

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
Tonya Hammaker	Principal	thammaker@cps.edu
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Emily Brightwell	Curriculum & Instruction Lead	ekbrightwell@cps.edu
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Shiwana Francis	Inclusive & Supportive Learning Lead	sfrancis5@cps.edu
John Silva	Inclusive & Supportive Learning Lead	jrsilva1@cps.edu
Erica Manzo	Postsecondary Lead	emanzo10@cps.edu
Bertha Ruiz	Connectedness & Wellbeing Lead	bjuiz@cps.edu
Karla Fajardo	LSC Member	
Emmanuel Little	Parent	
Isela Diaz	Partnerships & Engagement Lead	idiaz@enlacechicago.org
Samuel Perez	student	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	8/17/23	
Reflection: Curriculum & Instruction (Instructional Core)	8/18/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/18/23	
Reflection: Connectedness & Wellbeing	8/18/23	
Reflection: Postsecondary Success	8/18/23	
Reflection: Partnerships & Engagement	8/18/23	
Priorities	8/22 - 8/24	
Root Cause	8/22 - 8/24	
Theory of Action	8/29 - 8/31	
Implementation Plans	8/29 - 8/31	
Goals	9/5 - 9/7	
Fund Compliance		
Parent & Family Plan		
Approval	9/12/23	

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	4/1/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
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

SAT - Went from 828 to 803 composite in 1 year
 100% of ELL do not meet standards for ELA and Math
 100% of African American students did not meet benchmarks, but outperformed Latino students in math
 Horizontal and Vertical Alignment with IB curriculum
 FOT - 21/22 - 84%
 Grad Rate - 71%

What is the feedback from your stakeholders?

Students feel they are supported and engaged through Cultivate
 Through other surveys, students say they are bored
 Sophomores reported the lowest level of teacher support
 Sophomores have highest failure
 Students report least amount of support in Science

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?

[impact on most students; impact on specific student groups]

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

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups]

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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

42% of students are listed as "high-risk and "opportunity" based on attendance and GPA
 100% of EL students do not meet standards for ELA & Math
 100% of AA students did not meet benchmarks, but outperformed Latino students in Math
 9OT - SY21/22 = 84%
 MTSS /SEL - Students receiving interventions went from Week 5 - 0% to Week 40 - 1.69%

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
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.		SAT went from 828 to 803 in one year 71% Grad rate		MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders? How are we using/implementing project/problem based learning/interdisciplinary units Lack of data cycles in the school and training on targeted interventions AFTER we look at the data There is a need for dedicated learning for how to implement Tier 1 supports (instructional grouping) in the classroom. There is lack of time dedicated to DL and EL PD for staff in the building.		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	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? Created a PD space to address MTSS Supports SY23 began using Star 360 data and Branching minds to document interventions--This is new learning for the staff. We need more growth in using the STAR 360 data to drive Tier 1 supports in the classroom. Teachers have reported needing more training on what these supports are and how to implement them in a strategic and consistent way. Staff has been trained in Reading Apprenticeship which is a framework to address Tier 1 literacy supports across all disciplinary areas. We hired a full time interventionist and released another teacher to support the MTSS framework and interventions in the school.		
Partially	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.					
<ul style="list-style-type: none"> -Students are below grade level Star 360 and PSAT -Student with low attendance have low grades -Sophomore Students feel the least supported -Sophomore students have highest failure -Post secondary persistence has dropped -Students feel least supported in science-->Highest failure in Science -100% of ELs don't meet ELA or Math benchmarks -100% of Black students did not meet benchmarks in English but outperformed Latinx students in Math 					

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. SEL Teaming Structure	Chronic Absenteeism went from 38% in 2019 to 73% in 2021. There are similarly high percentages in EL and DL learners. Misconducts in Group 1 went from 23 in SY22 to 732 in SY23. There are also higher Group 2. Students are being offered a number of out-of-school time activities. There is inconsistent data around participation in, attendance for, and interest in student activities. BHT - 115 referrals in SY23. Number of referrals may be low compared to discipline, data, surveys, teacher observations. High trends with "personal concerns", "grief", "mental health".	% 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
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Teachers/Other Personnel are providing opportunities for OST involvement before and after school but accurate and consistent attendance has not been entered to determine participation. Teachers asked, "what if students submitted their own BHT referrals?" Students are saying that learning is hard, but feel supported by some teachers. Students report feeling safe in school but not positive connections with their peers. Parents are saying that they would like to be more included in decisions and have better communication with teachers.	

Partially 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?

- Students' emotional health declined 🍌
- Student misconducts increased
- Student Chronic absenteeism increased
- Student social peer to peer positive interactions has decreased
- Students feeling safe in classrooms slightly decreased.
- Students who don't have a trusted adult has increased.

- Created PD space for SEL support and trainings for EOY SY23 and BOY SY 24. 🍌
- Functioning BHT is in place with a referral system in place to address Tier 2 and Tier 3 interventions.
- Collaboration with community organizations that has seen an increase in Tier 2 and Tier 3 supports.
- Healing Circles met with students in small groups (Black and Brown Circles) and will continue in SY24.
- Alternatives provided restorative conversations to AA and Latino males most at-risk.
- Enlace/OST/ASM provided before, during and after school enrichment programming for all students.
- Townhalls/Grade Level Teams provide spaces for student celebration.

[Return to Top](#) **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

Partially 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 \(C4\)](#)

- 77% - (c/o of 22) College enrollment 🍌
- 34% (c/o of 20) College Persistence
- 44% College Completion
- 12% increase of students completing a bachelor's degree (2018-2022)
- Increase in students enrolled in college by 24% since 2017

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[3 - 8 On Track](#)

Partially 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](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

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](#)

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

Yes Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).

What is the feedback from your stakeholders?

Staff feels that parent involvement in school is weak. When communication with parents is strong, it helps with post-secondary achievement 🍌

Students feel that more parent support is needed

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?

No Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).

[ECCE Certification List](#)

PLT meets on a consistent basis. 🍌

Alumni coordination worked through the summer.

Consistent connections with post-secondary partners.

Collaboration on parent events, but need to increase efforts, especially for AA and EL families

Yes There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).

[PLT Assessment Rubric](#)

Yes Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

[Alumni Support Initiative One Pager](#)





What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups] 🍌

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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>Need more data from parents - about parents. </p> <p>There needs to be more visibility/awareness of what is going on in the school - promote more positive culture.</p> <p>More student-led engagement and social media (i.e. - newsletter)</p> <p>There is participation on the LSC - PAC - BAC - SVC</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<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><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p>		<p><i>[impact on most students; impact on specific student groups]</i> </p>	

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

42% of students are listed as "high-risk and "opportunity" based on attendance and GPA
 100% of EL students do not meet standards for ELA & Math
 100% of AA students did not meet benchmarks, but outperformed Latino students in Math
 9OT - SY21/22 = 84%
 MTSS /SEL - Students receiving interventions went from Week 5 - 0% to Week 40 - 1.69%
 SAT went from 828 to 803 in one year
 71% Grad rate

What is the feedback from your stakeholders?

How are we using/implementing project/problem based learning/interdisciplinary units
 Lack of data cycles in the school and training on targeted interventions AFTER we look at the data
 There is a need for dedicated learning for how to implement Tier 1 supports (instructional grouping) in the classroom.
 There is lack of time dedicated to DL and EL PD for staff in the building.

What student-centered problems have surfaced during this reflection?

-Students are below grade level Star 360 and PSAT
 -Student with low attendance have low grades
 -Sophomore Students feel the least supported
 -Sophomore students have highest failure
 -Post secondary persistence has dropped
 -Students feel least supported in science-->Highest failure in Science
 -100% of ELs don't meet ELA or Math benchmarks
 -100% of Black students did not meet benchmarks in English but outperformed Latinx students in Math

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

Created a PD space to address MTSS Supports
 SY23 began using Star 360 data and Branching minds to document interventions--This is new learning for the staff. We need more growth in using the STAR 360 data to drive Tier 1 supports in the classroom. Teachers have reported needing more training on what these supports are and how to implement them in a strategic and consistent way.
 Staff has been trained in Reading Apprenticeship which is a framework to address Tier 1 literacy supports across all disciplinary areas.
 We hired a full time interventionist and released another teacher to support the MTSS framework and interventions in the school.

Return to Top Determine Priorities

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

Students...
 Post pandemic we have seen a negative trend in all metrics in regards to academics, behavior and attendance.

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.

Return to Top Root Cause

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

As adults in the building, we...
 do not have collective understanding in regards to each student's individual needs (SEL/academic) AND how to address those needs in the classroom.
 --we do not have systems and structures in place to capture data, review the data, create plans (including PD) and monitor progress

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
[effectively deliver primary instruction and core curriculum, create high quality well-documented student support and support plans, progress monitor supports and interpret data to adjust instruction \(per MTSS Continuum\)](#)

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....
students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

which leads to...
higher number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades, Hispanic students achievement and growth gap decreasing from overall student population.

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT--Instructional Leads, MTSS Leads

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	School meets DEVELOPED components on the Systems and Infrastructure domains on the MTSS Continuum.	ILT and MTSS Leads		Select Status
Action Step 1	Conduct an audit of all academic supports we have in the building and create an action plan based on the gap analysis for each of the following priority groups: ELs, DLs, All student Universal Supports			Select Status
Action Step 2	Conduct internal teacher-led learning walks to gather baseline, MOY and EOY data on teacher practice on Tier 1 Instruction. (IB Standard 0203-01-0221 and 0203-01-0231--The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.)			Select Status
Action Step 3	Develop a chart which indicates the various levels of interventions and different levels, along with referral process. Develop a coordinated system to track and monitor school based interventions. (IB Standard Student Support 2: The school identifies and provides appropriate learning support. (0202-02))"			Select Status
Action Step 4	Teacher utilize universal screening data to develop and implement student groups within the Branching Minds platform			Select Status
Action Step 5				Select Status
Implementation Milestone 2	School meets FOUNDATIONAL and approaches DEVELOPED level for Primary Instruction and Core Curriculum for Academics on the MTSS Continuum.	ILT and MTSS Leads		Select Status
Action Step 1	All teachers participate in learning cycles to improve core instruction. Focus on TIER 1 Supports: assessment development; Use data to create Targeted Small Group Instruction using Reading Apprenticeship pedagogy.			Select Status
Action Step 2	Implement a schedule for on-going curriculum review and feedback aligned to school wide learning: IB, Reading Apprenticeship and high quality assessments. (IB Standard: Teacher Support 0203: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01))			Select Status
Action Step 3	Conduct teacher-led learning walks to observe, collect data, provide feedback on implementation of core curriculum. (bi monthly) (IB Standard 0203-01-0221 and 0203-01-0231--The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.)			Select Status
Action Step 4	Create a student focus group to review and provide feedback on curriculum, teaching and learning aligned to standards and practices of the IB and MTSS Framework. (IB Standard Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB Programmes (201-04))			Select Status
Action Step 5	Tier 2 and 3 teachers identified, assigned supports for curriculum implementation			Select Status
Implementation Milestone 3	School meetings FOUNDATIONAL Level of High Quality, well-documented student support and support plan on MTSS Continuum.	ILT and MTSS Leads		Select Status

Action Step 1	Provide high quality professional learning for our staff around using data to drive Tier 1 differentiated academic support so that all educators have knowledge about what the academic needs are for each student and HOW to meet those needs (FOCUS--targeted small group instruction)			Select Status
Action Step 2	Support plans for interventions are developed within Branching Minds and documented			Select Status
Action Step 3	Student receive support for tiered interventions based on one data point (Star 360)			Select Status
Action Step 4	Intervention resources (supports, services, or interventions) within the Branching Minds platform are available and utilized with student groups			Select Status
Action Step 5	EL and DL students			Select Status
Implementation Milestone 4	School Meets FOUNDATIONAL level of Interpret Data and Adjust Instruction Components of the MTSS Continuum.			Select Status
Action Step 1	Build in explicit Data cycles are built into principal directed time to review students' academic data			Select Status
Action Step 2	Provide PD for teachers around Branching Minds--Assigning interventions and monitoring them			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<ul style="list-style-type: none"> -School meets FULLY OPERATIONAL level of systems and infrastructure of the MTSS framework -School meets FULLY OPERATIONAL level of Teaming and Meeting Quality of the MTSS framework -School meets FOUNDATIONAL and approaches DEVELOPED level for Primary Instruction and Core Curriculum for Academics on the MTSS Continuum. -School meetings DEVELOPED Level of High Quality, well-documented student support and support plan on MTSS Continuum. -School Meets DEVELOPED level of Interpret Data and Adjust Instruction Components of the MTSS Continuum. 	
SY26 Anticipated Milestones	targeted Tier 1 Individualized Learning Plans and implementation of academic supports for EACH student in the classroom	

[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
increased % of students earning Bs or Better	Yes	Grades	Overall	29% (134/460)	35% (175/448) 41 students	40%	45%
			English Learners	31% (51/165)	35% (64/185) 13 students	40%	45%
increased % of approaching + meets on PSAT	Yes	PSAT (EBRW)	Overall	21% (56/261)	25% (65/261) 9 students	30%	35%
			English Learners	5% (4/83)	10% (8/83) 4 students	15%	20%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	School meets DEVELOPED level of systems and infrastructure of the MTSS framework, teaming and meeting quality of the MTSS framework, and for core curriculum for academics on the MTSS continuum	School meets FULLY OPERATIONAL level of systems and infrastructure of the MTSS framework, teaming and meeting quality of the MTSS framework, and for core curriculum for academics on the MTSS continuum	Targeted Tier 1 instructional learning plans are designed for each and every student

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.	School meetings FOUNDATIONAL Level of high quality, well-documented student support and support plan on MTSS Continuum and a DEVELOPED level of interpret data and adjust instruction components of the MTSS Continuum.	School meetings DEVELOPED Level of high quality, well-documented student support and support plan on MTSS Continuum and a DEVELOPED level of interpret data and adjust instruction components of the MTSS Continuum.	Targeted Tier 1 instructional learning plans are demonstrated through progress monitoring
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
increased % of students earning Bs or Better	Grades	Overall	29% (134/460)	35% (175/448) 41 students	Select Status	Select Status	Select Status	Select Status
		English Learners	31% (51/165)	35% (64/185) 13 students	Select Status	Select Status	Select Status	Select Status
increased % of approaching + meets on PSAT	PSAT (EBRW)	Overall	21% (56/261)	25% (65/261) 9 students	Select Status	Select Status	Select Status	Select Status
		English Learners	5% (4/83)	10% (8/83) 4 students	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.	School meets DEVELOPED level of systems and infrastructure of the MTSS framework, teaming and meeting quality of the MTSS framework, and for core curriculum for academics on the MTSS continuum	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.	School meetings FOUNDATIONAL Level of high quality, well-documented student support and support plan on MTSS Continuum and a DEVELOPED level of interpret data and adjust instruction components of the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Chronic Absenteeism went from 38% in 2019 to 73% in 2021. There are similarly high percentages in EL and DL learners.

Misconducts in Group 1 went from 23 in SY22 to 732 in SY23. There are also higher Group 2.

Students are being offered a number of out-of-school time activities. There is inconsistent data around participation in, attendance for, and interest in student activities.

BHT - 115 referrals in SY23. Number of referrals may be low compared to discipline, data, surveys, teacher observations. High trends with "personal concerns", "grief", "mental health".

What is the feedback from your stakeholders?

Teachers/Other Personnel are providing opportunities for OST involvement before and after school but accurate and consistent attendance has not been entered to determine participation.

Teachers asked, "what if students submitted their own BHT referrals?"

Students are saying that learning is hard, but feel supported by some teachers.

Students report feeling safe in school but not positive connections with their peers.

Parents are saying that they would like to be more included in decisions and have better communication with teachers.

What student-centered problems have surfaced during this reflection?

Students' emotional health declined

Student misconducts increased

Student Chronic absenteeism increased

Student social peer to peer positive interactions has decreased

Students feeling safe in classrooms slightly decreased.

Students who don't have a trusted adult has increased.

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?

-Created PD space for SEL support and trainings for EOY SY23 and BOY SY 24.

-Functioning BHT is in place with a referral system in place to address Tier 2 and Tier 3 interventions.

-Collaboration with community organizations that has seen an increase in Tier 2 and Tier 3 supports..

-Healing Circles met with students in small groups (Black and Brown Circles) and will continue in SY24.

-Alternatives provided restorative conversations to AA and Latino males most at-risk.

-Enlace/OST/ASM provided before, during and after school enrichment programming for all students.

-Townhalls/Grade Level Teams provide spaces for student celebration.

Return to Top Determine Priorities

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

Students...
 struggle to self-regulate their behavior and lack the skills to seek out Tier 1 SEL supports/interventions, resulting in chronic absenteeism for some students, especially AA and Latino males.

[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...
 do not provide all students with Tier 1 SEL supports, interventions and space for students to practice SEL skills within the classroom.

[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....
 invest in high quality learning for our stakeholders for Tier 1 differentiated SEL supports, interventions and restorative practices, and progress monitor supports and analyze data per the [MTSS Continuum](#),

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

Resources:

then we see....
implementation of Tier 1 differentiated SEL supports, interventions and restorative practices in the classroom that meet the unique needs of our 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...
an increase in all students receiving Tier 1 SEL supports, a decrease in misconducts, a decrease of Tier 2 and Tier 3 referrals, and an increase in the number of students reporting a school culture of belonging.

[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

BHT - Culture/Climate - Restorative Practices Team - MTSS (SEL)

Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 2/9/2024
Q2 12/22/2023 Q4 4/1/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	School meets Foundational components on the Systems and Infrastructure domains on the MTSS Continuum for SEL.	MTSS/SEL Team		Select Status
Action Step 1	MTSS Team represented by variety of staff and service providers			Select Status
Action Step 2	MTSS Team sets a regular meeting schedule, agenda and norms			Select Status
Action Step 3	Create a plan for implementation of Branching Minds (SEL)			Select Status
Action Step 4	Decide as a team if optional Roots Survey is needed, and if so, implementation plan			Select Status
Action Step 5	Review protocols for reviewing/analyzing data for tiered intensive supports			Select Status
Implementation Milestone 2	School meets Foundational components on the Teaming and Meeting domains on the MTSS Continuum for SEL.	MTSS/SEL Team		Select Status
Action Step 1	Develop a chart which indicates the various levels of interventions and different levels, along with referral process. Develop a coordinated system to track and monitor school based interventions provided to students by counselors, social workers, school psychologist, CBOs, and attendance team to be analyzed by stakeholders. (IB Standard Student Support 2: The school identifies and provides appropriate learning support. (0202-02))			Select Status
Action Step 2	School-level: Provide professional development for stakeholders around what Tier 1 interventions are, how to implement them, track them, and share with other stakeholders			Select Status
Action Step 3	Grade Level: Discuss Tier 1 supports within the class and review data trends to make adjustments for SEL supports			Select Status
Action Step 4	Student Level: Review data and discuss who needs more intensive supports			Select Status
Action Step 5				Select Status
Implementation Milestone 3	School meets Foundational Level for SEL instruction and SEL curriculum for student behavior on MTSS Continuum	MTSS/SEL Team		Select Status
Action Step 1	Identify research-based SEL curriculum to provide Tier 1 instruction for behavior			Select Status
Action Step 2	Conduct an audit of all SEL Tier 1 interventions that we have in the building and decide which common language and Tier 1 interventions are going to be implemented			Select Status
Action Step 3	Investigate ways in which we can use an all school monitoring system to notify, communicate, and tog SEL interventions over time			Select Status
Action Step 4	SEL instruction is documented to determine students needing adjustments in Tier 1 supports			Select Status
Action Step 5	SEL intervention resources within Branching Minds are utilized			Select Status
Implementation Milestone 4	School meets Foundational Level for progress-monitoring and movement to Tier 2 and Tier3	MTSS/SEL Team		Select Status
Action Step 1	MTSS Teams (SEL) and teachers are using progress monitoring tools			Select Status
Action Step 2	Increase collaboration between staff and other stakeholders with Tier 2 or 3 Service Providers			Select Status
Action Step 3	Chronic absenteeism is addressed and part of the SEL implementation plans for Tier 2 and Tier 3			Select Status

Action Step 4	Tier 2 and Tier 3 supports are progressed monitored through MTSS and BHT teams			Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<ul style="list-style-type: none"> -School meets Developed level of systems and infrastructure of the MTSS SEL framework -School meets Developed level of teaming and meeting quality of the MTSS SEL framework -School continues to meet Foundational level and works toward Developed SEL Instruction and Curriculum on the MTSS Continuum. -School meets Developed for progress-monitoring and movement to Tier 2 and Tier 3 on MTSS Continuum. -80% of teachers are implementing Tier 1 supports. 	
SY26 Anticipated Milestones	School meets Operational level of systems and infrastructure, teaming and meeting quality, SEL Instruction and Curriculum, and for progress-monitoring and movement to Tier 2 and Tier 3 on MTSS Continuum.100% of teachers are implementing Tier 1 supports.	

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the number of students receiving Tier 1 interventions/supports within the classroom	Yes	Other	Overall	Not available - 115 BHT referrals for Tier 2/3			
			Male	CBO capacities for Tiers 2/3 are full			
Decrease the chronic absenteeism rates	Yes	Increased Attendance for Chronically Absent Students	Overall	73%	70%	67%	63%
			Female	81%	76%	72%	68%

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Some teachers are observed implementing Tier 1 SEL curriculum and supports within the classroom.	Most teachers are observed implementing Tier 1 SEL curriculum and supports within the classroom.	All teachers are observed implementing Tier 1 SEL curriculum and supports within the classroom.
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.	Culture and Climate Team will be established and move to Foundational level for supporting students. by EOY BHT will work at Foundational level to join MTSS team to plan for routine review of core academic and SEL curriculum for tiered student supports.	Culture and Climate Team will move to Developed level for supporting students. BHT will work at Developed level to join MTSS team to plan for routine review of core academic and SEL curriculum for tiered student supports.	Culture and Climate Team will move to Developed level for supporting students. BHT will work at Developed level to join MTSS team to plan for routine review of core academic and SEL curriculum for tiered student supports.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS teams and most teachers are creating and implementing the SEL interventions in the Branching Minds platform in correlation with academic needed academic supports.	MTSS teams in collaboration with most teachers are progress monitoring SEL interventions in the Branching Minds platform using multiple data points.	MTSS team in collaboration with all teachers are analyzing multiple points of data, progress monitoring, and adjusting instruction based on SEL interventions.

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students receiving Tier 1 interventions/supports within the classroom	Other	Overall	Not available - 115 BHT referrals for Tier 2/3		Select Status	Select Status	Select Status	Select Status
		Male	CBO capacities for Tiers 2/3 are full		Select Status	Select Status	Select Status	Select Status
Decrease the chronic absenteeism rates	Increased Attendance for Chronically Absent Students	Overall	73%	70%	Select Status	Select Status	Select Status	Select Status
		Female	81%	76%	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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Some teachers are observed implementing Tier 1 SEL curriculum and supports within the classroom.	Select Status	Select Status	Select Status	Select Status
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.	Culture and Climate Team will be established and move to Foundational level for supporting students. by EOY BHT will work at Foundational level to join MTSS team to plan for routine review of core academic and SEL curriculum for tiered student supports.	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.	MTSS teams and most teachers are creating and implementing the SEL interventions in the Branching Minds platform in correlation with academic needed academic supports.	Select Status	Select Status	Select Status	Select Status

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.

Funds will be used to provide increased knowledge and awareness to parents around the academic and SEL Tier 1, 2 and 3 supports and interventions provided to students within the school, provide training for parents to help students continue the Tiered skills they are learning at school - at home, and providing information and resources about Tier 2 and Tier 3 resources at the school-level, with priority groups of EL students/newcomers, and students with chronic absenteeism). 

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