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 ✍
Tawana Williams	Principal	twwilliams@cps.edu
Wanda Hart	Curriculum & Instruction Lead	wchart@cps.edu
Lisa Smith	Connectedness & Wellbeing Lead	lsmith193@cps.edu
Darlene Shorter-Lyons	Inclusive & Supportive Learning Lead	dmlyons-shorter@cps.edu
Tanya Johnson-Henderson	Teacher Leader	tnhenderson@cps.edu
Dawn Robinson	Teacher Leader	darobinson@cps.edu
Kimberly Tate	Teacher Leader	kdlee@cps.edu
Carmen Rice	LSC Member	carmenrice@yahoo.com
Paige Williams	Parent	pwilliams@cps.edu
Elizabeth McClendon	Teacher Leader	emclendon@cps.edu
David Groves	IB PYP Coordinator	dwgroves@cps.edu
	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	5/2/23	5/5/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	5/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/26/23	6/1/23
Reflection: Connectedness & Wellbeing	5/31/23	6/1/23
Reflection: Postsecondary Success	6/6/23	6/7/23
Reflection: Partnerships & Engagement	6/6/23	6/7/23
Priorities	6/6/23	6/7/23
Root Cause	6/6/23	6/7/23
Theory of Acton	7/25/23	6/7/23
Implementation Plans	8/21/23	6/25/23
Goals	8/21/23	8/21/23
Fund Compliance	7/13/23	7/13/23
Parent & Family Plan	7/13/23	7/13/23
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/11/2023
Quarter 2	12/13/23
Quarter 3	3/5/2024
Quarter 4	5/29/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	160% increase in students in the AT/ABOVE category on the STAR MATH assessment. (BOY to EOY) 185% increase in students in the AT/ABOVE category on the STAR READING assessment (BOY to EOY) MATH READING BOY: 70% students in "INTERVENTION" category EOY: 49% students in "INTERVENTION category 30% decrease BOY: 75% students in "INTERVENTION" category EOY: 51% students in "INTERVENTION category 32% decrease Even though we are experiencing a large amount of growth, we still end the year with a large number of students in an "Intervention" category. ✍️	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)
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?** Our stakeholders communicate their desire that we as a staff implement culturally powerful practices which are responsive to individualized student learning. ✍️	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
Yes	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	**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?** Staff is receiving professional development on the new reading and math curriculums that will be implemented in K-8th grade as well as the International Baccalaurate Standards for PYP. Staff will have new reading and math materials that will provide differentiation and best practices that will support all learners. These curriculums will enable the staff to focus on facilitating lessons that are engaging and relevant to the improvement in both content areas as well as the implementation of the IB transdiciplinary themes. The new curriculums supports the learning experience of the child, by allowing reflecting and planning through the design of engaging learning experiences. In edition the unit of inquiry further supports the educational programs by providing additional support for all student groups and allow for student interest and differentiation that can be provided during small group instruction. ✍️	

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 receiving enough targeted and differentiated instruction. Lessons are not being delivered in a multimodal manner. The majority of the instruction delivered is not effectively addressing students' strengths, interest, needs and their current ability level. ✍️

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	The data indicates that progress monitoring is occuring, however, due to the fact that +/- 50% of the students in Reading and Math are in Tier II or Tier III, we need to need to increase our communication with all stakeholders pertaining to the MTSS process. ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS

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)

What is the feedback from your stakeholders?

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	Quality Indicators of Specially Designed Curriculum

Students and family members, being crucial stakeholders, do not understanding the concept of Tier movement or the framework used to identify their current performance level. We have indentified the need to implement consistent interventions beginning BOY, with fidelity.

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

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	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 |

This will be our second year using the Branching Minds platform. Teachers will continue to receive ongoing professional development. It has helped teachers be more strategic in their small group instruction. The platform offers research-based interventions and data.

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

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 do not have a clear understanding of the MTSS tiers or how small group instruction supports them at their ability levels as they strive toward being on or above grade level. Students are not included in the structuring of their goals and receiving ongoing feedback throughout the MTSS goal cycles to support them in developing an outcome that demonstrates their efforts during targeted small group instruction.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Michael Faraday 3rd thru 8th grade on-track metrics continue to be impacted by low attendance . Due to some inaccuracies in teacher practice fidelity of practices really needed monitoring.

% of Students receiving Tier 2/3 interventions meeting targets

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 |

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

What is the feedback from your stakeholders?

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.

Common explanations provided by families for chronic absenteeism are poor health, parents' nonstandard work schedules, changes in adult household composition (e.g., adults moving into or out of the household), residential mobility, and extensive family responsibilities (e.g., lack of adequate transportation, unsafe conditions, lack of medical services, etc.). Adults continually communicate their commitment to student attendance and participation. Families are increasingly looking to the school as an entity to assist in alleviating these barriers to attendance.

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?**
The students, as minors, have very little control over the family-based issues which impacting their absenteeism. Systems need to be improved to facilitate their re-entry after a period of absence, easing the burden and anxiety experienced by individual students due to the loss in instruction and socialization time. ✏️	Faraday has an active Attendance Team. Staff members engage with family members to mitigate the barriers to attendance. The school provides local services for families struggling with life issues which lead to increased and sustained absenteeism and seek out community support to assist them in developing family support networks. ✏️

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Michael Faraday used the Naviance web based platform to align student strengths and interests to post-secondary goals, improve college outcomes and connect learning to life. Naviance will no longer be the official college and career platform for CPS. Our students will be redirected to SchooLinks. ✏️	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		
No	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?** Our stakeholders consistently communicate their desire for increased Postsecondary Education options. Most parents would prefer that their child enroll in a four-year university immediately after high school, however, there is a growing interest in other options - such as community college and vocation training. ✏️	
N/A	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).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	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?**	
N/A	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	Starting in school year 2023-2024, SchooLinks will serve as the official college and career platform for students at Michael Faraday. SchooLinks is a modern college and career platform that will help our school district to innovate to meet student needs and drive better outcomes. ✏️	

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.
Traditionally, students in middle school, have difficulty understanding and articulating how their current learning and development will help them succeed in the future. ✏️

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	According to the most recent 5Essentials School & Group Report, Faraday is strong in the following areas: Teacher-Parent Trust, Parent Influence on Decision Making in Schools, and Parent Involvement in School.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| 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?** Our stakeholders consistently communicate the value they place on the school's external partnerships. These partnership organizations offer excellent ways to collaborate with existing programming to offer our families and students unique opportunities to further their academic and social development. | |

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.

Many of our students are unable to access the Out-Of-School-Time activities because of before and after-school responsibilities they have with their families.

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?

Our community engagement staff members are always seeking out new partnerships to fill the needs or our students and families. We place emphasis on groups which provide services during the regular school day, thereby impacting the most students. After-school programming is an important initiative - it is open to all interested students.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

160% increase in students in the AT/ABOVE category on the STAR MATH assessment. (BOY to EOY)
185% increase in students in the AT/ABOVE category on the STAR READING assessment (BOY to EOY)
MATH
READING
BOY: 70% students in "INTERVENTION" category
EOY: 49% students in "INTERVENTION category
30% decrease
BOY: 75% students in "INTERVENTION" category
EOY: 51% students in "INTERVENTION category
32% decrease

Even though we are experiencing a large amount of growth, we still end the year with a large number of students in an "Intervention" category.

What is the feedback from your stakeholders?

Our stakeholders communicate their desire that we as a staff implement culturally powerful practices which are responsive to individualized student learning.

What student-centered problems have surfaced during this reflection?

Students are not receiving enough targeted and differentiated instruction. Lessons are not being delivered in a multimodal manner. The majority of the instruction delivered is not effectively addressing students' strengths, interest, needs and their current ability level.

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?

Staff is receiving professional development on the new reading and math curriculums that will be implemented in K-8th grade as well as the International Baccalaurate Standards for PYP. Staff will have new reading and math materials that will provide differentiation and best practices that will support all learners. These curriculums will enable the staff to focus on facilitating lessons that are engaging and relevant to the improvement in both content areas as well as the implementation of the IB transdiciplinary themes. The new curriculums supports the learning experience of the child, by allowing reflecting and planning through the design of engaging learning experiences. In edition the unit of inquiry further supports the educational programs by providing additional support for all student groups and allow for student interest and differentiation that can be provided during small group instruction.

Determine Priorities

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

Students...

are not receiving enough targeted and differentiated instruction.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are providing whole group tier one lessons across core instruction that does not include adequate differentiation to support all learners. Appropriate accommodations are not being implemented to support learners at their ability level.

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

What is your Theory of Action?

If we....

An education aiming to transform students as they learn through dynamic cycles of inquiry, action and reflection by establishing ongoing professional development best practices around small group instruction,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

differentiation, provide Instructional coaching , create learning cycles, and develop quality formative
assessments with questions and task that promote critical thinking and productive struggle.

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.

then we see....

higher levels of student ownership, deeper levels of student questioning and discussion practices, greater
levels of student engagement, and instruction that is appropriately adjusted so that individual student
misunderstanding and advanced needs are appropriately met.

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...

increased rigor to drive effective instruction centered on learning targets that support the whole child as an
inquirer, both in school and in the world and more fully integrate learning opportunities and assessments for
all learners and higher levels of projected student growth on the IAR, Star 360 and i-Ready assessments.

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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/5/2024
Q2	12/13/23	Q4	5/29/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of the teaching staff will recieve coaching or mentoring to support changing classroom practices.	School-wide	10/20/2023	In Progress
Action Step 1	Create Teacher Leader PLC - meet once a month with at least 90% of teaching staff.	Teaching Staff	09/29/23	In Progress
Action Step 2	100% of teachers indentify individual professional practice concerns or needs using Google Form.	Leadership & Teaching staff	09/11/2023	In Progress
Action Step 3	Develop professional development and training calendar to address professional needs of the teaching staff.	Teachers	10/06/2023	In Progress
Action Step 4	Teacher leaders provide staff training on gathering multiple data points to address student needs and plan interventions.	Leadership & Teaching staff		Not Started
Action Step 5	100% of teaching staff provide evidence of multiple data points used to analyze student progress and needs.			Select Status
Implementation Milestone 2	100% of teaching staff implements small group instruction with fidelity.	Leadership & Teaching Staff	12/21/2023	In Progress
Action Step 1	100% of teaching staff attend training by teacher leaders on how to analyze student work.	Leadership & Teaching Staff	10/21/2023	In Progress
Action Step 2	Teacher Leader Professional Learning Communites provide teaching staff with Google Form to gain feedback concerning facilitating small groups and their professional needs.	PLCs	11/01/2023	In Progress
Action Step 3	100% of teaching staff complete Professional Development to address individualized growth goals and targeted instruction.	Teaching staff	12/21/2023	In Progress
Action Step 4	Conduct student survery for grades 3rd -8th to gather insight on releveance and engagement in the curriculum.	Students	12/21/2023	Not Started
Action Step 5	100% of teaching staff provide evidence of small group instruction.			Select Status
Implementation Milestone 3	100% of teaching staff receive training on adjusting instruction so that individual students misunderstandings or advanced needs are accommodated.	School-wide	03/22/2024	In Progress
Action Step 1	Teacher Leader PLC provide training on making real time adjustments during instruction or when formative assessments show a need.	ILT	02/01/2024	In Progress
Action Step 2	100% of teaching staff will provide evidence of an adjusted formative assessments.	PLCs	3/22/2023	In Progress
Action Step 3	Teacher present alternative pathways to ddressing students misunderstandings and advanced needs during a lesson or learning station in the classroom.			Select Status
Action Step 4	Teacher Leader PLC - provide Leadership with feedback.			Select Status
Action Step 5				Select Status
Implementation Milestone 4	Yearly analysis and reflection of curriculum and best practices	School-wide	05/31/2024	In Progress
Action Step 1	Teacher Leader PLC provide ILT with feedback and suggestions.	PLCs	03/23/2024	In Progress
Action Step 2	Conduct an analysis of the BOY to EOY results.	School-wide	05/20/2024	Not Started
Action Step 3	Conduct student survery providing insight on academic rigor, engagement, and support provided in the classroom.	Students	05/31/2024	Not Started
Action Step 4				Select Status
Action Step 5				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 =>

Curriculum & Instruction

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teacher Leader PLC will continue ongoing trainings for 100% of the teaching staff aligned to improving teacher practices. ✍️
SY26 Anticipated Milestones	100% of teaching staff will effectively differentiate instruction and facilitate small group instruction that include accomodations for all learners. ✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Increase the student percentage of students reaching attainment by 10% in 24, 25 and yr 26.	Yes	IAR (English)	Overall	13	23%	33%	43%
			Select Group or Overall				
Experience a year-to-year decrease in students in the INTERVENTION category per the STAR (MATH) Assessment.	Yes	STAR (Math)	Overall	49%	39%	27%	15%
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Staff completes the Training and Professional Development process, including both introductory and advanced training on the curriculum that are aligned with staff needs. This will be measured by the percentage of staff members who have completed the necessary training.	Leaders and local Professional Learning Communities will provide ongoing feedback to education staff in the use of the curriculum. School leadership will provide support and practice-based coaching. This will be measure via the analysis of student work products and the results of standardized assessment scores	Continue coaching and supervision of staff to refine their skills in effectively implementing a developmentally appropriate, research-based curriculum that is sufficiently content rich, meaning that it provides broad and varied experiences and activities that promote children's learning and development aligned with CIWP goals. Measurement will be aligned with the results of the standardized tests.
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.	Complete the process of developing the six transdisciplinary units of inquiry at each grade level. Focus on designing culminating projects for each unit. Identify staff ability to design and implement student-centered Project Based Learning opportunities to outline building needs. Seek out professional development opportunities for teachers to complete We will measure our progress toward this goal by reviewing the projects created by the students.	Teachers complete professional development opportunities to increase buidling capacity to deviler high-quality, student-centered, Project-Based Learning instruction. Begin embedding PBL activities in all of the six transdisciplinary units of inquiry. This proctice goal will be measure by the quality of student artifacts produced by the students.	Continue to increase staff capabilities to deviler high-quality, student-centered, Project-Based Learning instructional activities that are aligned with their thematic units. Continue analyzing student artifacts to evaluate the effectiveness of the strategies being employed
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.	Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of objectives	School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students.	ILT, GLT and interventionists use a problem solving process approach to secreening, diagnostic, and progress monitoring assessments to identify specfic gaps and monitoring improvement fpor students with-in all tiers.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the student percentage of students reaching attainment by 10% in 24, 25 and yr 26.	IAR (English)	Overall	13	23%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Experience a year-to-year decrease in students in the INTERVENTION category per the STAR (MATH) Assessment.	STAR (Math)	Overall	49%	39%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Staff completes the Training and Professional Development process, including both introductory and advanced training on the curriculum that are aligned with staff needs. This will be measured by the percentage of staff members who have completed the necessary training.	Select Status	Select Status	Select Status	Select Status
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.	Complete the process of developing the six transdisciplinary units of inquiry at each grade level. Focus on designing culminating projects for each unit. Identify staff ability to design and implement student-centered Project Based Learning opportunities to outline building needs. Seek out professional development opportunities for teachers to complete We will measure our progress toward this goal by reviewing the projects created by the students.	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.	Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of objectives	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The data indicates that progress monitoring is occuring, however, due to the fact that +/- 50% of the students in Reading and Math are in Tier II or Tier III, we need to need to increase our communication with all stakeholders pertaining to the MTSS process.

What is the feedback from your stakeholders?

Students and family members, being crucial stakeholders, do not understanding the concept of Tier movement or the framework used to identify their current performance level. We have indentified the need to implement consistent interventions beginning BOY, with fidelity.

What student-centered problems have surfaced during this reflection?

Students do not have a clear understanding of the MTSS tiers or how small group instruction supports them at their ability levels as they strive toward being on or above grade level. Students are not included in the structuring of their goals and receiving ongoing feedback throughout the MTSS goal cycles to support them in developing an outcome that demonstrates their efforts during targeted small group instruction.

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?

This will be our second year using the Branching Minds platform. Teachers will continue to receive ongoing professional development. It has helped teachers be more strategic in their small group instruction. The platform offers research-based interventions and data.

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Determine Priorities

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

Students...

Students are not actively engaged in the goal-setting process: where they set goals, plan their approach, analyze their own data, and keep track of their own progress. We need to build a culture that reflects high expectations for all students by engaging them in higher DOK levels through planning and implementing data informed differentiated instruction.)(move progress monitoring to Priority 2ssigning differentiated instruction that are frequently assessed and progressed monitored to determine the academic impact for individual students.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

Strengthen collaboration protocols, communication plans and feedback loops to ensure feedback/input is taken into consideration in determining and providing appropriate models of support during the problem solving process and intervention planning.

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.

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Theory of Action

What is your Theory of Action?

If we....

establish a culture of reflection and regular communication with all stakeholders to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it supports the learners academic growth.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....

All stakeholders actively engaged in student support processes/decisions and regularly informed about progress to foster a collaborative approach to addressing the needs of all students. ✍️

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...

All stakeholders taking a more active role in the learning process, which leads to higher levels of student ownership, student engagement, students meeting or exceeding their growth target and sustained growth year to year as measured by IAR, STAR 360 and IReady reading and math. ✍️

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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

| Q1 | 10/11/2023 | Q3 | 3/5/2024 |
| Q2 | 12/13/23 | Q4 | 5/29/2024 |

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	100% of teaches will work with students to ensure that each student develop their own academic and Social Emotional plan for SY24.	School-wide staff and students	09/21/23	In Progress
Action Step 1	Workshop to Create a Culture of Reflection -(professional leveling around formative assessment stratgies) leveraging goal-setting, assessments, and improvement practices.	ILT	08/25/23	In Progress
Action Step 2	School establishes regular communication with families to build their understanding of MTSS, purpose of interventions, and tier support systems , and how it will support their child (ie. parent letter, parent conferences, phone calls)	Each student	09/01/23	In Progress
Action Step 3	Students, in collaboration with their teachers, will create a goal-setting plan - including Academic goals and Social Emotional goals for SY24	Each student	09/08/23	In Progress
Action Step 4	Students will share their goal-setting activities with their families - families will sign and return these goal setting documents	Each student	09/15/23	In Progress
Action Step 5	Students create a video, or podcast, or other presentation to describe their academic and social emotional goals for this school year	MTSS Team		In Progress
Implementation Milestone 2	Each Student will formally reflect on their progress using BOY assessment, in collaboration with their classroom teacher.	Students and teaching staff	11/09/23	In Progress
Action Step 1	Revist goal-setting plan - edit and revise in collaboration with the classroom teach	Staff and students	09/22/23	In Progress
Action Step 2	Student workshop- Analyzing Data Helps Us Grow	Student Leaders	10/13/23	In Progress
Action Step 3	Exam Preparation Tips & Test-Taking Strategies, including strategies to overcome testing anxiety	Staff	11/03/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Each Student will formally reflect on their progress using MOY assessment and self reflection, in collaboration with their classroom teacher.	Staff & Students	03/22/24	In Progress
Action Step 1	Goal-setting plans - edit and revise in collaboration with the classroom teacher	Staff & students	1/26/24	In Progress
Action Step 2	Exam Preparation Tips & Test-Taking Strategies, including strategies to overcome testing anxiety	Staff	03/08/24	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Students will analyze their individual academic growth and development	Staff & students	5/31/24	In Progress
Action Step 1	Goal-setting plans - edit and revise in collaboration with the classroom teacher	Staff & students	5/17/23	In Progress
Action Step 2	Student workshop: I Am Not Just My Data - reflect on presentation created	Students	5/24/24	In Progress
Action Step 3	SY24 Culmination Celebration	All Stakeholders	5/31/24	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

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SY25 Anticipated Milestones	Students reflect on SY24 and create Goals for SY25. Staff continues to quarterly goal setting and conferencing throughout SY25. ILT facilitates in-house workshops to increase staff capacity to enhance a culture of reflect.
SY26 Anticipated Milestones	Student leaders facilitate data conferences and goal setting activities. Continue in-house workshops, including topics such as strategies to mitigate assessment anxiety, increase staff capacity to deliver differing types of assessment instruments. Families have become active participants in all Inclsusive & Supportive Learning Environment initiatives.

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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 on applicable baselines and trend data).

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Experience a year-to-year increase in STAR (READING) above or benchmark attainment.	Yes	STAR (Reading)	Overall	40.0% at or above benchmark	45.0% at or above benchmark	50.0% at or above benchmark	60.0% at or above benchmark
			Select Group or Overall				
Experience a year-to-year increase in STAR (MATH) above or benchmark attainment.	Yes	STAR (Math)	Overall	38.57% at or above benchmark	42.57% at or above benchmark	47.57% at or above benchmark	57.57% at or above benchmark
			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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By the end of the 1st quarter, 100% of will receive support from the new MTSS-Math Interventionist staff lead to implement the Problem Solving Process. Quarterly Problem-Solving meeting with stakeholders to assess progress.	Continue cycling through the Problem Solving Process to further engage students and families. Analyze the status of students who are not making MTSS progress.	Include community stakeholder(s) in MTSS team systems and structures. Goal is that at least 2 community stakeholders are actively engaged in the process.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% Onboard new staff members, providing them training on the platform. All staff, who provide interventions, complete training for Branching Minds.	By the end of SY25 75% of all staff are outlining and implementing SMART goals that align to Universal Screener Data	Staff is including other data inputs , including feedback from parents and guardians, to guide and implement intervention plans.
I&S:3 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.	By the end of the 1st quarter, 100% of the gen ed teaches & Diverse Learner teachers will have met to ensure that the students IEP accommodations and modifications are being implemented.	The planning process amongst General Ed and DL teachers is in place, creating an environment of addressingt student's needs, strengths, and skills to develop transition services/activities and annual IEP goals that will facilitate academic and SEL progress.	By the end of 26 100% of teachers will be implementing the co-teaching model between the Genenral Ed and DL teachers during instructional blocks to provide seamless instruction.

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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Experience a year-to-year increase in STAR (READING) above or benchmark	STAR (Reading)	Overall	40.0% at or above benchmark	45.0% at or benchmar	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
STAR (READING) above or benchmark attainment.	STAR (Reading)	*Select Group or Overall*						
Experience a year-to-year increase in STAR (MATH) above or benchmark attainment.	STAR (Math)	Overall	38.57% at or above benchmark	42.57% at or above benchmar	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By the end of the 1st quarter, 100% of will receive support from the new MTSS-Math Interventionist staff lead to implement the Problem Solving Process. Quarterly Problem-Solving meeting with stakeholders to assess progress.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% Onboard new staff members, providing them training on the platform. All staff, who provide interventions, complete training for Branching Minds.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	By the end of the 1st quarter, 100% of the gen ed teaches & Diverse Learner teachers will have met to ensure that the students IEP accommodations and modifications are being implemented.	Select Status	Select Status	Select Status	Select Status

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

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

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

The overaching goal for the Title 1 Parent & Family Engagement funds is to increase student academic through Priority 1. Priority 1 focus on ensuring our students learning experience and environment is optional. By strengthening and supporting our teachers in researched proven best practices that supports both family and school. The goal is to create a regular practice that include activities such as parent teacher conferences, regular reports about student progress, parent volunteering and learning about the student, family needs. The goal is to strenthen communicating with parents and students to build their long-term goals.. i.e., attending college, working in a specific profession that is correlated with higher achievement.

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