

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 
Dr. Anthony Haley Jr	Partnerships & Engagement Lead	anthony.haley@sesischools.com
Shani Hawkins	Principal	shani.hawkins@sesischools.com
Juan Jones	Connectedness & Wellbeing Lead	juan.jones@sesischools.com
Yvette Bariffe-Smith	Inclusive & Supportive Learning Lead	yvette.bariffe-smith@sesischools.com
Rosie Jones	Postsecondary Lead	rosie.jones@sesischools.com
Antonia Banks	Teacher Leader	antonia.banks@sesischools.com
Crystal Pendleton	Parent	crystalpendleton2010@gmail.com
Walter Turner III - Community Partner (New Spiritual Light Baptist Church)	Other [Type In]	wpturner3@aol.com
Taneesha Rolland - Community Partner (Family Legacy Foundation)	Other [Type In]	trolland@ffchicago.org
Gregory Washington	Teacher Leader	gregory.washington@sesischools.com
	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	5/24/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	6/2/23	6/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/2/23	6/2/23
Reflection: Connectedness & Wellbeing	6/2/23	6/2/23
Reflection: Postsecondary Success	6/14/23	6/14/23
Reflection: Partnerships & Engagement	6/15/23	6/15/23
Priorities	6/28/23	6/28/23
Root Cause	7/3/23	7/3/23
Theory of Acton	7/3/23	7/3/23
Implementation Plans	7/26/23	7/26/23
Goals	8/2/23	8/2/23
Fund Compliance	8/9/23	8/9/23
Parent & Family Plan	8/29/23	8/29/23
Approval	9/5/23	9/5/23

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	10/12/23
Quarter 2	12/14/23
Quarter 3	3/14/24
Quarter 4	5/9/24

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](#)

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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

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
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

• Students and staff were successful at logging on and clocking in significant hours on the IXL (RTI) program on a weekly, basis. However, students were not being monitored on the types of assignments students were completing, which were not at grade level. Moving forward teachers will ensure students are working on appropriate grade level questions for mastery.

• Students who attended school regularly were highly likely to pass all courses, and likely to achieve honor roll status each quarter.

• Students logging in to IXL regularly allowed for students to monitor or at least be aware of academic goals, which correlated to students being intrinsically motivated to complete MOY and EOY assessments with fidelity and pride.

• Students did grow by at least .5-1.0 grade level in reading and math by the EOY STAR assessment.

• Rubrics and data analysis from rigor walk correlated to increase taxonomy in student standards, student work and assessment.

• Increased alignment needed for standards, objectives and assessment

- [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 is the feedback from your stakeholders?

•Parents and community partners became familiar with the IXL program due students frequent reference to the program and the incentives earned through their participation.

•Having immediate access to BOY, MOY and EOY scores helped bring clarity to the type of support their student would need.

•Parents would like to be included in academic celebrations that may occur during the school day.

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

•Increased monitoring of IXL is needed to ensure students are mastery grade level skills in math and reading. Lead teachers will do weekly checks, and the principal will do monthly checks of student IXL data. This effort should correlate with increased growth in math and reading in STAR.

•Increase the amount of academic incentives for student achievement directly related to grades and assessment growth, because student responded well to the quarterly honor breakfast, weekly IXL prizes and monthly IXL staff and student lunch

•Principal should provide more professional development directly related to results of weekly walkthroughs and rigor walks, and increase the amount of time teachers have to practice and discuss strategies before planning and implementation.

•Teachers will revise their "Rounds" sheet to include goals from CIWP and walkthrough data to increase consistency and usage of common language.

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 working on grade appropriate questions in IXL (RTI) on a weekly basis.

Students are not receiving consistent assessment aligned with standards

Students need to increase productive struggle.

Student work should reflect increased higher taxonomy levels.

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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

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

-EL students are not effectively being supported.

-Not all CPS memos, information, or mandates are reaching option schools

-The IEP team was successful in meeting deadlines to ensure IBSE compliance for annual reviews and evaluations for Diverse Learners.

-Diverse Learners' classes were successfully scheduled in accordance with their IEPs.

- 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
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

- EL parents would like to have school documents and forms presented to them in their native language
- Clinicians would like to have access to students' data such as grades, attendance and behavior concerns
- Parents of Diverse Learner would like to see teachers implement IEPs as written and not up to their discretion

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?

- Current staff have applied to certified ESL programs
- Director of Diverse Learners has reached out to CPS to gain access to the Branching Minds platform for MTSS purposes

- [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.

- EL students are not receiving appropriate academic services due to the absence of a certified ESL teacher.
- Language objectives for EL students that demonstrate HOW students will use language across the content was not evident.
- Student and family engagement is not consistent with the expectations of the MTSS Integrity Memo issued by CPS

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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.
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 are the takeaways after the review of metrics?

- Students aren't taking advantage of after school programming.
- Students are refusing counseling sessions.
- Students who attended school regularly were more likely to participate in after school programming.
- Students who attended school regularly were less likely to engage in fights or acts of aggression.

What is the feedback from your stakeholders?

- Parents would like to be more involved in the restorative conversations and processes.
- Parents would like to have real time updates with student progress and incidents

- 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?	
Student engagement and attendance	Low parent engagement	Perfect attendance trips and parties. More school wide trips and activities for students who maintain a positive rating	

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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 were successful using Naviance, the CPS partner curriculum to develop their transitional plans. Moving forward the counselor will look to incorporate some the CPS Success Bound curriculum to be more aligned with the district. Excel South Shore is moving towards enrolling students in dual credit/ dual enrollment classes for the 2023-2024 school year, that will be aligned with the student's Individualized Learning Plan goals. Students complete multiple career assessments and do research pick a career and set goals. Excel South Shore counselling department has bi-weekly meetings to assess, plan out and revise the postsecondary needs of the school. The industry recognized certifications that we offer Barbering are EMR are built into the student's schedules. Excel South Shore makes accommodations for the Forklifting and Unarmed security certifications, so that students are not missing academic work. Excel South Shore participates in the Alumni Support Initiatives for summer, winter and spring.	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)
Partially	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).	What is the feedback from your stakeholders? Parents are thankful and happy with the progress of their students. Parents would like participate in the certification classes for themselves. Stakeholders are looking forward to being more involved with the students helping them with the post-secondary pathways. Parents would like to be included in academic celebrations that may occur during the school day.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	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).		
Yes	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
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).	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? Planning out college tours earlier in the year to help students get better acclimated with the schools, for travel and the college counselors.	
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).	Working with the CCC navigator to host more college placement prep courses and testing at the high school. Sending out wake up calls and texts to students with 3 or more absences.	

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 need to visit colleges with dorms because of housing needs	
Students are not attending school regularly.	
Students struggle with going back and forth to the colleges to register.	

Student lack exposure to postsecondary pathways and opportunities

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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>•It is imperative for the institution to focus on not becoming stagnant or complacent with previous success. There are always new opportunities and partnerships that can provide opportunity and platforms for students, parents, and teachers/staff. •While school may do a good job with building relationships with community partners and families, there are always ways in which the school can do better to garner and use input. •There will always be students, parents, and other stakeholders that will be unhappy. Instead of receiving this negatively, the school can always use it as constructive criticism to drive growth for the betterment of the educational institution. •Through leadership by the Executive Director and the Director of Student Services the Resource Team was able to successfully execute 4 parent engagement functions. 2 events were student led. •The consistent community and stakeholder engagement produced a successful rating on the 5Essentials School Reports for Chicago Public Schools.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<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>
Yes	<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>•Overall Excel Academy of South Shore is "Well organized" for improvement based on the 5Essentials School Reports for Chicago Public Schools Students Feel (2023 5E Report):</p> <ul style="list-style-type: none"> • Students are active participants in their own learning and regularly attend class prepared to learn. • Students encounter very little crime, violence, or bullying at school. • Students come from communities where there are adults they can trust who provide a safe environment. <p>Parents Feel (2023 5E Report):</p> <ul style="list-style-type: none"> • Parents support their children emotionally and developmentally & Parents are active participants in their child's schooling. • The school has created opportunities for parents to participate in developing academic programs and influence school curricula. <p>Teachers Feel (2023 5E Report):</p> <ul style="list-style-type: none"> • Teachers and parents are partners in improving student learning. • Teachers have influence in a broad range of decisions regarding school policies and practices. • New teachers are included in the professional community and are given helpful feedback on their instructional practices. 	<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> <ul style="list-style-type: none"> •Student may not enroll to institution with pro-social traits and behaviors but programs can be put in place to build this skills and characteristics immediately with intention and purpose rather than allow student to organically and voluntarily earn model ratings to become part of student government before being provided autonomy of student voice. •Students with language barriers are more susceptible to not participate in programming that they see could have language barriers or minimal comfortability. This is also a rationale to be gauged in the classroom with activities and assignments. •Student and family engagement is not consistent with the expectations of the MTSS Integrity Memo issued by CPS •5E Reporting happens annually and students also changed annually so a good report from the previous year change quickly. 	<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> <ul style="list-style-type: none"> • Aligning more effective partnerships that help students remain engaged in current learning, post-secondary, and/or work-based learning • RELAY Partnership to help uncertified teacher and auxiliary staff who may want to be teachers to become certified, per ISBE. Opportunities free of cost! • Provide more robust opportunities for student voice <ul style="list-style-type: none"> o Barrier is the stereotype of an options' school where students may not fully understand the optics of the program, so providing too much autonomy and voice could be counterproductive of buy-in. There are stages and levels to our academic and SEL model that generally takes time for students and parents to get accustomed to. • Working with Diverse Learning Department to provide more opportunity and support for EL students/Families • Providing more opportunities for Parent growth (I.E. Parent University or pathway for career/skills training. 	

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.
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?

- Students and staff were successful at logging on and clocking in significant hours on the IXL (RTI) program on a weekly, basis. However, students were not being monitored on the types of assignments students were completing, which were not at grade level. Moving forward teachers will ensure students are working on appropriate grade level questions for mastery.
- Students who attended school regularly were highly likely to pass all courses, and likely to achieve honor roll status each quarter.
- Students logging in to IXL regularly allowed for students to monitor or at least be aware of academic goals, which correlated to students being intrinsically motivated to complete MOY and EOY assessments with fidelity and pride.
- Students did grow by at least .5-1.0 grade level in reading and math by the EOY STAR assessment.
- Rubrics and data analysis from rigor walk correlated to increase taxonomy in student standards, student work and assessment.
- Increased alignment needed for standards, objectives and assessment

What is the feedback from your stakeholders?

- Parents and community partners became familiar with the IXL program due students frequent reference to the program and the incentives earned through their participation.
- Having immediate access to BOY, MOY and EOY scores helped bring clarity to the type of support their student would need.
- Parents would like to be included in academic celebrations that may occur during the school day.

What student-centered problems have surfaced during this reflection?

Students are not working on grade appropriate questions in IXL (RTI) on a weekly basis.
 Students are not receiving consistent assessment aligned with standards
 Students need to increase productive struggle.
 Student work should reflect increased higher taxonomy levels.

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?

- Increased monitoring of IXL is needed to ensure students are mastery grade level skills in math and reading. Lead teachers will do weekly checks, and the principal will do monthly checks of student IXL data. This effort should correlate with increased growth in math and reading in STAR.
- Increase the amount of academic incentives for student achievement directly related to grades and assessment growth, because student responded well to the quarterly honor breakfast, weekly IXL prizes and monthly IXL staff and student lunch
- Principal should provide more professional development directly related to results of weekly walkthroughs and rigor walks, and increase the amount of time teachers have to practice and discuss strategies before planning and implementation.
- Teachers will revise their "Rounds" sheet to include goals from CIWP and walkthrough data to increase consistency and usage of common language.

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

Students...
 Students are not receiving consistent assessment aligned with standards

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

As adults in the building, we...
 Why 1: Teachers are relying on self-generated curriculum
 Why 2: The school should provide teachers with researched-based curriculum that provides resources for aligned assessments
 Why 3: Teachers need training on a researched-based curriculum
 Why 4: Teachers should create a system of using assessment data to inform instruction
 Why 5: Teachers should consistently monitor student progress toward mastery of unit standards.

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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What is your Theory of Action?

If we....
 Utilize researched-based curriculum, such as Skyline

Resources:

- Indicators of a Quality CIWP: Theory of Action**
- Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....

increased time for teachers to dedicate to assessment



which leads to...

Increased progress monitoring to determine student mastery of priority standards in each learning unit.



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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

Principal, Academic Coordinator, Lead Teachers, Core Subject Teachers, Paraprofessionals

Dates for Progress Monitoring Check Ins


Q1	10/12/23	Q3	3/14/24
Q2	12/14/23	Q4	5/9/24

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	Request approval from regional director to utilize and gain full access to CPS Skyline curriculum	Principal and Executive Director	May 2023	Completed
Action Step 1	Principal reviews Skyline curriculum and compares it to current curriculum teachers are using.	Principal	March 2023	Completed
Action Step 2	Teachers review relevant Skyline curriculum and compares it their current curriculum.	All core teachers	April 2023	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	At least 3 core teachers utilize the general scope and sequence found in Skyline to ensure curriculum alignment to standards, learning targets and assessment	Principal and at least 3 core teachers	June 2023	Completed
Action Step 1	Compare current unit plans with Skyline's unit scope and sequence	3 core teachers	June 2023	Completed
Action Step 2	Determine which units in Skyline are in alignment with successful units previous/frequently taught	3 core teachers	June 2023	Completed
Action Step 3	Create student activities and lessons, based on Skyline's scope and sequence	3 core teachers and co-teachers	Throughout 2023-2024 SY	In Progress
Action Step 4	Principal reviews, provides feedback and any supplemental resources needed for curriculum	Principal	Throughout 2023-2024 SY	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Teacher are trained to use Skyline curriculum that they have full access to	Curriculum representative	April 2024	Not Started
Action Step 1	Set up accounts for all relevant staff	Principal	April 2024	Not Started
Action Step 2	Teachers are trained to use curriculum with full access	3 core teachers	July 2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Using Assessment Blueprint, teachers create systems for progress monitoring	3 core teachers	September 2024	Not Started
Action Step 1	Review unit scope and sequence to determine priority standards	3 core teachers	August 2024	Not Started
Action Step 2	Create effective system for frequent progress monitoring	3 core teachers	August 2024	Not Started
Action Step 3	Principal reviews and provides feedback on progress monitoring systems determined by teachers	Principal	August 2024	Not Started
Action Step 4	Teachers increase the amount of time students receive written and verbal feedback from assessment results	Teachers	Throughout 2024-2025 SY	Not Started
Action Step 5	Students are self-monitoring their progress according to assessment data and teacher feedback	Students	Throughout 2024-2025 SY	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Increasing strategies and methods for student progress monitoring	
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SY26 Anticipated Milestones Using a standards-based grading system 

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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 performing at least 4 grade levels under their designated grade level in Reading at the BOY will show growth by increasing at least 2 grade levels by EOY	Yes	STAR (Reading)	Overall	1	1	2	
			Select Group or Overall				
Students performing at least 4 grade levels under their designated grade level at the BOY in Math will show growth by increasing at least 2 grade levels by EOY	Yes	STAR (Math)	Overall	1	1	2	
			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:2 Students experience grade-level, standards-aligned instruction.	Unit plan review and feedback, walkthroughs and observations	Unit plan review and feedback, walkthroughs and observations	Unit plan review and feedback, walkthroughs and observations
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.	Assessment Blueprints (Marzano), observations and walkthroughs	Assessment Blueprints (Marzano), observations and walkthroughs	Assessment Blueprints (Marzanos), walkthroughs and observations
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Unit plans, weekly lesson plans, walkthroughs and observations	Unit plans, weekly lesson plans, walkthroughs and observations	Unit plans, weekly lesson plans, walkthroughs and observations

[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
Students performing at least 4 grade levels under their designated grade level in Reading at the BOY will show growth by increasing at least 2 grade levels by EOY	STAR (Reading)	Overall	1	1	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students performing at least 4 grade levels under their designated grade level at the BOY in Math will show	STAR (Math)	Overall	1	1	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Curriculum & Instruction

level at the beginning will show growth by increasing at least 2 grade levels by EOY	STAR (math)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Unit plan review and feedback, walkthroughs and observations	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.	Assessment Blueprints (Marzano), observations and walkthroughs	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Unit plans, weekly lesson plans, walkthroughs and observations	Select Status	Select Status	Select Status	Select Status

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).
No	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).
Yes	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?

- Students were successful using Naviance, the CPS partner curriculum to develop their transitional plans. Moving forward the counselor will look to incorporate some the CPS Success Bound curriculum to be more aligned with the district.
- Excel South Shore is moving towards enrolling students in dual credit/ dual enrollment classes for the 2023-2024 school year, that will be aligned with the student's Individualized Learning Plan goals.
- Students complete multiple career assessments and do research pick a career and set goals.
- Excel South Shore counselling department has bi-weekly meetings to assess, plan out and revise the postsecondary needs of the school. The industry recognized certifications that we offer Barbering are EMR are built into the student's schedules. Excel South Shore makes accommodations for the Forklifting and Unarmed security certifications, so that students are not missing academic work.
- Excel South Shore participates in the Alumni Support Initiatives for summer, winter and spring.

What is the feedback from your stakeholders?

- Parents are thankful and happy with the progress of their students.
- Parents would like participate in the certification classes for themselves.
- Stakeholders are looking forward to being more involved with the students helping them with the post-secondary pathways.
- Parents would like to be included in academic celebrations that may occur during the school day.

What student-centered problems have surfaced during this reflection?

- Students need to visit colleges with dorms because of housing needs
- Students are not attending school regularly.
- Students struggle with going back and forth to the colleges to register.
- Student lack exposure to postsecondary pathways and opportunities
- Students struggle with the college essay.

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?

- Planning out college tours earlier in the year to help students get better acclimated with the schools, for travel and the college counselors.
- Working with the CCC navigator to host more college placement prep courses and testing at the high school.
- Sending out wake up calls and texts to students with 3 or more absences.

Return to Top Determine Priorities

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

Students...
 Student lack exposure to postsecondary pathways and opportunities

[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...
 We must be intentional with our post-secondary systems. At times, as educated adults we have different ideas about what a good post-secondary scenario looks like. Instead we must gain clarity on what the Learn Plan Succeed & CPS standard is and align our students goals to exceed that standard with whatever variety can be provided to meet student perspectives and ideas rather than our own. This guide may maximize intentional productivity and meeting benchmarks.

[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....
 Planning out exposure opportunities such as college tours etc throughout the entire school year/counselors.

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Resources:

then we see....
 students become better acclimated with taking advantage of opportunities of exposure because it becomes a common experience to think about school in general and traveling for college

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...
 students success in platforms such as School Links, the CPS partner curriculum to develop their transitional plans. Students will likely also have greater success in working with school counselors that incorporate CPS Success Bound curriculum to be more aligned with the district. Students will also show more interest to enroll in dual credit/ dual enrollment classes for future college preparatory advancement.

[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
 Rosie Jones & Student Services team (with support of Resource Team)

Dates for Progress Monitoring Check Ins

Q1	10/12/23	Q3	3/14/24
Q2	12/14/23	Q4	5/9/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By June 2024 12th grade senior attendance will increase by 7.5% from previous school years. (71% 2023)	Student Services Team	June 2024	In Progress
Action Step 1	Using Schoolwide tiers of communication (Phone calls, text, email) Student Services Dept staff will contact senior parents to discuss: Identified seniors, Anticipated graduation date, items to be completed to meet graduation requirements per CPS	Student Services Team	November 2023	In Progress
Action Step 2	We will create a google folder to gather and share results	Student Services Team	November 2023	In Progress
Action Step 3	All Identified Students will be given pre-assessments surveys on attendance and school connectedness	Student Services Team	November 2023	In Progress
Action Step 4	All Identified Students will be given post-assessments surveys on attendance and school connectedness	Student Services Team	May 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By June 2024, 12th grade male Diverse Learners will decrease Behavior Referrals by 15% (35% 2023); which will lead to greater postsecondary success.	Student Services Team & Diverse Learners Team	June 2024	In Progress
Action Step 1	All Goals & Strategies will be shared out to staff and then assigned to the BHT & SEL teams to implement interventions	Student Services Team & Diverse Learners Team	November 2023	In Progress
Action Step 2	We will create a google folder to gather and share results	Student Services Team & Diverse Learners Team	November 2023	In Progress
Action Step 3	Diverse Learners' Director will be incorporate this plan to BHT & SEL Meetings	Mrs. Bariffe & DL Team Delagates	December 2023	In Progress
Action Step 4	All Identified DL Students will be given pre-assessments surveys on behavior triggers and outcomes	Student Services Team & Diverse Learners Team	December 2023	In Progress
Action Step 5	All Identified DL Students will be given post-assessments surveys on behavior triggers and outcomes	Student Services Team & Diverse Learners Team	May 2024	In Progress
Implementation Milestone 3	80% of students will have postsecondary and workforce planning success by creating Tentative Business Plans	Student Services Team	August 2024	In Progress
Action Step 1	Students will be introduced to the basic effective oral and written skills associated with a business plan via basic ASCA pre/post assessment	Student Services Team	November 2023	In Progress
Action Step 2	Students will create basic presentations that are aligned with ASCA mindset standards	Student Services Team	December 2023	In Progress
Action Step 3	Students will be able to enhance their oral and written skills during Business Plan Development presentations	Student Services Team	June 2024	In Progress
Action Step 4	Students will be able to successfully express: What is a Business Plan; How to Create a Business Plan; When to use a Business Plan; What are the parts of a business plan	Student Services Team & Academic Team	August 2024	In Progress
Action Step 5	Professional development will be used to identify best practice strategies incorporate business ideologies in the classroom.	Student Services Team	November 2023	In Progress
Implementation Milestone 4	100% of 12th grade seniors will meet Financial Aid requirements	Student Services Team	June 2025	In Progress
Action Step 1	Provide consistent correspondence so Excel South Shore students & guardians participate in Alumni & Senior Support Initiatives for summer, winter and spring	Student Services Team	November 2023	In Progress
Action Step 2	Students complete multiple career assessments and do research pick a career and set goals.	Student Services Team	March 2024	In Progress

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Monitoring	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Postsecondary Success	
Action Step 3	Provide framework and calendar for senior seminar opportunities throughout each school year			Student Services Team	November 2023	In Progress	
Action Step 4	Create senior portfolios to track completion of applications, FAFSA forms, and post-graduation status.			Student Services Team	December 2023	In Progress	
Action Step 5	Develop strong relationships with key representatives from area colleges, universities, and trade schools and bring in speakers from these colleges to speak to students.			Student Services Team	January 2024	In Progress	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	95% of seniors (17 or more credits) will have Learn, Plan, Succeed Plans which equates to applying to three or more institutions of higher education, job offer for employment, or recruitment letter to join military.	
SY26 Anticipated Milestones	90% of graduates will show proof of a successful postsecondary transition be enrolled in an institution of higher learning, enlisted into the military, enroll in a certified training program or be meaningfully employed (see definition below) within three months of June Graduation to meet Summer Melt (Learn, Plan Succeed Requirements) Meaningfully Employed = Chosen, Meaningful & targeted Career Path that leads to full time employment and benefits. to be supported by Alumni Support Staff	

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
At least 60% of student population will earn the total amount of credits offered during their time of enrollment.	Yes	Grades	Overall	14	34		
			Latino Male	2	5		
90% of students as of 10/1 who are eligible for graduation within that calendar year will graduate.	Yes	Graduation Rate	Overall	55	50		
			African American Male	28	27		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.	SY24	SY25	SY26
		C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Parents receive weekly calls from staff members to give updates on students progress. Students and staff have daily well being check ins. Teachers and students have weekly individual meetings to update, check and monitor progress.	
PS:3 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).	Our School partners with the District Workbase learning specialist to offer our students to participate in wbl opportunities in trades.			
PS:7 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).	Excel SS have specific staff members who work extended hours and accommodate the alumni, through the Alumni support Initiative during the Summer, Winter /Spring. The Alumni coordinator meets with the students in person, via google meets, as well making weekly phone calls, sending emails and texts messages to assist the Alumni with post-secondary and workforce opportunities.			

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
At least 60% of student population will earn the total amount of credits offered during their time of enrollment.	Grades	Overall	14	34	On Track	Select Status	Select Status	Select Status
		Latino Male	2	5	Select Status	Select Status	Select Status	Select Status
90% of students as of 10/1 who are eligible for graduation within that calendar year will graduate.	Graduation Rate	Overall	55	50	Select Status	Select Status	Select Status	Select Status
		African American Male	28	27	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Parents receive weekly calls from staff members to give updates on students progress. Students and staff have daily well being check ins. Teachers and students have weekly individual meetings to to update, check and monitor progress.	On Track	Select Status	Select Status	Select Status
PS:3 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).	Our School partners with the District Workbase learning specialist to offer our students to participate in wbl opportunities in trades.	On Track	Select Status	Select Status	Select Status
PS:7 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).	Excel SS have specific staff members who work extended hours and accomodate the alumni, through the Alumni suport Initiative during the Summer, Winter /Spring. The Alumni coordinator meets with the students in person, via google meets, as well making weekly phone calls, sending emails and texts messages to assist the Alumni with post-secondary and workforce oportunities.	On Track	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)**



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

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.

1. Increase student academic achievement by providing all students in grades K to 12 access to a well-rounded education.
2. Increase the number of students on-track for graduation.
3. Ensure that every Homeless students' needs for academic support and fee waivers have been identified and addressed (or met).
4. Engage parents in the academic development of their child



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