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).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Catherine Moy Davis	Principal	camoy@cps.edu
Connie Lee	AP	cylee@cps.edu
Yolanda Talley	Counselor	yltalley@cps.edu
Jeannine Woods	Teacher Leader	jcwoods4@cps.edu
Wendy Liu	Teacher Leader	wliu4@cps.edu
Michelle Liang	Teacher Leader	djliang@cps.edu
Cristina Sicora	Teacher Leader	crsicora@cps.edu
May Cheung	Teacher Leader	mcheung@cps.edu
Carl Raezer	Teacher Leader	craezer@cps.edu
Ricky Tang	Teacher Leader	rytang@cps.edu
Monique Langston	LSC Member	moniquelangston13@gmail.com
Scott Topel	Network 6 ISL	sgtopel@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	5/17/23	7/17/2023
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	6/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/7/23	7/7/23
Reflection: Connectedness & Wellbeing	6/7/23	7/7/23
Reflection: Postsecondary Success	6/14/23	7/7/23
Reflection: Partnerships & Engagement	6/14/23	7/7/23
Priorities	6/7/23	7/7/23
Root Cause	6/7/23	7/7/23
Theory of Acton	6/7/23	7/7/23
Implementation Plans	7/17/23	8/28/23
Goals	7/17/23	8/28/23
Fund Compliance	7/17/23	8/14/23
Parent & Family Plan	7/17/23	8/14/23
Approval	9/14/23	9/14/23

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	9/22/23
Quarter 2	1/12/24
Quarter 3	4/5/24
Quarter 4	6/6/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	53% of our students meet/exceed expectations in ELA for SY23 IAR; 47% of our students did not meet expectations in ELA for SY23 IAR; 57% of our students meet/exceed expectation in Math for SY23 IAR; 43% of our students did not meet expectation in Math for SY23 IAR. 30% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Reading; 70% of student are performing on/above grade level by the end of 2nd grade in iReady-Reading.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	60% of all students are not performing on/above grade level by the end of 2nd grade in iReady Math. 40% of students are performing on/above grade level by the end of 2nd grade in iReady Math. 43% of out students require intervention support based on STAR 360 Reading; 15% of our students require intervention support based on STAR 360 Math.	IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	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?** ✍️ There is an inconsistent use of Skyline in ELA for students in K-...	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** ✍️ lack of critical thinking skills; adoption of primary ELA curriculum for K-2; WIN time implementation with a focus; school visits; Cycles of Learning during GLM	

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.

There is an inconsistent use of Skyline in ELA for students in K-8; use of Science and Social Science in Skyline for grades K-3. Not all Skyline ELA material is relatable to students. Skyline lessons are too long. Students lose interest because unit lessons are too long. 47% of our students did not meet expectations in ELA for SY23 IAR; 43% of our students did not meet expectation in Math for SY23 IAR. 30% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Reading; 32% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Math ✍️

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey MTSS Integrity Memo	Our data indicates a low number of student receiving Tier 2/3 interventions. It is unclear if all students that need inventions are receiving appropriate inventions. If only 13.6% students are in need of interventions then our IAR data, ACCESS data, grades data, and other data should correlate and be higher proficiency. ✍️ MTSS interventions consist mostly of primary students.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			MTSS data doesn't seem to correlate with IAR data. Teachers are still learning how to log data using Branching Minds. There is an inconsistent use of Branching Minds to track Tier 2 and Tier 3 interventions.	EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Bilingual students need to score 4.8 or higher and be in the program for at least three years in order to transit to general education classrooms. Older students are comfortable being in the bilingual setting since they can use their native language to communicate with their peers.	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?**	
			WIN time implementation for interventions 1st Year Tutor Corp partnership	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		5-8 bilingual students join students from general education classrooms for specials. 5-8 bilingual students stayed with the same gen ed room all year for their specials. Bilingual students interact in all activities with general education students during these classes.	

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.

SY 22 Access Proficiency ✍️

Out of 154 EL Students, only 22 students passed and are considered proficient on ACCESS. While 85.71% (132 students) are not proficient on ACCESS.
MTSS - We have 13.6% of our student population in need of Tier 2/3 intervention in Math and / or Reading. We have 6.4% of our student population receiving SEL interventions.
7.5% of students are in Tier 2 Math, 6.9% of students are in Tier 3 Math
1.3% of students are in Tier 2 Reading, 8.1% of students are in Tier 3 Reading

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	0.4% of students enrolled in 2022 summer school ✍️ 22 OST programs offered at Haines and 41.43% of students enrolled in at least 1 OST program 34% of students feel belonging at Haines; the trend is that students feel more belonging as they move up in grade level; such as 2% for 5th grade-33% for 6th grade-38% for 7th grade and 51% for 8th grade; and 33% of students identify safety based on Cultivate Survey 41.35% of students are enrolled in at least one Haines OST program	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Parents prefer OST programs to be longer daily as many parents have other after school program. There are 6 neighborhood programs (Busy Bee, CASL, Ivy Garden, Little Scholars, Pui Tak, Smart Learning) that offer after school programming- Over 150 students are enrolled in these programs. OLCE provides after school programming for selected bilingual students; based on Program Year; Students and parents do have options to select specific programs during OST-	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

| No | 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?	**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?**

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

| 41.35% of students are enrolled in Haines OST program; students are not able to stay due to conflict with transportation and after school care programs; parents would like more academic programs for students in K-6; One barrier is that it is hard to find staff to enroll in OST after a long day.

The transition for 5th graders this year was challenging; factors include changing classes as a department; moving from the 2nd to the 3rd floor. Students had less time to build relationships with all their teachers based on the block schedule. ✍ | -Teacher survey for OST offerings;
-We need to create a student survey for OST
-Counselor pushed in SEL supports during Exploratory for Grades 5-7 ✍ |

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**
No	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 do not have a structured method to monitor / measure student growth and/or success in the different metrics (ie on track) ✍	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 | | |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** | |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | Implement with fidelity Success Bound for all 6-8th grade students; monitor the use of Success Bound
Create and implement a year long calendar for monitoring 3-8 On Track and and follow up with students and parents ✍ | |
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Create and support implementation of Success Bound (1st year) ✍	

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.

| 100% of 6-8th grade students were exposed to some of the ILP Scope and sequence
100% of 8th grade students completed GO CPS
PK-8th grade students participated in a school-wide Career Day
35% of the 8th grade class were invited to Career Exploration Days at Malcolm X College and McCormick Place ✍ |

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Scores for 5E's survey ranged from high neutral to strong for all five categories, with the lowest score for "Supportive Environments" at 55 and the highest at 71 for "Involved Families" ✍️ The lowest two scores for the Cultivate (Winter SY23) were Agency at 14 and Self-Efficacy at 26. The two highest scores were Relevance to the Future at 45 and Organization/Time Management at 54. Responses for the other categories were between 33 and 39.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
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?**	

What is the feedback from your stakeholders?

Create a way to incorporate more student voice in decision making. ✍️

What could be the cause of the response for "Agency"? What do we do that supports this criteria and what can we do in the future to support it?

We are close to responding "strong" in the five categories from 5E's - how can we support the lowest responses in ambitious instruction and supportive environment?

What student-centered problems have surfaced during this reflection?
How are we motivating the 39% of students?
How can we support student's environment so they feel like they belong

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.

According to Winter Cultivate Survey, the top three prioritized learning conditions are: ✍️
1. student voice, 2. feedback for growth 3. learning goals

Average of 0-5 audience members attend LSC monthly.
Average of 15-25 audience members attends monthly PAC and BAC.
Average of 0-10 attends monthly Principal Chats.

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?

Create and support whole-class and small group settings dring WIN time, organizational and time management, and SEL practices ✍️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

53% of our students meet/exceed expectations in ELA for SY23 IAR;
47% of our students did not meet expectations in ELA for SY23 IAR;

57% of our students meet/exceed expectation in Math for SY23 IAR:
43% of our students did not meet expectation in Math for SY23 IAR.

30% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Reading;
70% of student are performing on/above grade level by the end of 2nd grade in iReady-Reading.

60% of all students are not performing on/above grade level by the end of 2nd grade in iReady Math.
40% of students are performing on/above grade level by the end of 2nd grade in iReady Math.

43% of out students require intervention support based on STAR 360 Reading;
15% of our students require intervention support based on STAR 360 Math.

What is the feedback from your stakeholders?

There is an inconsistent use of Skyline in ELA for students in K-8; use of Science and Social Science in Skyline for grades K-3. Not all Skyline ELA material is relatable to students. Skyline lessons are too long. Students lose interest because unit lessons are too long.

What student-centered problems have surfaced during this reflection?

There is an inconsistent use of Skyline in ELA for students in K-8; use of Science and Social Science in Skyline for grades K-3. Not all Skyline ELA material is relatable to students. Skyline lessons are too long. Students lose interest because unit lessons are too long. 47% of our students did not meet expectations in ELA for SY23 IAR; 43% of our students did not meet expectation in Math for SY23 IAR. 30% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Reading; 32% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Math

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

lack of critical thinking skills; adoption of primary ELA curriculum for K-2; WIN time implementation with a focus; school visits; Cycles of Learning during GLM

Return to Top   **Determine Priorities**

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

Students...

There is an inconsistent use of Skyline in ELA for students in K-8; use of Science and Social Science in Skyline for grades K-3. Not all Skyline ELA material is relatable to students. Skyline lessons are too long. Students lose interest because unit lessons are too long. 47% of our students did not meet expectations in ELA for SY23 IAR; 43% of our students did not meet expectation in Math for SY23 IAR. 30% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Reading; 32% of all students are not performing on/above grade level by the end of 2nd grade in iReady-Math

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...

should revisit what Tier 1 Instruction looks like in reading at all grades. reading block/structure; alignment of standards and assessments; learner focus/interest; writing is a challenge; exposure to types of questions; teachers over scaffold; students are not able to work independently; struggle with critically thinking

do not have systems and structures in place to develop familiarity with a cohesive Tier 1 high-quality ELA curriculum and are pulling from various resources to teach ELA.

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....

execute learning cycles focused on internalizing the curriculum (creating common systems and structures, building familiarity, providing continual peer support and training,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

leveraging instructional technology) to intentionally plan appropriate, cohesive Tier 1 ELA instruction to support student needs

then we see....

implementation of high quality curriculum as well as transformative use of educational technology through researched-based instructional routines across all classroom, as measured by BOY, MOY, EOY ILT and peer observations using the curriculum "look for tool." ✍️

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.

which leads to...

students who will engage and master grade level standards and increase from 53 to 63% at meets/exceeds in IAR-ELA by June 2026. ✍️

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 ✍️

Administration Team, ILT Team, MTSS Team, Teacher Teams

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	4/5/24
Q2	1/12/24	Q4	6/6/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers effectively implementing ELA core curriculum	ILT/ Admin / Teacher Teams	May 2026	*Select Status*
Action Step 1 — All teachers sign up for and attend training for ELA curriculum implementation	ILT/ Admin / Teacher Teams	Aug 2023 - ongoing	*Select Status*
Action Step 2 — ILT members and teachers utilize learning cycles to review, discuss, provide feedback on teachers' lessons and student practice data, and establish action steps to ensure use of the core curriculum during GLM	ILT / Admin / Teacher Teams	Sept 2023 - ongoing	*Select Status*
Action Step 3 — ILT members and teachers conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, bi-monthly	ILT/ Admin / Teacher Teams	Sept 2023 - ongoing	*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 2 — Meeting the **Developed** components for high quality, well-documented student support and support plans on the MTSS Continuum	Interventionist/ MTSS team	Aug 2023 - ongoing	*Select Status*
Action Step 1 — Provide PD on creating support plans and documenting interventions in BM	Interventionist / MTSS Team	Sept 2023 - ongoing	*Select Status*
Action Step 2 — Provide PD on how to utilize common intervention resources create a school-wide resource bank	Interventionist / MTSS Team	Sept 2023 - ongoing	*Select Status*
Action Step 3 — Create a school-wide intervention resource bank	Interventionist / MTSS Team	April 26, 2024	*Select Status*
Action Step 4 — Implementation of structured W.I.N Time to provide student interventions	Interventionist / MTSS Team	Sept 2023 - ongoing	*Select Status*
Action Step 5 — Support plans for interventions are developed and documented within BM	Interventionist / MTSS Team	Sept 2023 - ongoing	*Select Status*
Implementation Milestone 3 — Meeting the **Foundational** components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	Interventionist / MTSS Team	September 2023- June 2024	*Select Status*
Action Step 1 — Provide PD on progress monitoring interventions in Branching Minds	Interventionist / MTSS Team	September 2023-December 2023	*Select Status*
Action Step 2 — Lead GLTs on progress monitoring for CBMs aligned to student skill deficits	Interventionist / MTSS Team	October 2023-May 2024	*Select Status*
Action Step 3 — Model and observe effective uses of progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	Interventionist / MTSS Team	October 2023-May 2024	*Select Status*
Action Step 4 — Create a school-wide resource bank of progress monitoring tools	Interventionist / MTSS Team	October 2023 - ongoing	In Progress
Action Step 5 — GLTs review BMs data monthly	Interventionist / MTSS Team	October 2024- ongoing	In Progress
Implementation Milestone 4 — 100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	ELPT, Admin, Bilingual Team, Teacher Teams	September 2023- ongoing	*Select Status*
Action Step 1 — Complete the EL Placement Recommendation Tool to identify school and student needs / trends in teacher / grade levels / content areas for supporting students	ELPT, Admin, Teachers	September 2023	*Select Status*
Action Step 2 — Integration of bilingual students and general ed students in learning opportunities	ELPT, Admin, Teachers	August 2023	*Select Status*
Action Step 3 — PD on Tier 1 EL student supports, using trends from tool outcomes	ELPT, Admin, Teachers	September 2023- ongoing	*Select Status*

| Action Step 4 | GTL teamwork time with ELPT to implement identified strategies for teachers in providing grade level curriculum to all students | ELPT, Admin, Teachers | October 2023- May 2024 | Select Status |
| Action Step 5 | Observe teachers EL supports during our Rigor Walks | ELPT, Admin, Teachers | September 2023- May 2024 | Select Status |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | 80% of teachers effectively implementing ELA core curriculum and 80% of teachers with EL students are providing EL supports through Tier 1 instruction and supports; Reviewing and gathering input for the developed components for high quality, well-documented student support and support plans on the MTSS Continuum | ✍️ |
| SY26 Anticipated Milestones | 100% of teachers effectively implementing ELA core curriculum and 100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports; Meeting the Developed components for high quality, well-documented student support and support plans on the MTSS Continuum | ✍️ |

Return to Top | **Goal Setting**

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
By the end of SY25-26, K-2 students meeting their Annual Typical Growth will increase by 15% (5% growth annually)	Yes	iReady (Reading)	Overall	60% K-2 students met typical growth target	Baseline (SY23) + 5%	SY24 + 5%	SY25 + 5%
			Select Group or Overall				
By the end of SY25-26, 3-8 students meeting or exceeding IAR English scores will increase by 10% (3-4% increase annually)	Yes	IAR (English)	Overall	53% met / exceed in Reading	Baseline (SY23) + 4%	SY24 + 3%	SY25 + 3%
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍️ | Specify your practice goal and identify how you will measure progress towards this goal. ✍️ | | |
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Year 1 implementation of Wit and Wisdom, Geodes, and Fundations in K-2. Year 1 implementation of Reading Skyline in 3-8. (Follow as is)	Year 2 implementation of Wit and Wisdom, Geodes, and Fundations in K-2. Year 2 implementation of Reading Skyline in 3-8. (Reflect and Adapt)	Year 3 implementation of Reading Tier 1 core instruction. (Refine Vertical alignment K-8.)
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.	ILT members and teachers utilize learning cycles to review, discuss, provide feedback on teachers' lessons and student practice data. Teachers conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum	Establish teaming and committee structures and increase partnership and communication between ILT and other teacher teams (Equity, BHT, MTSS, etc.) through distributed leadership model	Continue teaming and committee structures to increase partnership and communication between ILT and other teacher teams (Equity, BHT, MTSS, etc.) through distributed leadership model

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Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

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

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

Curriculum & Instruction

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY25-26, K-2 students meeting their Annual Typical Growth will increase by 15% (5% growth annually)	iReady (Reading)	Overall	60% K-2 students met typical growth target	Baseline (SY23) + 5%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY25-26, 3-8 students meeting or exceeding IAR English scores will increase by 10% (3-4% increase annually)	IAR (English)	Overall	53% met / exceed in Reading	Baseline (SY23) + 4%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Year 1 implementation of Wit and Wisdom, Geodes, and Fundations in K-2. Year 1 implementation of Reading Skyline in 3-8. (Follow as is)	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.	ILT members and teachers utilize learning cycles to review, discuss, provide feedback on teachers' lessons and student practice data' Teachers conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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?

0.4% of students enrolled in 2022 summer school
22 OST programs offered at Haines and 41.43% of students enrolled in at least 1 OST program

34% of students feel belonging at Haines; the trend is that students feel more belonging as they move up in grade level; such as 2% for 5th grade-33% for 6th grade-38% for 7th grade and 51% for 8th grade; and 33% of students identify safety based on Cultivate Survey

41.35% of students are enrolled in at least one Haines OST program

What is the feedback from your stakeholders?

Parents prefer OST programs to be longer daily as many parents have other after school program. There are 6 neighborhood programs (Busy Bee, CASl, Ivy Garden, Little Scholars, Pui Tak, Smart Learning) that offer after school programming- Over 150 students are enrolled in these programs.

OLCE provides after school programming for selected bilingual students; based on Program Year;
Students and parents do have options to select specific programs during OST-

What student-centered problems have surfaced during this reflection?

41.35% of students are enrolled in Haines OST program; students are not able to stay due to conflict with transportation and after school care programs; parents would like more academic programs for students in K-6; One barrier is that it is hard to find staff to enroll in OST after a long day.

The transition for 5th graders this year was challenging; factors include changing classes as a department; moving from the 2nd to the 3rd floor. Students had less time to build relationships with all their teachers based on the block schedule.

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?

-Teacher survey for OST offerings;
-We need to create a student survey for OST
-Counselor pushed in SEL supports during Exploratory for Grades 5-7

Determine Priorities

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

Students...

34% of students feel belonging at Haines; the trend is that students feel more belonging as they move up in grade level; such as 2% for 5th grade-33% for 6th grade-38% for 7th grade and 51% for 8th grade; and 33% of students identify safety based on Cultivate Survey

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

do not currently solicit feedback from students for OST programming;
provide many surveys for students but we do not follow up with action steps in communicating with students
do not have a clear Tier 1 SEL curriculum
do not consistently provide Tier 1 SEL supports to all students in the the building

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

establish and implement Tier 1 SEL curriculum and create programs for students to participate in OST.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

then we see....

teachers will provide meaningful lessons to develop growth in students receiving Tier 1 SEL strategies and cultivate a culture of belonging. ✍️

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 positive learning environment and an increase from 34% to 54% of students that feel "belonging" to Haines on the Cultivate Survey by SY26. ✍️

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 ✍️

Administration Team, Counselor, ILT Team, MTSS Team, BHT

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	4/5/24
Q2	1/12/24	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing Tier 1 SEL core curriculum; Second Step	Admin, Teachers, Counselor, ILT	May 2026	In Progress
Action Step 1	All teachers sign up for and attend training for Second Step SEL curriculum implementation	Admin, Teachers, Counselor	Aug 2023 - ongoing	Completed
Action Step 2	Counselor and other teachers review, discuss, and provide feedback on Second Step SEL components at monthly GLM.	Admin, Teachers, Counselor	Sept 2023 - ongoing	Select Status
Action Step 3	Counselor coaching supporting in classroom during scheduled SEL Time	Admin, Teachers, Counselor	Sept 2023 - ongoing	Select Status
Action Step 4	Counselor, Admin, and Teacher conduct peer observations of SEL implementation	Admin, Teachers, Counselor	December 2023-ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Establish a focus of building culture and climate with Equity Len	Admin, Teachers, Equity/Culture&Climate Team	Aug 2023 - ongoing	Select Status
Action Step 1	Teacher & Student Interest Surveys, Cultivate Survey	Admin, Teachers, Equity/Culture&Climate Team and ILT Team	Sept 2023 - ongoing	Completed
Action Step 2	Solicit parent feedback and comments (survey, comment box)	Teachers	Sept 2023 - ongoing	Select Status
Action Step 3	Whole Staff book study and PD on Unearthing Joy	Admin, Teachers	August 2023- January 2024	Select Status
Action Step 4	Conduct Learning Cycles using the survey data collected	Admin, Teachers	October 2023	Select Status
Action Step 5	PD with staff utilizing the Cultivate Learning Conditions Guide (building capacity of work on identity, relationships and community)	Admin, Equity/Culture & Climate Team and ILT Team	Sept 2023 - ongoing	Select Status
Action Step 6				Select Status
Implementation Milestone 3	Strengthening the BHT by creating a time for staff to receive strategies and tools to support students throughout the year	Admin, BHT Team	Sept 2023 - ongoing	Select Status
Action Step 1	100% of staff will be trained in the process and procedures of BHT	Admin, BHT Team	Sept 2023 - ongoing	Select Status
Action Step 2	Introduce and communicate BHT protocols to parents through website, ASPEN, and SNAP Connect and on Parent/Teacher Conferences	Admin, BHT Team	October 2023 - June 2024	Select Status
Action Step 3	Create flow charts and information to share with parents and staff through website, ASPEN, and SNAP Connect and on Parent/Teacher Conferences	BHT Team	October 2023 - June 2024	Select Status
Action Step 4	Complete a BHT cycle; create a process for follow up	BHT team	October 2023 -ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Increase OST attendance and programs for intermediate grades (4-6) by 30% or 50 students by end of SY23	Admin, OST Coordinator, Teachers	Sept 2023 - May 2024	Select Status
Action Step 1	Create survey to solicit student interests for OST program	Admin	August 2023	Completed
Action Step 2	Use student survey results to recruit teachers/staff/partnerships	ILT	September 2023	Completed
Action Step 3	Schedule OST programs to accommodate as many students as possible (rotate activities and student groups as necessary)	Admin, OST Coordinator	September 2023	Select Status
Action Step 4	Solicit feedback from students for planning and implementing OST next year	ILT	April 2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Connectedness & Wellbeing

SY25 Anticipated Milestones	100% of teachers effectively implementing Tier 1 SEL core curriculum; Second Step and Increase OST programming by 5% ✍️
SY26 Anticipated Milestones	100% of teachers effectively implementing Tier 1 SEL core curriculum; Second Step and increase OST programming by 10% ✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
From SY24 to SY26, students' belonging will increase by 7% in Cultivate Survey by the end of each year to reach 54% by the end of SY26	Yes	*Cultivate (Belonging & Identity)*	Overall	34%	41%	48%	54%
			Select Group or Overall				
Increase OST program participation to 50% by the end of SY26	Yes	Other	Overall	41%	44%	47%	50%
			Select Group or Overall				

Numerical Targets [Optional] ✍️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Year 1 School Wide implementation of Second Step SEL curriculum	Year 2 Implementation of Second Step (Reflect and Grow) Increase in teacher ownership os SEL instruction and usage of restorative practices.	Year 3 Implementation of Second Step (Reflect and Grow) Increase in teacher ownership of SEL instruction and usage of restorative practices.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Increase visibility and consistency of the BHT by creating and sharing flow charts with teachers and parents. Teachers will provide meaningful lessons to develop growth in students receiving Tier 1 SEL strategies and cultivate a culture of belonging.	Increase the use of BHT forms for teacher and parents. Increase the use of Tier 1 SEL strategies to continue a culture of belonging	Increase the use of BHT forms for teacher and parents. Increase the use of Tier 1 SEL strategies to continue a culture of belonging
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Connectedness & Wellbeing

					Select Status	Select Status	Select Status	Select Status
From SY24 to SY26, students' belonging will increase by 7% in Cultivate Survey by the end of each year to reach 54% by the end of SY26	Cultivate (Belonging & Identity)	Overall	34%	41%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase OST program participation to 50% by the end of SY26	Other	Overall	41%	44%	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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Year 1 School Wide implementation of Second Step SEL curriculum	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Increase visibility and consistency of the BHT by creating and sharing flow charts with teachers and parents

Teachers will provide meaningful lessons to develop growth in students receiving Tier 1 SEL strategies and cultivate a culture of belonging. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The school will provide support and training to parents to improve literacy, math, SEL and parenting skills. Funds will also be used to increase parents knowledge of their student's performance and interventions (Tutor Corp, Branching Minds, etc).

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