

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 
Rufino Bustos Jr.	Principal	rbustos@cps.edu
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Nancy Rodriguez	Inclusive & Supportive Learning Lead	nrodriguez144@cps.edu
Daisy Guzman	Postsecondary Lead	dguzman84@cps.edu
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Nancy Sandoval	Programmer	nmsandoval4@cps.edu
Anita Alicea	STEM Coach	ayalicea@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	8/25/23	8/25/2023
Reflection: Curriculum & Instruction (Instructional Core)	8/25/23	9/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/25/23	9/6/22
Reflection: Connectedness & Wellbeing	8/25/23	9/8/23
Reflection: Postsecondary Success	8/25/23	9/6/22
Reflection: Partnerships & Engagement	8/25/23	9/6/22
Priorities	8/25/23	9/6/22
Root Cause	8/25/23	9/8/23
Theory of Acton	8/25/23	9/8/23
Implementation Plans	8/25/23	9/8/23
Goals	8/25/23	9/8/23
Fund Compliance	8/25/23	9/13/23
Parent & Family Plan	8/25/23	9/13/23
Approval	8/13/23	9/13/23

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	10/31/2023
Quarter 2	1/9/2024
Quarter 3	4/8/2024
Quarter 4	5/22/2024

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	Lack of connection between students and school/teachers/curriculum/peers Overall lower performance on SAT than would be expected Performance on Star360 either stagnant or declining over course of year Grades and attendance low 1st period, grades low 4th period as compared to 2nd and 3rd	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		PSAT (EBRW) PSAT (Math) STAR (Reading)
No	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		STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Select Rating	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 Guide	What is the feedback from your stakeholders? Problems determined by departments: "Students do not recognize and/or appreciate the correlation between health (physical, emotional, and mental) and academic performance. Work needs to be done on the branding of the department so that students are more likely to freely choose IT classes and see themselves in an IT career. Students need to become more comfortable with the 'growth mindset' needed to proceed through the process of understanding, exploring, and solving problems. The hope is that this work will increase all students' abilities to transfer the knowledge and skills learned from one task to another. Students rate student-teacher and peer-to-peer relationships as low in math classrooms (from Cultivate data) which limits student agency and willingness to take academic risks. Overall only 2% of Goode juniors met the College Readiness benchmark in mathematics last year. Students do not see how science content/tasks are relevant to their daily and future lives. This harmfully affects student motivation and academic performance. Students are not demonstrating college readiness as evidenced by only 4% of juniors reaching the English-based Reading and Writing benchmark on last Spring's SAT exam. Research must be done to assess the effects of a lack of literacy classes during the junior/senior years as well as a lack of ESL classes in general. Focus on foundational academic skills to build student confidence and allow students the space to attain success. Build better communities through improved academic discourse. We are wondering how we can support students in engaging in classroom community and discourse through peer assessments. How will this increase student agency and embrace the CPS instructional Core: Identity/Relationships/Community? 92% did not meet SAT benchmark Academic Vocabulary Lack of understanding of word roots Attendance 1st period low w/ corresponding low grades 55% of students don't feel encouraged by peers. Focus on increasing African American male grades and target extra curricular activities to build/increase identities, community and student voice."	TS Gold Interim Assessment Data
Select Rating	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? ILT focus on instructional moves that increase student feeling of safety through building community in the classroom Targeted instructional coaching based on teacher practice data Learning walks used to determine PD priorities	

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.

Summarized student problems:


- 1 - Students don't see relevance of subject area learning to lives/greater goals
- 2 - Students don't experience positive relationships/interactions with others in the classroom
- 3 - Students don't develop skills necessary for success in college/career by end of senior year



Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>The school is meeting most of the Inclusive & Supportive Learning Environment. All EL endorsed teachers are teaching EL sections to maximize Tier 1 EL services, and all units and courses incorporate WIDA standards. All diverse learner students are programmed in the least restrictive environments. All DL staff ensure that students IEPs are developed meaningfully and implemented accurately. MTSS Systems are designed to provided different tiers of supports to ensure students have academic and personal success. Multiple data points around student progress are tracked and used by multiple teams. Data and interventions are documented within Branching Minds. There is a need for additional personnel to provide interventions, student supports, and EL instruction.</p> <p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>Resources need to be re-allocated to support MTSS supports. Dedicated personnel need to be identified to support tiered academic supports. Schedule efficiency, aligned budget, collaborate/brainstorm systems of support, and identify additional funds, grants, budget allocations to support an inclusive and supportive learning environment.</p> <p style="text-align: center;">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>Multiple teachers are working on recieving their EL endorsements, the school is utilizing a reading and math tutor to provide high dosage tutoring, and the school has brought online two new reading and math interventions. The school partnered with the Tutor Corps + Math Tech to expand the number of tutoring slots for students.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
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		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			
<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>Students have a lack of dedicated personel to provide all students in need with tier 2 and tier 3 interventions </p>				

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.	BHT Key Component Assessment SEL Teaming Structure	<p>There needs to be significant cleaning and streamlining of data and information for many areas of the school (interventions, OST, etc). // Most disciplinary actions are restorative. OSS are down, but ISS have increased. Black males and females recieve a higher amount of misconducts, as well as 12th graders. // Cultivate scores are very low across all indicators. // There is a large percentage of students who are truant and attendance has decreased since the pandemic.</p> <p style="text-align: center;">What is the feedback from your stakeholders?</p>	% 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
Partially	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.	Culture and Climate and BHT teams exist, however, there needs to be more improved structures. There needs to be clarity of purpose amongst the teams itself, as well as the whole staff. // Many programs are offered from a variety of differences inside and outside OST programs, however, not all students utilize them. // There are currently no structures in place for absenteeism and re-entry. However, there are structures for re-entry for discipline issues.		Cultivate (Belonging & Identity)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

<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>Culture and Climate and BHT teams exist, however, there needs to be more improved structures. There needs to be clarity of purpose amongst the teams itself, as well as the whole staff. // Many programs are offered from a variety of differences inside and outside OST programs, however, not all students utilize them. // There are currently no structures in place for absenteeism and re-entry. However, there are structures for re-entry for discipline issues.</p>		<p>BHT restructuring is happening (McFadden & Ross), Spirit Committee (for students) is branching out of CCT. CCT will focus on staff. // GMPF is an example of increasing targeted intervention for a specific population of students // There is a focus on increasing teacher capacity to implement SEL strategies within the classroom // Attendance systems have been built out to inform students and parents of absences and more easily identify truant students and chronically tardy students // BAG reports are a regular practice for students / Remind groups have been created / Parent nights are planned / Record high orientation and B2S bash attendance // Restarting student of the month</p>	

[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	College and Career Competency Curriculum (C4)	<p>Goode has had a college enrollment rate between 60-70% since its first graduating class. The College Persistence rate has been between 64-74%. Those students who enroll at a college/university are prepared to persist in higher education. Higher than the</p> <p>Learn.Plan.Succeed completion is high with 96%+ completion over the years.</p> <p>Cohort Graduation Rates are above 90%.</p> <p>Certification Attainment - Chicago Builds & CPFTA, CTE (Computer Networking) - Students do IBM internships and students who are not in Early College have the option to do Chicago Builds/CPFTA for Trade/Apprenticeship exposure.</p> <p>We have a solid list of Work-Based Opportunities.</p>	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
Partially	Individualized Learning Plans		
Partially	Work Based Learning Toolkit		
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).		
Partially	ECCE Certification List		
Yes	PLT Assessment Rubric	<p>What is the feedback from your stakeholders?</p> <p>If cohort graduation rates are at 90%, where are the 10% of students going to? is there a connection to academics?</p> <p>Based on the alumni support work we have done, the college enrollment rates are at 60-70% because many students are interested in pursuing a trade/Apprenticeship or employment. There is a lack of follow through from students in the summer to pursue college in the fall. Many change their minds about attending and prefer to work. The fall/winter alumni support captures those students who want to enroll in the Spring time and supports those students who are enrolled to persist (SEL support/financial support from CPS).</p> <p>Work-Based Learning opportunities need to be shared with all grade levels.</p> <p>C4 curriculum is used by seminar teachers, however there is a disconnect with school-wide post-secondary goals (ILP completion timelines/work-based exposure opportunities, etc.)</p> <p>The PLT has regular meeting times, but extending knowledge of it to staff is still needed. More staff buy-in.</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>Goode's PLT includes stakeholders that work with the different practices and will have strategic goals that will improve</p>	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

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](#)

practices and will have strategic goals that will improve student and family post-secondary experience. Goals include more parent engagement (workshops around pathways, financial aid resources, etc.), collaborative efforts among staff members and partners.

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 confident with their post-secondary plans after graduation and seek consistent reassurance from post-sec staff. This results in low college enrollment and persistence. 🍌
- Students lack the confidence to advocate for themselves when exposed to higher education which affects persistence.
- Parents' lack of post-secondary knowledge affects their students' post-secondary decisions.

[Return to Top](#) **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>Spectrum of Inclusive Partnerships</p>	<p>Goode has worked on involving the parents/community at large in the school to some degree of success. We have hosted various Saturday workshops, and reached out for parent volunteers throughout the year. 🍌</p> <p>We have also started to build out our CSI programming to further involve the community</p> <p>Goode has an active LSC that promotes these school to parent relationships</p> <p>We are hoping to go from "neutral" in the below metrics to "Strong"</p> <p>Parent Influence on Decision Making in Schools - 51 - Neutral</p> <p>Parent Involvement in School - 41 - Neutral</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>Reimagining With Community Toolkit</p>	<p>As a school, there has been an identified need to connect students and parents to the big picture of their studies and their post secondary success while building a community that celebrates the individuality of each student through well-being and connectedness. We are in the process of developing committees that target these areas of growth and to foster more affective parent communication (such as monthly parent newsletters, parent/teacher/school committees...etc)</p> <p>As a direct response to student voice (surveys..etc) we have created mentorship programs and school wide campaigns that target their needs on a wide breadth of issues. We have then used this data to further expand on student voice and input</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Generally, the feedback points to a need to have more parent involvement so that they are aware of student options, and ways to support their students in and out of the classroom. 🍌</p> <p>This ranges from information session, workshops, activities and events and any and all school involvement</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?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>How can we further involve parents and the community to support students in their academic pursuits both while in HS and post secondary. 🍌</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>Some efforts include: 🍌</p> <ul style="list-style-type: none"> Various mentor groups Expanding Parent Workshops School Committees that target parent outreach 	

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.
No	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.
Select Rating	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.
Select Rating	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Lack of connection between students and school/teachers/curriculum/peers
 Overall lower performance on SAT than would be expected
 Performance on Star360 either stagnant or declining over course of year
 Grades and attendance low 1st period, grades low 4th period as compared to 2nd and 3rd

What is the feedback from your stakeholders?

Problems determined by departments:
 "Students do not recognize and/or appreciate the correlation between health (physical, emotional, and mental) and academic performance.
 Work needs to be done on the branding of the department so that students are more likely to freely choose IT classes and see themselves in an IT career.
 Students need to become more comfortable with the 'growth mindset' needed to proceed through the process of understanding, exploring, and solving problems. The hope is that this work will increase all students' abilities to transfer the knowledge and skills learned from one task to another.
 Students rate student-teacher and peer-to-peer relationships as low in math classrooms (from Cultivate data) which limits student agency and willingness to take academic risks.
 Overall only 2% of Goode juniors met the College Readiness benchmark in mathematics last year.
 Students do not see how science content/tasks are relevant to their daily and future lives. This harmfully affects student motivation and academic performance.
 Students are not demonstrating college readiness as evidenced by only 4% of juniors reaching the English-based Reading and Writing benchmark on last Spring's SAT exam. Research must be done to assess the effects of a lack of literacy classes during the junior/senior years as well as a lack of ESL classes in general.
 Focus on foundational academic skills to build student confidence and allow students the space to attain success.
 Build better communities through improved academic discourse.
 We are wondering how we can support students in engaging in classroom community and discourse through peer assessments. How will this increase student agency and embrace the CPS instructional Core: Identity/Relationships/Community?
 92% did not meet SAT benchmark
 Academic Vocabulary
 Lack of understanding of word roots
 Attendance 1st period low w/ corresponding low grades
 55% of students don't feel encouraged by peers.
 Focus on increasing African American male grades and target extra curricular activities to build/increase identities, community and student voice."

What student-centered problems have surfaced during this reflection?

Summarized student problems:
 1 - Students don't see relevance of subject area learning to lives/greater goals
 2 - Students don't experience positive relationships/interactions with others in the classroom
 3 - Students don't develop skills necessary for success in college/career by end of senior year

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?

ILT focus on instructional moves that increase student feeling of safety through building community in the classroom
 Targeted instructional coaching based on teacher practice data
 Learning walks used to determine PD priorities

Return to Top Determine Priorities

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

Students...
 have fixed mindsets that often inhibit regular sustained learning.

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...
 use grading practices that reward completion of work and compliance over academic risk-taking and developing competencies, ineffective systems for delivering actionable feedback for growth, incorporate insufficient opportunities to explore career and postsecondary opportunities in and outside of the classroom, and deliver content in the context of relevant, real-world instruction

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...
 build teacher capacity through collaborative inquiry to engage students in culturally relevant, real-world instruction that embraces and celebrates all facets of student identities while intentionally building community and a culture of feedback for growth,



then we see....
 students with expanded self-identities who have built a growth mindset and feel safe to take academic risks,.



which leads to...
 systematic improvement in:
 1. student experiences and outcomes, as evidenced by Cultivate Scores in Affirming Identity, Classroom Community, Feedback for Growth, and Meaningful work),
 2. postsecondary succeed indicators (number of students who graduate with Associate's degrees, 15+ college credit hours, and percentage of graduates with nonzero credit hours, and college persistence rates)
 3. achievement metrics (RTW and ALEKS passing rates, annual growth in ELA and Math P/SAT scores, and growth in Star360 scores).



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.

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Administrators, Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/31/2023	Q3	4/8/2024
Q2	1/9/2024	Q4	5/22/2024

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


Implementation Milestone 1	By rolling out the PERTS/Elevate platform schoolwide and implementing the program's research-based strategies in collaboration with departments, we will increase the meaningful work difference score in Cultivate from 51 to 60.	Instruction Leadership Team	May 2024	In Progress
Action Step 1	Every teacher will implement the PERTS/Elevate survey by the first week of October 2023.	Instruction Leadership Team	October 2023	In Progress
Action Step 2	Department will engage in monthly performance management meetings in consultation with instructional coaches, university partners, and administrators to choose reserach-based strategies to improve meaningful work scores.	Instructional Coaches and Network for College Success	November 2023	In Progress
Action Step 3	Teachers will be exposed to industry applications by participating in the Embarc program and its included training.	Mr. Heylin and Ms. McBride	May 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	By developing norms that promote community, providing opportunities for students to connect to one another, and establishing equity of student voice, we will increase the Cuilvate scores in classroom community and affirming identity both by 10 points by May 2024.	Instructional Leadership Team	May 2024	In Progress
Action Step 1	Teachers will engage in Introductory professional learning around the concept of building community.	Instructional Leadership Team	August 2023	Completed
Action Step 2	Department will engage in monthly performance management meetings in consultation with instructional coaches, university partners, and administrators ro choose reserach-based strategies to improve classsroom community scores in PERTS/Elevate.	Instructional Leadership Team	November 2023	In Progress
Action Step 3	Teachers will participate in coaching cycles and PLCs in an effort to improve classroom community.	Instructional Coaches and Administrators	November 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By engaging in professional learning around affirming identities in the first semester and in developing systems to deliver actionable feedback in semester 2, the affirming identities and feedback for growth scores will increase by 10 points each by May 2024.	Instructional leadership Team	May 2024	In Progress


Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Action Step 1	Teachers will read excerpts from the first three chapters of Identity Affirming Classrooms by Erica Buchanan-Rivera.	Administration	December 2023	Not Started
Action Step 2	The school will identify several methods for delivering effective, actionable feedback and implment them by the second semester.	Instructional leadership Team	February 2024	Not Started
Action Step 3	Teachers will engage in safe practice before participating in ILT and whole school walktroughs to receive feedback about their developing systems of feedback.	All Staff	March 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	By leveraging PLCs around targeted instructional priorities seen as future goals, including high-quality EL instruction, culturally relevant instructional practices, and STEM-based PBL instruction, we will increase organizational capacity in a way that will accelerate improvement efforts in SY25 and 26			Select Status

Action Step 1	Conduct instructional walkthrough with coaches using ELL instruction, Classroom Community Guide, STEM Standards for Success, and the LSI Rigor Walk tools to get a baseline idea of what instruction looks like in these domains across the school	Administration and Instructional Coaches	September 2023	In Progress
Action Step 2	Begin PLCs related to each priority area, designed and owned by each instructional coach	Instructional Coaches with administrator support	October 2023	Not Started
Action Step 3	Research best practices in each PLC to select instructional strategy and PLC look-for tools for each PLC	Instructional Coaches with administrator support	November 2023	Not Started
Action Step 4	Enact cycles where teachers implement instructional strategy, gather data, and revise approach based on new analysis	Instructional Coaches with administrator support	Ongoing, November through April 2023	Not Started
Action Step 5	Produce toolkits for use throughout school related to each priority area that can be utilized to drive professional learning in SY25 and SY26	Instructional Coaches with administrator support	May 2023	Not Started


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* 




SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* 

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
Overall students achieve an average 75 standard growth percentile on Star360 from Fall to Spring, indicating that students are growing academically at a significantly higher than average rate, by the end of SY26. FRL Eligible students achieve an average of 80 standard growth percentile.	Yes	STAR (Math)	Overall	9th - 32% 10th - 41%			
			FRL Eligible	9th - 34% 10th - 41%			
Overall students achieve an average 80 standard growth percentile on Star360 from Fall to Spring, indicating that students are growing academically at a significantly higher than average rate, by the end of SY26. FRL Eligible students achieve an average of 85 standard growth percentile.	Yes	STAR (Reading)	Overall	9th - 14% 10th - 17%			
			FRL Eligible	9th - 13% 10th - 15%			

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 see a 20% increase in number of classes where students are receiving grade-level, standards-aligned instruction. This will be monitored through learning walks conducted bi-annually by the network, as well as three times per year by the instructional coaches, ILT, and		
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will see a 25% increase in number of classes focused on the Inner Core. This will be monitored through learning walks conducted at least three times per year by the instructional coaches, ILT, and administration.		
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	We will see a 25% increase in number of classes where evidence-based assessment for learning practices. This will be monitored at least three times per year by the instructional coaches, ILT, and administration.		

[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
Overall students achieve an average 75 standard growth percentile on Star360 from Fall to Spring, indicating that students are growing academically at a significantly higher than average rate, by the end of SY26. FRL Eligible students achieve an average of 80 standard growth percentile.	STAR (Math)	Overall	9th - 32% 10th - 41%		Select Status	Select Status	Select Status	Select Status
		FRL Eligible	9th - 34% 10th - 41%		Select Status	Select Status	Select Status	Select Status
Overall students achieve an average 80 standard growth percentile on Star360 from Fall to Spring, indicating that students are growing academically at a significantly higher than average rate, by the end of SY26. FRL Eligible students achieve an average of 85 standard growth percentile.	STAR (Reading)	Overall	9th - 14% 10th - 17%		Select Status	Select Status	Select Status	Select Status
		FRL Eligible	9th - 13% 10th - 15%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	We will see a 20% increase in number of classes where students are receiving grade-level, standards-aligned instruction. This will be monitored through learning walks conducted bi-annually by the network, as well as three times per year by the instructional coaches, ILT, and administration.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will see a 25% increase in number of classes focused on the Inner Core. This will be monitored through learning walks conducted at least three times per year by the instructional coaches, ILT, and administration.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	We will see a 25% increase in number of classes where evidence-based assessment for learning practices. This will be monitored at least three times per year by the instructional coaches, ILT, and administration.	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.
Partially	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.
No	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?

There needs to be significant cleaning and streamlining of data and information for many areas of the school (interventions, OST, etc). // Most disciplinary actions are restorative. OSS are down, but ISS have increased. Black males and females receive a higher amount of misconducts, as well as 12th graders. // Cultivate scores are very low across all indicators. // There is a large percentage of students who are truant and attendance has decreased since the pandemic.

What is the feedback from your stakeholders?

Culture and Climate and BHT teams exist, however, there needs to be more improved structures. There needs to be clarity of purpose amongst the teams itself, as well as the whole staff. // Many programs are offered from a variety of differences inside and outside OST programs, however, not all students utilize them. // There are currently no structures in place for absenteeism and re-entry. However, there are structures for re-entry for discipline issues.

What student-centered problems have surfaced during this reflection?

Culture and Climate and BHT teams exist, however, there needs to be more improved structures. There needs to be clarity of purpose amongst the teams itself, as well as the whole staff. // Many programs are offered from a variety of differences inside and outside OST programs, however, not all students utilize them. // There are currently no structures in place for absenteeism and re-entry. However, there are structures for re-entry for discipline issues.

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?

BHT restructuring is happening (McFadden & Ross), Spirit Committee (for students) is branching out of CCT. CCT will focus on staff. // GMGF is an example of increasing targeted intervention for a specific population of students // There is a focus on increasing teacher capacity to implement SEL strategies within the classroom // Attendance systems have been built out to inform students and parents of absences and more easily identify truant students and chronically tardy students // BAG reports are a regular practice for students / Remind groups have been created / Parent nights are planned / Record high orientation and B2S bash attendance // Restarting student of the month

Return to Top **Determine Priorities**

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

Students...
 have a lack of school spirit and do not enjoy their time at school. How do we engage students to build towards their school pride during class and outside of class?



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...
 Staff in the building do not model school spirit and are not committed the school mission and vision / are not giving enough opportunities for students to lead/engage in school activities / need additional learning on how provide meaningful, consistent instruction that also incorporates SEL development as to way to fully engage the whole student / do not seek out connections with all students, especially the least reached
 [strategies that counter the root cause] ensure that all students have equitable access to student-centered enrichment and out-of-school-time programs that align with their interests and needs through customized staff to student outreach and build capacity of students to lead clubs.



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....
 ensure that all students have equitable access to student-centered enrichment and out-of-school-time programs that align with their interests and needs through customized staff to student outreach and build capacity of students to lead clubs,



Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

then we see....
 an increase in staff and student relationships, more students actively engaging in meaningful extracurricular activities opportunities and increases of student ownership of clubs,

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...
 a more well-rounded education, a stronger sense of belonging for all members within the school community, and higher levels of school spirit.

[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
 Various Team (CCT/Spirit Team/BHT/Attendance/Deans)

Dates for Progress Monitoring Check Ins
 Q1 10/31/2023 Q3 4/8/2024
 Q2 1/9/2024 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase student participation in extracurricular activities by 25% when compared to SY23 student participation numbers	CCT/Spirit Team/Club Coordinator	May 2024	In Progress
Action Step 1	Streamline how student participation is tracked (all attendance will be entered in Aspen) and publicize this new method to the relevant parties, e.g., club sponsors, students, etc.	Smith/Coaches and Club Sponsors	September 2023	In Progress
Action Step 2	Promote the various student activities that already exist as well as diversify and bring in additional programming based on student interest	Advisory Teachers/Spirit Team/CCT	SY 24 Semester 1	In Progress
Action Step 3	Develop incentive program for student to engage in extracurricular programming	Advisory Teachers/Spirit Team/CCT	SY 24 Semester 2	Not Started
Action Step 4	Create inter-club accountability by encouraging collaboration between clubs and athletics	Spirit Team/CCT/Athletics	SY 24 Semester 2	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Increase the amount of teachers utilizing the counselor referral form by 15% each year	BHT/Attendance	May 2024	In Progress
Action Step 1	Utilize staff PD day to ensure all staff understand the how to complete and have access to referral form	BHT/Attendance	SY 24 Semester 1	In Progress
Action Step 2	Streamline BHT structures and follow up procedures	BHT/Attendance	SY 24 Semester 1	Completed
Action Step 3	Provide grade level and department support	BHT/Attendance	SY 24 Semester 2	Not Started
Action Step 4	Develop protocol for student re-entry and share with all stakeholders	BHT/Attendance	SY 24 Semester 2	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Dean Support- Reduction in ISS for SY24 by 10%	Dean Support		Select Status
Action Step 1	Teachers journaling in Journal on ASPEN	Dean	5/1/2024	In Progress
Action Step 2	Increase preventative parent conferences	Dean	5/1/2024	Not Started
Action Step 3	Increase BHT referrals and collaboration	Dean	5/1/2024	Not Started
Action Step 4	Increase peer mediation capacity for student incidences	Dean	5/1/2024	Not Started
Action Step 5				Select Status
Implementation Milestone 4	85% of students will meet at least one school connectedness measure	Grade Level Teams		Select Status
Action Step 1	Create a Key Driver Diagram to identify high impact strategies and spaces to increase levels of connection	GLT		In Progress
Action Step 2	Identify baseline of students who meet school connectedness measures	GLT		Not Started
Action Step 3	School teams engage in improvement actions around targetted student groups	GLT		Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

[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.
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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
We want to see a 25% increase in the number of students who are participating in enrichment programming, e.g., extracurricular activities, schoolwide events. etc.	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	15% students demonstrated consistent participation in enrichment programming			
			Select Group or Overall				
			Select Group or Overall				
Select Answer	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:3 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.	We will improve how we are keeping track of the students who are engaging in our enrichment programming, including logging attendance in Aspen as well as creating a central hub for attendance tracking for general schoolwide extracurricular events.		
Select a Practice			
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
We want to see a 25% increase in the number of students who are participating in enrichment programming, e.g., extracurricular activities, schoolwide events. etc.	Enrichment Program Participation: Enrollment & Attendance	Overall	15% students demonstrated consistent participation in enrichment programming		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
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[Progress Monitoring](#)

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

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

Connectedness & Wellbeing

Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

C&W:3 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.	We will improve how we are keeping track of the students who are engaging in our enrichment programming, including logging attendance in Aspen as well as creating a central hub for attendance tracking for general schoowide extracurricular events.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		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.

We would like to use Family Engagement funds to provide parents with various post-secondary immersion opportunities, including college visits and work-based learning trips. College visits will allow parents to better understand the information their students are receiving from admissions offices and financial aid offices. Additionally, having parents participate in work-based learning opportunities allows parents to get a better understanding of opportunities available to students who have not selected college as their post-secondary pathway. All of this work will be connected to ILP tasks in Schoolinks, as well as the importance of GPA as it relates to post-secondary success.



We would also like to use Family Engagement funds to purchase texts to create a PAC PLC, and use meeting opportunities to engage parents in obtaining a better understanding of restorative practices and its benefits.

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