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).

Resources 🚀

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Mescha Lammy	Principal	mmrobertson@cps.edu
Sabrina Williams	Parent	brinaw722@gmail.com
Deborah Chaney	Teacher Leader	dachaney@cps.edu
Ariachizu Kamalu	Teacher Leader	akamalu@cps.edu
Lindora Kamalu	Teacher Leader	LKamalu1@cps.edu
Charles Miles	Partnerships & Engagement Lead	cmiles@youth-guidance.org
Rodney Brown	Partnerships & Engagement Lead	Brown@youth-guidance.org
Cloretha Morrell	Other - Community Rep	cjmorrell@mail.com
T.K. Knowling	Student	ttnowlin@cps.edu
Kristian Williams	Student	KJWilliams56@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/20/23	7/20/23
Reflection: Curriculum & Instruction (Instructional Core)	7/20/23	7/20/30
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/20/23	7/20/30
Reflection: Connectedness & Wellbeing	7/20/23	7/20/30
Reflection: Postsecondary Success	7/20/23	7/20/30
Reflection: Partnerships & Engagement	7/20/23	7/20/30
Priorities	7/20/23	7/20/30
Root Cause	7/24/23	7/24/23
Theory of Acton	7/24/23	7/24/23
Implementation Plans	7/24/23	7/24/23
Goals	7/24/23	7/24/23
Fund Compliance	7/24/23	7/24/23
Parent & Family Plan	7/24/23	7/24/23
Approval	8/10/23	8/10/23

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	01/12/2024
Quarter 3	03/22/2024
Quarter 4	05/31/2024

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	We need to be more intentional about the skills we are teaching (including the success criteria or specific steps to solving the problem, etc.), and develop an effective and efficient way to track and communicate the skills we are teaching. We also need to consider our own personal biases and how that affects our expectations for students. We need to allow them some wait time, and to restate questions, etc. How can we better plan and provide resources to meet the needs of our students so we can effectively help them interact with grade level content? What structures can we put in place to address deficits immediately? How can we build stamina, a growth mindset, and address their deficit skills?	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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?** Most stakeholders see our efforts in building positive processes and practices. We need to refine those systems and structures.	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Grades / ACCESS
No	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		TS Gold / Interim Assessment Data
No	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?** We have started working on identifying skills and success criteria. It is just in early stages. This is intended to address Tier 1. After that we will work on additional supports for our most marginalized students.	

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.

Since teachers are not clear about the skills we are focusing on and assessing, students are not always clear about what skills they should be learning; in addition, they often feel like what they are learning is not grade level, and that teachers do not believe in them as learners. On the Cultivate survey, the top priorities were identified as growth mindset, academic risk-taking, and identify safety has indicated that a significant number of our students do not think that their teachers believe in them and their ability to achieve grade level content. On the 5Essentials survey, student teacher trust is 26, which falls in the "weak". Both Supportive Environment and Ambitious Instruction are rated as "weak" overall with "academic press" rated as the weakest area. Students self-reported that they are not always sure what they are supposed to be learning in some of their classes (anecdotal data during CIWP meetings in July). This is also supported by the fact that our student performance data shows that 2% of our students are meeting standards on the state test.

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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
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum	Most external stakeholders (parents) see our efforts in building positive processes and practices. However, we need to refine those systems and structures in order to be more effective.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum

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.	MTSS Integrity Memo	Roots Survey

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Partially	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?

Teachers are vocal when needing additional supports for their students. ✍️

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?

We will begin using Branching Minds to more effectively monitor MTSS Supports. We are hiring an MTSS coordinator to help more effectively implement and monitor this work. ✍️

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.

Our students need to receive their IEP modifications and accommodations with fidelity in order to be more academically successful. ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Our students live in an environment that contributes to trauma and other distractors that make it harder for them to learn grade level content. ✍️	% of Students receiving Tier 2/3 interventions meeting targets
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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

What is the feedback from your stakeholders?

Stakeholders have identified that there is a critical need for more teachers, more resources and support. They acknowledge that we are doing good work within our capacity. ✍️

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.

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.

We would like to provide students with a broader variety the enriching and engaging after school activities our students want and need. ✏️

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

We are always trying to creatively maximize our funding to provide after school activities. We are going to be administering a needs assessment to determine what students really want. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	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)	We are invested in the post-secondary success of our students. It would be helpful to have the alumni coordinator work with us throughout the entire year. We need to be more intentional about supporting student choice in their post-secondary goals. ✏️	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) |
| 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 | | |
| 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?**

Alumni appreciate our outreach efforts, which is why we'd like to increase our ability to provide ongoing support. They would like us to provide more support for work-based programming. ✏️ | |
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	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	We are planning to hire a post-secondary coach to assist us in providing the best supports possible for students' post-secondary success. We work with community colleges, state colleges and universities, and trade unions (field trips, and guest speakers). We are supporting all our students in grades 11-12 in seminars, college tours and visits, and in the diverse learner population. but are not fully supporting them all in grades 9-10. We use Naviance as a tool to assist student in indentying career options. Our Embark program, starting during grades 10-12, provides some students with exposure to a variety of occupations, including site visits, that help them think more broadly about their post-secondary opportunities. ✏️	

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 consistently being supported in their post secondary areas of interest in all of their classes. If students see a variety of post-secondary options, and we provide them with support in pursuing them, we believe they would be more likely to stay in school and graduate (11% of our students drop out before graduating, per the Illinois State Report Card). ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Work is being done to foster relationships; we need to develop experiences that are more meaningful for our families. ✍	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) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | 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?

Parents don't come into the schools as often as they did pre-covid. However, we have always had an issue with parent involvement. Parents are generally less likely to be involved at school when their kids are in high school. Our outreach is less effective with the students who we have more concerns with. We have many students who are latch-key, who are responsible for themselves and their siblings. Some parents have had negative experiences when they were in school, and avoid coming into the school. ✍

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 will benefit from more parent and community involvement in our school. Students would benefit from having more regular access to share their thinking with the adults. ✍

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?

All teachers continually work to communicate with all parents in a variety of ways to ensure that parents know how their students are performing academically. The dean works hard to communicate with parents when there are behavioral concerns with students. We are working to continue to build relationships with the families of students furthest from opportunity. We do home visits, but often meet resistance. We continue to work to find ways to engage those reluctant parents/guardians. ✍

Partnership & Engagement

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We need to be more intentional about the skills we are teaching (including the success criteria or specific steps to solving the problem, etc.), and develop an effective and efficient way to track and communicate the skills we are teaching. We also need to consider our own personal biases and how that affects our expectations for students. We need to allow them some wait time, and to restate questions, etc. How can we better plan and provide resources to meet the needs of our students so we can effectively help them interact with grade level content? What structures can we put in place to address deficits immediately? How can we build stamina, a growth mindset, and address their deficit skills?

What is the feedback from your stakeholders?

Most stakeholders see our efforts in building positive processes and practices. We need to refine those systems and structures.

What student-centered problems have surfaced during this reflection?

Since teachers are not clear about the skills we are focusing on and assessing, students are not always clear about what skills they should be learning; in addition, they often feel like what they are learning is not grade level, and that teachers do not believe in them as learners. On the Cultivate survey, the top priorities were identified as growth mindset, academic risk-taking, and identify safety has indicated that a significant number of our students do not think that their teachers believe in them and their ability to achieve grade level content. On the 5Essentials survey, student teacher trust is 26, which falls in the "weak". Both Supportive Environment and Ambitious Instruction are rated as "weak" overall with "academic press" rated as the weakest area. Students self-reported that they are not always sure what they are supposed to be learning in some of their classes (anecdotal data during CIWP meetings in July). This is also supported by the fact that our student performance data shows that 2% of our students are meeting standards on the state test.

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

We have started working on identifying skills and success criteria. It is just in early stages. This is intended to address Tier 1. After that we will work on additional supports for our most marginalized students.

Determine Priorities

Resources: 🚀

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

Students...

would benefit from more clarity in communication of skills and success criteria that are being addressed in each lesson, as well as teachers directly and indirectly communicating their belief that they can all learn grade level content. On the Cultivate survey, the top priorities were identified as growth mindset, academic risk-taking, and identify safety has indicated that a significant number of our students do not think that their teachers believe in them and their ability to achieve grade level content. On the 5Essentials survey, student teacher trust is 26, which falls in the "weak". Both Supportive Environment and Ambitious Instruction are rated as "weak" overall with "academic press" rated as the weakest area. Students self-reported that they are not always sure what they are supposed to be learning in some of their classes (anecdotal data during CIWP meetings in July). This is also supported by the fact that our student performance data shows that 2% of our students are meeting standards on the state test.

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

Resources: 🚀

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

As adults in the building, we...

need to clearly communicate the skills we are teaching each day to our students to ensure we are all knowledgeable about the focus of the instruction and execute meaningful instruction that leads to the mastery of the identified skill; this will also lead to students seeing that teachers believe in their ability to learn grade level content. On the Cultivate survey, the top priorities were identified as growth mindset, academic risk-taking, and identify safety has indicated that a significant number of our students do not think that their teachers believe in them and their ability to achieve grade level content. On the 5Essentials survey, student teacher trust is 26, which falls in the "weak". Both Supportive Environment and Ambitious Instruction are rated as "weak" overall with "academic press" rated as the weakest area. Students self-reported that they are not always sure what they are supposed to be learning in some of their classes (anecdotal data during CIWP meetings in July). This is also supported by the fact that our student performance data shows that 2% of our students are meeting standards on the state test.

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....

clearly identify the grade level skills that will be taught each day, intentionally communicate those skills to students, then develop and execute a lesson plan that leads to mastery of those skills, while we also communicate our belief in our students' ability to learn those skills,

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

meaningful, focused grade level instruction and learning

which leads to...

increased demonstration of student mastery, and smaller academic gaps; in addition, this will lead to students being more likely to believe in themselves as learners, and to believe their teachers see them as learners.   RESOURCES NEEDED using Skyline grade level curriculum materials thoughtfully, strategically and effectively, time at faculty meetings and PLCs, and our available PD days, with the work led by the ILT). SEE DATA ABOVE TO SHOW PRIORITY NEEDS IDENTIFIED.

Return to Top   **Implementation Plan**

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	03/22/2024
Q2	01/12/2024	Q4	05/31/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of Quarter 1, 75% of teachers will clearly identify the skill(s) that will be taught each day and use the updated lesson plan template; each day, throughout the class period, all teachers clearly communicate the skills and success criteria to the students, students can communicate what skills(s) they are learning, and where they are in the process of learning the skill(s) as measured by a review of lesson plans, and walkthrough data that focuses on communication of skills of students.	ILT	10/27/23	*Select Status*
Action Step 1	Provide professional learning to all staff to identify the explicit skills (including success criteria) they are teaching from each learning standard.	Lammy	August 17	*Select Status*
Action Step 2	Provide professional learning for all staff to successfully plan lessons using the updated lesson plan template.	ILT/Lammy	October 4	*Select Status*
Action Step 3	Lesson plans will be reviewed and feedback will be provided to staff.	ILT/Lammy	October 27	*Select Status*
Action Step 4	Monitor classrooms to ensure skills and success criteria are clearly communicated to students, and that students are able to identify the skills and learning targets they are learning.	ILT/Lammy	October 27	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	By the end of Quarter 2, 75% of teachers will refine their DOK 2, 3, and 4 questions to build more content focused deep and meaningful discussions, as measured by a review of lesson plans, and by walkthough data.	Lammy, ILT	December 21	*Select Status*
Action Step 1	Provide professional learning to ensure all staff can identify and develop DOK 2, 3, and 4 questions. (Teacher content learning)	Lammy, ILT	October 27	*Select Status*
Action Step 2	Collect baseline data to measure the percentages of DOK 1, 2, 3, and 4 questions, and to measure content-based discussions. (peer observations)	Lammy, ILT	November 9	*Select Status*
Action Step 3	Staff will effectively communicate higher level thinking processes to students to assist them in their thinking and responses.	Lammy, ILT	May 31	*Select Status*
Action Step 4	Collect midpoint data to measure the percentages of DOK 1, 2, 3, and 4 questions, and to measure content-based discussions. (peer observations)	Lammy, ILT	December 1	*Select Status*
Action Step 5	Collect baseline data for student discussions, using the discussion rubric to use for measuring growth during quarter 3.	Lammy, ILT	January 12	*Select Status*
Implementation Milestone 3	By the end of quarter 3, teachers will increase the amount of student engagement and participation in discussions by 50% as measured by the discussion rubric.	Lammy, ILT		*Select Status*
Action Step 1	Identify and share with staff alternative ways of encouraging students in deeper thinking if they are reluctant to share their ideas with the class. Staff will also share their currently successful questioning and discourse strategies.	Lammy, ILT	January 30	*Select Status*
Action Step 2	Provide additional opportunities for staff to share successful questioning and discourse strategies.	Lammy, ILT	March 22	*Select Status*
Action Step 3	Collect midpoint data to measure the percentages of DOK 1, 2, 3, and 4 questions, and to measure content-based discussions. (peer observations)	Lammy, ILT	February 2	*Select Status*

Action Step 4	Collect end of data to measure the percentages of DOK 1, 2, 3, and 4 questions, and to measure content-based discussions. and determine which staff members need additional support.	Lammy, ILT	March 22	Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers who have not met quarter 1, 2, and 3 goals will be provided with additional supports so that by the end of quarter 4, 100% of teachers clearly identify the skill(s) that will be taught each day and use the updated lesson plan template; each day, throughout the class period, all teachers clearly communicate the skills and success criteria to the students, students can communicate what skills(s) they are learning, and where they are in the process of learning the skill(s) as measured by a review of lesson plans, and walkthrough data that focuses on communication of skills to students. 100% of teachers will refine their DOK 2, 3, and 4 questions to build more content focused deep and meaningful discussions, as measured by a review of lesson plans, and by walkthough data. 100% of teachers will increase the amount of student engagement and participation in discussions by 50% as measured by the discussion rubric.	Lammy, ILT	May 31	Select Status
Action Step 1	Analyze Quarter 3 data to determine who needs additional support.	Lammy, ILT	April 4	Select Status
Action Step 2	Develop and implement a learning plan for those who need additional support.	Lammy, ILT	May 3	Select Status
Action Step 3	Celebrate discourse and discussion successes at each faculty meeting.	Lammy, ILT	May 31	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Build project based learning units using the specific skill, targets, and success criteria, as well as the DOK questions an discussion skills developed from FY24	✍️
SY26 Anticipated Milestones	Implement project based learning units using the specific skill, targets, and success criter,ia as well as the DOK questions an discussion skills developed from FY24	✍️

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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: 🚀

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️ SY24	SY25	SY26
50% of all student show mastery on each unit perfomance task as measured by the end of unit assessment.	Yes	Other End of Unit Assessments, all core departments	African American Male		50%		
			Overall		50%		
50% of all students show mastery of skills as measured by the interim assessments.	Yes	Interim Assessment Data	African American Male		50%		
			Overall		50%		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	We will use 6 week data cycle data to determine progress toward this practice.	We will use 6 week data cycle data to determine progress toward this practice.	We expect to see growth on both interim data and SAT data.

C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will collaborate with departments to analyze unit assessment data, and to provide support in improving practice. Data from the 6 week cycles will be used to measure progress.	ILT members will continue to collaborate with departments to analyze unit assessment data, and to provide support in improving practice. Members will also provide support to departments as they build their project based learning units. Data from the 6	ILT members will provide suppport to teachers in improving their practice, and will provide support as teachers implement their project based learning units. Data from the 6 week cycles will be used to measure progress and SAT data to measure progress.
Select a Practice	ILT members will provide professional learning to all staff to develop and implement daily formative assessments. Data from the 6 week cycles will be used to measure progress.	ILT members will collaborate with departments to develop and implement daily formative assessments. Data from the 6 week cycles will be used to measure progress.	All staff will use daily formative assessments to target differentiated instruction for all students. Progress will be measures by interim assessment data and SAT data.

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
50% of all student show mastery on each unit perfomance task as measured by the end of unit assessment.	Other End of Unit Assessments, all core departments	African American Male		50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall		50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
50% of all students show mastery of skills as measured by the interim assessments.	Interim Assessment Data	African American Male		50%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall		50%	*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:2 Students experience grade-level, standards-aligned instruction.	We will use 6 week data cycle data to determine progress toward this practice.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will collaborate with departments to analyze unit assessment data, and to provide support in improving practice. Data from the 6 week cycles will be used to measure progress.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice	ILT members will provide professional learning to all staff to develop and implement daily formative assessments. Data from the 6 week cycles will be used to measure progress.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Partially	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

We are invested in the post-secondary success of our students. It would be helpful to have the alumni coordinator work with us throughout the entire year. We need to be more intentional about supporting student choice in their post-secondary goals.

What is the feedback from your stakeholders?

Alumni appreciate our outreach efforts, which is why we'd like to increase our ability to provide ongoing support. They would like us to provide more support for work-based programming.

What student-centered problems have surfaced during this reflection?

Students are not consistently being supported in their post secondary areas of interest in all of their classes. If students see a variety of post-secondary options, and we provide them with support in pursuing them, we believe they would be more likely to stay in school and graduate (11% of our students drop out before graduating, per the Illinois State Report Card).

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

We are planning to hire a post-secondary coach to assist us in providing the best supports possible for students' post-secondary success. We work with community colleges, state colleges and universities, and trade unions (field trips, and guest speakers). We are supporting all our students in grades 11-12 in seminars, college tours and visits, and career visits, and in the diverse learner population. but are not fully supporting them all in grades 9-10. We use Naviance as a tool to assist student in indentying career options. Our Embark program, starting during grades 10-12, provides some students with exposure to a variety of occupations, including site visits, that help them think more broadly about their post-secondary opportunities.

Determine Priorities

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

Resources: 🚀

[Determine Priorities Protocol](#)

Students...

seek direction and knowledge for post secondary options after they graduate. With additional guidance and intentional support from all stakeholders, students will understand the skills they are learning are valuable for post secondary success.

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?

Resources: 🚀

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

As adults in the building, we...

need to consistently provide students with multiple post secondary options that will give them available choices based on interest and need. Based on the Illinois State Report Card we have a 48% graduation rate. If all teachers are invested in bridging our post secondary gaps through workforce planning, college tours and trips, internships, trade exposure, etc, students will be equipped and connected to the post secondary choices they make, which will ultimately lead to students having a concrete post secondary plan.

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....

help all students see how to explore all possible career areas in their area of passion

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....
students seeing a wider array of post-secondary career options as they continue to pursue their post-secondary goals, with guidance and support from all staff,

which leads to...
Increased commitment for our students to pursue their post high school pathway. RESOURCES NEEDED: Staff needs support and guidance in helping them know how to effectively and positively support students in pursuing their post-secondary goals; we will use time at faculty meetings and PLCs, and our available PD days, with the work led by the post-secondary team with the goal to decrease our dropout rate from 11% to 8%). SEE DATA ABOVE TO SHOW IDENTIFIED PRIORITY NEEDS.

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 Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	03/22/2024
Q2	01/12/2024	Q4	05/31/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1, the post-secondary team will meet with all departments to provide them with specific information to assist them in guiding and supporting students in pursuing their post-secondary options as measured by department meeting agendas.	Post-Secondary Team	10/27	*Select Status*
Action Step 1	The post-secondary team will develop materials and professional learning to ensure all departments understand what post-secondary options are available for their students and how the teacher can best support the students.	Post-Secondary Team	October 2	*Select Status*
Action Step 2	The post-secondary team will meet with each department, provide professional learning, and answer questions from teachers to ensure all teachers know how to support their students.	Post-Secondary Team	October 27	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	By the end of quarter 2, 100% 12th grade students have attended either a college fair/tour, or have visited a work force site as measured by attendance records.	Post-Secondary Team	December 22	*Select Status*
Action Step 1	Identify interests of each student in order to develop a schedule and plan for providing the appropriate site visit for each student, based on their interest and choice.	Post-Secondary Team	September 29	*Select Status*
Action Step 2	Develop a schedule and plan for all site visits; develop a follow-up survey to determine students' response and their goals after they have experienced their visit.	Post-Secondary Team	October 13	*Select Status*
Action Step 3	Ensure all students participate in their site visits and complete the follow-up survey.	Post-Secondary Team	December 22	*Select Status*
Action Step 4	Ensure all teachers have the site visit schedule for each of their students. Teachers will use this site visit information to talk with students about their site visits, their post-secondary goals, and to help build their excitement for their upcoming visits.	Post-Secondary Team	October 13	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	By the end of quarter 3, 100% of 12th grade students will be knowledgable of all post-secondary options through the exploration of school links, LPS progress reports, counseling and post-secondary coach support services.	Post-Secondary Team	March 22	*Select Status*
Action Step 1	Develop a curriculum in senior seminar that incorporates activities in SchooLinks.	Post-Secondary Coach	October 1	*Select Status*
Action Step 2	Create a course schedule for the distribution and explanation of LPS Progress Reports.	Post-Secondary Team	November 18	*Select Status*
Action Step 3	Create a tracking document to monitor student progress that can be shared with teachers and relevant stakeholders, in order to ensure that all stakeholders are updated on student progress. Identify students who need additional support in post-secondary planning.	Post-Secondary Team	October 15	*Select Status*
Action Step 4	Hold one on one senior conferences to discuss post-secondary options, identitfy necessary supports, and provide guidance.	Post-Secondary Team	Jaunary 16	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	By the end of quarter 4, end of the year academic and post-secondary plans for 12th grade and SchooLinks curriculum for 9th-11th grade will be implemented.	Post-Secondary Team	June 1	
Action Step 1	Grade 9-12 ILPs will be implemented and target dates will be met as measured by the scope and sequence.	Post-Secondary Team	February 28	*Select Status*

Action Step 2	Develop a tool to measure the success of the ILPs in supporting students in pursuing their post-secondary options.	Post-Secondary Team	February 28	*Select Status*
Action Step 3	Administer the tool.	Post-Secondary Team	March 31	*Select Status*
Action Step 4	Analyze data and modify ILPs based on areas of need as identified by the tool.	Post-Secondary Team	June 1	*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By school year 2025-2026 we will be continuing to work towards creating a culture where post-secondary planning is a standard throughout the school and incorporated in each deparment's curriculum.	✏️
SY26 Anticipated Milestones	By school year 2026 we will be working towards continuing to increase the graduation and ontrack rate, including the execution of ILPs for each grade level.	✏️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
50% of ILPs will be completed for grades 9-11th	Yes	Learn, Plan, Succeed	Overall		50%		
			African American Male		50%		
60% of KPIs will be completed for 12th grade	Yes	% of KPIs Completed (12th Grade)	Overall		60%		
			African American Male		60%		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	We will review school links data reports, progress montioring metrics and reevaluate PLT implementation of additional supports needed in order to ensure that all goals are being met and student progress is increasing.	We will review school links data reports, progress montioring metrics and reevaluate PLT implementation of additional supports needed in order to ensure that all goals are being met and student progress is increasing.	We will review school links data reports, progress montioring metrics and reevaluate PLT implementation of additional supports needed in order to ensure that all goals are being met and student progress is increasing.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	We will review tracking data for guardian interactions including phone calls, meetings, FAFSA night, open house, and senior night. Additionally, we will review the number of community partner interactions including open house, workshops, as well as college and career fairs.	We will continue to review tracking data and readjust current practices as needed to keep all stakeholders engaged	We expect to see an increase in family and community interaction with the change in the culture and climate of the school
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Through collaboration with teachers and post secondary coach, we will ensure that school links curriculum is implemented and evaluated school-wide as well as across classrooms 9th-12th.	We will review the the timeline in which schoolinks curriculum is being implemented and the completion of ILPs across grade levels	We will review the completion of ILPs across grade levels, and persistance rates. We will also identify areas of improvement.

SY24 Progress Monitoring

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Resources: 🚀

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% of ILPs will be completed for grades 9-11th	Learn, Plan, Succeed	Overall		50%	Select Status	Select Status	Select Status	Select Status
		African American Male		50%	Select Status	Select Status	Select Status	Select Status
60% of KPIs will be completed for 12th grade	% of KPIs Completed (12th Grade)	Overall		60%	Select Status	Select Status	Select Status	Select Status
		African American Male		60%	Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	We will review school links data reports, progress montioring metrics and reevaluate PLT implementation of additional supports needed in order to ensure that all goals are being met and student progress is increasing.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	We will review tracking data for guardian interactions including phone calls, meetings, FAFSA night, open house, and senior night. Additionally, we will review the number of community partner interactions including open house, workshops, as well as college and career fairs.	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Through collaboration with teachers and post secondary coach, we will ensure that school links curriculum is implemented and evaluated school-wide as well as across classrooms 9th-12th.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

> Parent & Family Engagement Funds will be used to purchase items to update the parent room in order to ensure parents have a usable and comfortable space to learn and develop their work force skills

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