Action Step 5	Team Meet --> Collectively reflect on progress and reflect on areas of need	Key Stakeholders	10/27/2023	Not Started
Implementation Milestone 2	By the end of Quarter 2 all content and advisory teachers attend atleast one Skyline curriculum training and using those learned skills in daily class instruction.	ILT	August 18	Not Started
Action Step 1	Whole school roll out - focus on all content, world language and seminar teachers attending all Skyline Curriculum training.	Skyline Team	September 15	In Progress
Action Step 2	Departmental Learning - The MTSS cordianator, Mrs. Dias, will use the Star 360 program to create tiered programs to ensure that students are recieving the academic and social supports needed for instructional success	Mrs. Diaz	October 27	In Progress
Action Step 3	Specific Department Learning -De partments will meet to look at Assessment data via checkpoint and create a plan to ensure student success is occurring	The Behavioral Health Team	November 13	In Progress
Action Step 4	Grade Level Learning MTSS Coordinator, and Instructional Coach will use the Star 360 data and work with other key stakeholders to pull tier 2 and 3 students during the week and provide out of classroom support	Ms. Bryson	November 13	Not Started
Action Step 5	Team Meeting --> Collectively reflect on progress and identify areas of need	All teachers	12/21/2023	Not Started
Implementation Milestone 3	By the end of Quarter 3 we will have a tiered plan focusing on developing student's metacognitive skills, retention through cultural relevant instruction which will lead to students ability to become independent learners with improved performance on complex cognitive tasks	ILT	March 22	Not Started
Action Step 1	Whole School Roll Out - Teachers will/should have clear systems in place to ensure differentiation, process monitoring, and formative assessment are occuring on a daily	Teachers	January 9	In Progress
Action Step 2	Departmental Learning - The Behavioral Health Team will use tiered supports for students to ensure that students socially and emotionally prepared to learn	The Behavioral HealthTeam	January 15	In Progress
Action Step 3	Grade Level Learning - Grade level teams will meet and use Kid Talk Protocol to ensure that students are recieving positive reinforment supports and academic supports	Grade Level Teams	January 30 , 2024	In Progress

Curriculum & Instruction

Action Step 4	Conduct Peer Observations - Tier 2 and 3 students will be pulled during the week to provide out of classroom support. Based on classroom observation differentiation for all learning modalities should be present in all of classrooms	Teachers	February 15, 2024	Completed
Action Step 5	Team Meet - Review rubric data in order to progress monitor implementation	ILT and Key Stakeholders	February 29, 2024	In Progress
Implementation Milestone 4	By the end of Quarter 4 we will implement targeted strategies to retrain teachers on using differentiation and accomodations for Tier 2 and 3 students in improving their high school perserverance, resulting in increased student resilience	Mrs.Diaz, Mr. Chung, The BHT	6/30/2024	Select Status
Action Step 1	Whole School Roll Out --> Utilize Star 360 End of the Year assessment	Mrs. Diaz	8/31/2023	Select Status
Action Step 2	Departmental Learning --> Administration and Instructional Coach will meet with teachers weekly providing feedback on student success movements based on Checkpoint, Branching Minds and Star 360 data	Ms. Bryson and Teachers	BOY 8/28 - 9/28 EOY 5/1-5-19	Select Status
Action Step 3	Administer Interim assessments twice a year ; BOY and EOY to monitor growth and achievement according to specific learned goals and academic standards.	Teachers	9/29/2023	Select Status
Action Step 4	Departmental Learning --> Assistant Prinicpal Cole and Case Manager Jordan will meet with co teachers to ensure that they are incorportating one of the six models of co teaching	All teachers	4/15/2024	Select Status
Action Step 5	Team Meet --> Collectively reflect on progress and identify areas of need	All Teachers	April 30, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers should effectively teach Skyline Curriculum and use data to support students success to produce a 5-7% increase in PSAT scores. Based on classroom observation differentiation for all learning modalities is present in the majority of classrooms	✏️
SY26 Anticipated Milestones	Teachers should effectively teach Skyline curriculum and use data to support students success to produce a 5-7% increase in SAT scores. Departments and course teams regularly look at student work and adjust instruction based on data	✏️

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 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
5-7 % score increase of 10 grade student's meeting P/SAT EBWR benchmarks	Yes	PSAT (EBRW)	African American Male	10%met the benchmark score of 430	15%	15%	20%
			African American Female	9% met the benchmark score of 430	15%	15%	20%
5-7% Increase in 10 grade student's meeting P/SAT Math benchmarks	Yes	PSAT (Math)	African American Male	1%	15%	15%	20%
			African American Female	2% met the benchmark score of 430	15%	15%	20%

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.	Identify the gaps in classroom daily practices that can help students develop a consciousness to take ownership in their learning Metric: Network walkthrough look-for tool, Feedback loops observational tools	Metric: Network walkthrough look-for tool, Feedback loops observational tools	Metric: Network walkthrough look-for tool, Feedback loops observational tools

Curriculum & Instruction

| 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. | Ensure that all teachers are accurately using Branching Minds, Skyline Curriculum and Checkpoint Assessment System to collect data, analyze evidence and create tiered system for student improvement and success | Metric: Network walkthrough look-for tool, Feedback loops observational tools | Metric: Network walkthrough look-for tool, Feedback loops observational tools |
| Select a Practice | | | |

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
5-7 % score increase of 10 grade student's meeting P/SAT EBWR benchmarks	PSAT (EBRW)	African American Male	10%met the benchmark score of 430	15%	Select Status	Select Status	Select Status	Select Status
		African American Female	9% met the benchmark score of 430	15%	Select Status	Select Status	Select Status	Select Status
5-7% Increase in 10 grade student's meeting P/SAT Math benchmarks	PSAT (Math)	African American Male	1%	15%	Select Status	Select Status	Select Status	Select Status
		African American Female	2% met the benchmark score of 430	15%	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.	Identify the gaps in classroom daily practices that can help students develop a consciousness to take ownership in their learning Metric: Network walkthrough look-for tool, Feedback loops observational tools	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Ensure that all teachers are accurately using Branching Minds, Skyline Curriculum and Checkpoint Assessment System to collect data, anaylze evidence and create tiered system for student improvement and success	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 =>

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
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).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Systems are in place to offer college and career access and supports to all students. We currently have a high graduation rate. Currently 98% of our Senior students graduate. While the graduation rate has consistently been over 90 % and above for each graduating class, the data shows that within the last year African American males had a higher rate than African American female students. Over 30% of students are pursuing early college career courses. 2023 school year we had a 96.38 % FAFSA completion rate. Freshman On Track at the end of the school year was 75% and Sophmore On Track was 82%.

What is the feedback from your stakeholders?

Excellent post secondary progress monitoring tracker is created to identify what students need and their level to be on track. A variety of field trips offered for diverse opportunities for student awareness, exploration and post secondary interests.

What student-centered problems have surfaced during this reflection?

Students needing credit recovery, students not following through with post secondary plan, not all students taking advantage of early college career offerings

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?

Seminar class offers more exposure and access for all grade levels including freshmen early in the school year. All classes will use the CPS C4 Curriculum. Flexible schedule in place that allows students access to early college career courses, increase partnership offereings

---

Return to Top
Determine Priorities

Resources: 🚀

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

Students...

feel indifferent to postsecondary opportunities. Student participation to dual enrollment, dual credit, Advanced Placement, and trade programs are not as high as they can be.

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...

identify the root cause as fixed mindset and negative thinking. We are shifting away from an existing mindset that is counter productive to a mindset that can bring about positive change.

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....

build a positive school culture that is based on growth mindset

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

Postsecondary Success

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....

increased postsecondary participation, improved interaction between teachers and students in seminar classes which will lead to an increase in interest in postsecondary subjects and opportunities. ✍️

which leads to...

improved student participation with dual enrollment, dual credit, trade internship programs such as Chicago Builds leading to increased college enrollment and college persistence, and as well as increased alumni correspondence. ✍️

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 ✍️

Postsecondary Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	1/10/23	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	By the end of SY'23-'24, the Postsecondary Leadership Team will achieve 100% alignment with School Links ILP.			*Select Status*
Action Step 1	Scope and sequence introduction. The above mentioned topics will be completed by the end of our first PLT meeting. Advisory teachers, counselors and support staff will have a clearly defined role for their work on the postsecondary team.	Chung	September 7th	Completed
Action Step 2	Skyline introduction - Lessons that make meaning of ILPs listed on the scope and sequence.	Chung	September 21st	*Select Status*
Action Step 3	Routines and Pacing Guide - PLT will work to develop ILPs to be completed by the month for the entire school year.	Counseling Team	October 5th	*Select Status*
Action Step 4	Pathway Conversation - Students will have a tentative pathway declared by the end of Q1. This will help students prioritize ILPs that pertain to them. Advisory teachers will be trained and help faciliate conversations	Counseling Team	November 3rd	*Select Status*
Action Step 5	Best practice discussion and realignment of advisory practice to be completed by the end of Q2	Counseling Team	December 1st	*Select Status*
Implementation Milestone 2	By the end of SY'23-'24, the Post-Secondary Leadership Team will demonstrate collaboration and professionalism during meetings, sessions, and events with 100% proficiency.			*Select Status*
Action Step 1	Team members introduction and roles responsibilites defined by the end of first PLT meeting.	Chung	September 7th	Completed
Action Step 2	Growth Mindset will be introduced and emphazied throughout PLT meetings.	Chung	September 22nd	*Select Status*
Action Step 3	Positive messaging to students	Counseling Team	September 22nd	*Select Status*
Action Step 4	Planning Decision Day	Counseling Team	December 7th	*Select Status*
Action Step 5	Equity Team will reflect on current state of practices and iniatives	Equity Team	September 30th	*Select Status*
Implementation Milestone 3	By the end of SY'23-'24, the PLT will provide college and career services and post-secondary advisement to stakeholders at Dyett HS with 100% accuracy.			*Select Status*
Action Step 1	Whole School Rollout of scope and sequence of poste secondary learning	PLT	November '23	*Select Status*
Action Step 2	Post Secondary Team professional development on best practices of implementation for success	PLT	Ongoing	*Select Status*
Action Step 3	Grade Level Team, MTSS Coordinator review and analyze data for Tier 2 and Tier 3 students for intervention supports	Grade level leads, MTSS Coordinator	Ongoing	*Select Status*
Action Step 4	Equity Team will reflect on progress of practices	Equity Team	March '24	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	By the end of summer 2024, students will have received transitional support for the chosen pathway on their post-secondary journey with 100% accuracy.	Alumni Coordinator	September '24	*Select Status*
Action Step 1	Students will enroll in early college credit opportunities	PLT Team	Ongoing	In Progress
Action Step 2	Match students with partnerships	Dir of Student Life	Ongoing	*Select Status*
Action Step 3	Equity Team will make recommendations and adjustments for the upcoming school year	Equity Team	June '24	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*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 => |

Postsecondary Success

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
By 2025, 50% of students will successfully complete an early college credit credential.

SY26 Anticipated Milestones
By 2025, 70% of students will successfully complete an early college credit credential.

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 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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By the end of the school year, at least 40% of students will have successfully completed an early college credit credential	Yes	Program Inquiry: Programs/participation /attainment rates of % of ECCC	Overall	30%	40%	50%	70%
			Select Group or Overall				
By the end of SY24, Dyett will achieve 15% dual enrollment participation rate	Yes	College Enrollment and Persistence Rate	Overall	6.7%	15%	20%	25%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
PS:1 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).	By the end of SY24 99% of students will complete FAFSA	The counseling team has a comprehensive college knowledge program that ensures all students receive a comprehensive college application curriculum to ensure they are equipped with the confidence in their ability to immplement and adapt their plan throughout their lives as they and the world around them change and choose the best post secondaryy option for their particular circummstances and learning style. Continue to monitor plan and effectiveness based on fafsa completion, completion of KPI's, and enrollment	The counseling team has a comprehensive college knowledge program that ensures all students receive a comprehensive college application curriculum to ensure they are equipped with the confidence in their ability to immplement and adapt their plan throughout their lives as they and the world around them change and choose the best post secondaryy option for their particular circummstances and learning style. Continue to monitor plan and effectiveness based on fafsa completion, completion of KPI's, and enrollment and persistence data that is shared. Review of 5essentials data
PS:4 Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	By the end of SY24 95% of seniors will graduate. This will be tracked utilizing a tracker for each student and creating individualized plans of support from school, families, and community.	By the end of SY25 the freshment on track rate will increase to 90% FOT and the sophomore on track rate will increase to 95% SOT by targeting students in the low to midrange GPA.	By the end of SY26 the freshmen on track rate will increase to 95% FOT and the sophomore on track rate will incrase to 98% SOT by targeting students in the low to midrange GPA.
PS:6 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 will utilize post sec data to analyze and make decisions for student awareness and experiences in WBL or other chosen pathway. Metric program coherence, Learn Plan Suceed, % of 12th grade KPI's completed	By end of SY25 students utilize roadmap to design learning plan and monitor for career pathway goals. Metric Program inquiry and attainment rates, Learn Plan Suceed	Industry Recognized Certificate program completion is increased though WBL, college enrollment, and persistence data will show an increase by the end of SY26

Return to Top

SY24 Progress Monitoring

Resources: 🚀

Postsecondary Success

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
By the end of the school year, at least 40% of students will have successfully completed an early college credit credential	Program Inquiry: Programs/participation/attainment rates of % of ECCC	Overall	30%	40%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, Dyett will achieve 15% dual enrollment participation rate	College Enrollment and Persistence Rate	Overall	6.7%	15%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:1 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).	By the end of SY24 99% of students will complete FAFSA	Select Status	Select Status	Select Status	Select Status
PS:4 Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	By the end of SY24 95% of seniors will graduate. This will be tracked utilizing a tracker for each student and creating individualized plans of support from school, families, and community.	Select Status	Select Status	Select Status	Select Status
PS:6 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 will utilize post sec data to analyze and make decisions for student awareness and experiences in WBL or other chosen pathway. Metric program coherence, Learn Plan Suceed, % of 12th grade KPI's completed	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

<div style="text-align: center; background-color: #1a9ba1; color: white; font-weight: bold;">Parent and Family Plan</div>

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	☑	**Our school is a Title I school operating a Schoolwide Program**

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

If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent engagement and skills development will be aligned to the priority areas of instruction and post-secondary success. The school is committed to increasing parent engagement. The school will incorporate information on awareness of whats available to students now, develop creative ways of being involved, utilize creative communication channels for parents, provide development not limited to financial literacy workshops for parents and engaging post secondary topics for parents. The annual Title I Meeting will be held September 30, 2023 at 11AM and the PAC Organizational Meeting will follow.

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