

## 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 
Vanessa Puentes	Principal	vpuentes@cps.edu
Natalie Garfield	Inclusive & Supportive Learning Lead	nalyon@cps.edu
Erin Neidt and Violeta Cerna-Prado	AP	emneidt@cps.edu, vcernaprado@cps.edu
Heather Pavona	Curriculum & Instruction Lead	hzamiara@cps.edu
Jose Gutierrez	Teacher Leader	jpgutierrez36@cps.edu
Maribel Quielle- Silva	Teacher Leader	mouielle-silva@cps.edu
Abla Ayesah	Postsecondary Lead	aaayesh@cps.edu
Andrew Martinek	Parent	ammartinke@cps.edu
Ernesto Saldivar	LSC Member	esaldivarjr@gmail.com
Pedro Reynoso and Braden Shepka	Other [Students]	preynoso3@cps.edu, bkshepka@cps.edu
Julie Sheridan	Other [Case Manager]	jasheridan@cps.edu
Diana Lopez	Other [Parent Resource Coordinator]	dxlopez2@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	4/10/23	4/20/23
Reflection: Curriculum & Instruction (Instructional Core)	5/2/23	5/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/2/23	5/12/23
Reflection: Connectedness & Wellbeing	5/2/23	5/12/23
Reflection: Postsecondary Success	5/2/23	5/12/23
Reflection: Partnerships & Engagement	5/2/23	5/12/23
Priorities	5/22/23	5/26/23
Root Cause	5/30/23	6/9/23
Theory of Acton	6/26/23	7/19/23
Implementation Plans	7/19/23	7/27/23
Goals	7/27/23	8/18/23
Fund Compliance	8/18/23	9/7/23
Parent & Family Plan	8/18/23	9/15/23
Approval	9/7/23	9/7/23

## 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	10/31/23
Quarter 2	1/9/24
Quarter 3	4/9/24
Quarter 4	6/3/24

**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](#)

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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**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Participant mentioned from looking at the data (AP scores and P/SAT) that our school is doing better than the district and state so is not sure how helpful looking at this data is.

Participant: What kind of SAT scores do we want our students to get? Do we want to focus on projected scores or are we looking at what colleges want?

Participant - will request data we get for the same students over time. Principal mentioned SAT and college is a little blurry so we should not focus on college wants in regards to SAT. It is our responsibility to help kids grow.

SAT data should not be a focus.

Participant: could be a positive thing to have colleagues share processes for CMap organization in Drive  
 Participant: EOY process, some people do this, some don't, still think about buying with CMap process, shifts from course teams to departments, hard to keep do this work if you don't have a thought partner. This is still a work in progress and we need to continue with this.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)

**What is the feedback from your stakeholders?**

Maps should be a focus: How useful are the benchmark assessment? English 1 did not come back to this data enough to be useful. How can we make this useful and meaningful to take instructional time to circle back to it? How do we make goals around this? Curriculum and instruction is still in a construction phase and how can we build on what we have been doing?

- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**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?**

Participant: Quarterly map reviews. With cps pushing on curriculum everyone should know their curriculum and what we use. We develop our own and we provide feedback. If we are truly being culturally responsive we are speaking to the kids in front of us. Equity Pathway Reports data. What is their understanding of the challenge and if that plays a role in the credit they may receive. What curricular moves can we make to help students feel more prepared.

**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.

Remaining questions: What kind of SAT scores do we want our students to get? Do we want to focus on projected scores or are we looking at what colleges want?

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

T-chart does not need to be an area of focus because it is working well for members of the MTSS team, but is this process clear for people outside of this team?


Work could be integrated into curriculum and instruction Master tracker has been a way to streamline interventions for students and avoid the duplication of services. Adding the referral has also been a good way to gather additional information from the teachers. Wondering if we need a better way to monitor the progress of interventions. How purposeful are we being around our parent contact? Are we asking them a routine set of questions?

- 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.	
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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

**What student-centered problems have surfaced during this reflection?**

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

All students do not have daily access to high quality curricular materials that are also culturally responsive. 

**What is the feedback from your stakeholders?**



Some improvements need to be made but that work can be done through existing teams (MTSS and BHT). We have a strong foundation to build upon. Academic referral has been helpful, but there were questions around progress monitoring - how are we continuing to receive feedback from teachers around student progress?

**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?**

Could do an evaluation of MTSS and BHT to find areas of improvement Would be interesting to receive feedback from students around interventions - did they find them helpful? Support for ELL students could be integrated into curriculum and instruction - could also leverage the support of teachers with bilingual endorsements who are not currently being used in this capacity.

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Data around chronic absences/misconduct (92% of misconducts have been handled from restorative practices; we have had 4 out-of-school suspensions and 5 in-school suspensions) - the number of high-level infractions has decreased over time. We haven't had any level 5 infractions this year. The most frequent infractions are "disturbing the hallway or classroom." Working this summer to streamline the referral process and incorporate teacher input. Our truancy numbers have also decreased. Will focus on outreach to high priority students over the summer. Vanessa is wondering about the overlap between students who play sports and those who are involved in extracurriculars. 	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> 	<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Participant is wondering about the students on the list for extracurriculars. Have they signed up once, or are they regular participants? According to our attendance rosters in Aspen, 91.6% of students who have signed up for these extracurriculars are attending. We are hitting about 26.2% of high priority students although 81% of our STLS students are participating in extracurricular activities. Participant is wondering how we can collect data around the student experience in clubs, especially at the end of the school year.	<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Participant noticed that we are maintaining a high level of engagement across grade levels in sports, but we seem to be losing kids after the 9th grade in extracurriculars. Participant wondered about the attrition rates in these clubs. How many students are first-time participants, and how many have been participating for years?		Maybe one Google Form could be created and shared with all participants and then the data could be shared with Diana. Vanessa does not think this should be a high priority area. We have been very intentional this year about redesigning our systems. We have focused more on progress monitoring. We can certainly refine some pieces (like receiving feedback around extracurriculars). We can also use the OST data in new ways to refine our practices and focus on priority students. Participant agrees that this does not need to be a separate priority area, and the work can be integrated into the Inclusive and Supportive Learning Environment metric as well. One example is that we have added funding for Calm Classroom back into the budget. We will also apply for OST funding in the fall to continue this work.	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	Disconnect from adult belief on benefits of college courses (AP) versus student understanding of the benefit of an AP class (students want to "earn college credit"- i.e., pass the exam) Are there any shifts or comparison data do we have for dual/AP courses; what impact does this have on students after high school (persistence rates?)	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Work Based Learning Toolkit</a>  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).		<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Partially	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
No	<a href="#">PLT Assessment Rubric</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).		
Partially	<a href="#">Alumni Support Initiative One Pager</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).		

<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	<b>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?</b>  Based on this data, we think that this SHOULD be a priority
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How are teachers speaking the same language to students around post-secondary metrics so that students are getting reinforced messages for the same goals?

Based on this data, we think that this SHOULD be a priority area to improve the college-going culture throughout the building.

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Participants met with parents. They do not believe this should be a priority area; however, they wanted to add some input that could be incorporated into other areas of the CIWP and school initiatives. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></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 &amp; CIWP).</p>		<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What is the feedback from your stakeholders?</b></p>	
<p>This reflecting on foundations meeting did not result in student-centered problems during the discussion. 🍌</p>		<p><b>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?</b></p>	
		<p>Admin will continue to attend student council meetings for ongoing student feedback.</p>	



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

What are the takeaways after the review of metrics?

Participant mentioned from looking at the data (AP scores and P/SAT) that our school is doing better than the district and state so is not sure how helpful looking at this data is.

Participant: What kind of SAT scores do we want our students to get? Do we want to focus on projected scores or are we looking at what colleges want?

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What student-centered problems have surfaced during this reflection?

Remaining questions: What kind of SAT scores do we want our students to get? Do we want to focus on projected scores or are we looking at what colleges want?

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Determine Priorities

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

Students...

All students do not have daily access to high quality curricular materials that are also culturally responsive and provide opportunities for critical thinking.



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.

Resources:

[Determine Priorities Protocol](#)

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Root Cause

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

As adults in the building, we...

As educators, we need more targeted professional development around how to create and implement and maintain a high quality, meaningful, and culturally responsive curriculum.



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.

Resources:

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

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Theory of Action

What is your Theory of Action?

If we....

IF WE...provide professional development on increasing teacher capacity around developing and refining a rigorous, culturally-responsive curriculum as well as how to



Indicators of a Quality CIWP: Theory of Action

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

Resources:

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

developing and refining a rigorous, culturally responsive curriculum as well as how to implement that curriculum

then we see....

THEN WE SEE...classroom activities and tasks that provide critical thinking opportunities that increase in difficulty over time and pedagogical moves that support all students to become independent learners

which leads to...

WHICH LEADS TO...increase in student engagement, positive relationships, GPA and other assessment scores.

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**

**Dates for Progress Monitoring Check Ins**

Q1	10/31/23	Q3	4/9/24
Q2	1/9/24	Q4	6/3/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers will understand the purpose of and how to use the Culturally Responsive Task/Assessment Analysis Tool as evidenced by revised essential questions for units.	ILT, T&L	Quarter 1	In Progress
<b>Action Step 1</b>	Share the CRT timeline with staff at Back to School PD .	Administration	August 18	Completed
<b>Action Step 2</b>	Examine Student Experience Survey data to identify areas in the curriculum that are in need of revision	Administration	August 18	Completed
<b>Action Step 3</b>	Teacher-led Back to School PD presentations on experience using tool during the SY23 Q4 pilot task	Teacher Presenters/Admin	August 18	Completed
<b>Action Step 4</b>	Instructional coaches will provide support in understanding the High Quality Curriculum Criteria and schedule preliminary data/LASW conversations with course teams	Teaching and Learning Team	October 20	In Progress
<b>Action Step 5</b>	Teachers will meet during Back to School PD to examine the CRT tool and during course team meetings during Quarter 1 to review essential questions in CMaps and refine them to be more culturally responsive and add reflections from CRT tool to maps	Instructional coaches and teacher teams	October 20	In Progress
<b>Action Step 6</b>	Course teams that piloted the CRT tool will implement the Elevate survey as needed to gather additional student perspective feedback on the curriculum and questions they are engaging with over the course of the school year	Students, Teacher Teams, Instructional/Data coaches	Quarter 4	Not Started
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers will have evidence of a refined task/assessment that is aligned to the revised essential questions from Quarter 1 and incorporates new knowledge of High Quality Curriculum Rubrics and differentiation	ILT, T&L, CMLT	Quarter 2	In Progress
<b>Action Step 1</b>	Instructional coaches work with teacher teams to compare existing task/assessment to discipline specific High Quality Curriculum Rubrics and CRT tool	Teaching and Learning Team	Ongoing through December 21	Not Started
<b>Action Step 2</b>	Provide follow up professional development on differentiation and the connection to CRT Tool along with curriculum support resources (e.g. Skyline) as exemplars/examples.	ILT, Admin	October 27	Not Started
<b>Action Step 3</b>	Instructional Coaches will continue DDI cycles with assigned course teams focusing on Milestone 2	T&L	Ongoing through December 21	In Progress
<b>Action Step 4</b>	Departments will work to plan a departmental learning walk to showcase students working with refined task/assessments	ILT	Ongoing through December 21	In Progress
<b>Action Step 5</b>	The CMLT and ILT will review outcomes from departmental learning walks to identify areas of growth for instruction	CMLT, ILT	December 21	Not Started
<b>Implementation Milestone 3</b>	80% of all students will meet or exceed 3.0 GPA or higher; EOY Cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will earn a mean SAT score of 540 for EBRW and 530 for Math.	ILT, T&L, CMLT	Quarter 4	Not Started
<b>Action Step 1</b>	The ILT will use input from the SY23 EOY Cultivate survey and outcomes from the Q2 departmental learning walk to develop a school-wide look-fors tool for the EOY Learning Walk (and share with staff at Feb 9th PD)	ILT, T&L	February 9th	In Progress
<b>Action Step 2</b>	Instructional coaches will continue to support teachers and provide feedback on implementation of culturally responsive teaching practices and look-fors from learning walk tool	T&L	Quarter 3	In Progress
<b>Action Step 3</b>	Data conversations will continue with a focus on target standards, CRT curriculum and instruction	T&L	Quarter 3	Not Started
<b>Action Step 4</b>	Students and parents will engage in goal setting conversations and workshops to understand GPA/SAT	Curriculum Coordinator, AP Coordinator, Media Literacy Coordinator	Quarter 3	Not Started

<b>Action Step 5</b>	All departments will engage in a school-wide learning walk; ILT and CMLT will review outcomes to develop continued focus areas for SY25	ILT, CMLT	Quarter 4	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	80% of all students will meet or exceed 3.0 GPA or higher; EOY Cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will make expected growth on P/SAT	
<b>SY26 Anticipated Milestones</b>	82% of all students will meet or exceed 3.0 GPA or higher; EOY Cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, student voice, and supportive teaching; students will continue to make expected growth on P/SAT	

[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
exceed 3.0 GPA or higher; EOY Cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will earn a mean SAT score of 540 for EBRW and 530 for Math.	Yes	Cultivate	Overall	unsure how to quantify			
			Select Group or Overall				
exceed 3.0 GPA or higher; EOY Cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will earn a mean SAT score of 540 for EBRW and 530 for Math.	Yes	SAT	Overall	Math 50%; EBRW 52%			
			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.	Teachers will engage in quarterly, collaborative reviews of their reflections using the CRT Tool and provide feedback to their colleagues. These events will take place during SI days and joint department meetings for continued cross-disciplinary collaboration.	Teachers will continue to engage in quarterly, collaborative reviews of their reflections using the CRT Tool and provide feedback to their colleagues. Conversations will also be organized around vertically aligning our CRT practices. These events will take place during SI days and joint department meetings for continued cross-disciplinary collaboration.	Teachers will continue to engage in quarterly, collaborative reviews of their reflections using the CRT Tool and provide feedback to their colleagues. These events will take place during SI days and joint department meetings for continued cross-disciplinary
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
3.0 GPA or higher, EOT cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will score an average SAT score of 510 for	Cultivate	Overall	unsure how to quantify		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<a href="#">Select Group or Overall</a>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
3.0 GPA or higher, EOT cultivate survey data will reflect an increase in positive survey data responses around priorities of teacher caring, affirming identities, student voice, and supportive teaching; students will score a mean SAT score of 510 for	SAT	Overall	Math 50%; EBRW 52%		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<a href="#">Select Group or Overall</a>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

**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.	Teachers will engage in quarterly, collaborative reviews of their reflections using the CRT Tool and provide feedback to their colleagues. These events will take place during SI days and joint department meetings for continued cross-disciplinary collaboration.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<a href="#">Select a Practice</a>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<a href="#">Select a Practice</a>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
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).
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
No	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Partially	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Disconnect from adult belief on benefits of college courses (AP) versus student understanding of the benefit of an AP class (students want to "earn college credit"- i.e., pass the exam) Are there any shifts or comparison data do we have for dual/AP courses; what impact does this have on students after high school (persistence rates?)

What is the feedback from your stakeholders?

Mindset shifts; better alignment between staff and students on why students take Early College Courses While we dropped after COVID (which we understand) we also fell in college enrollment (external factors)

What student-centered problems have surfaced during this reflection?

How are teachers speaking the same language to students around post-secondary metrics so that students are getting reinforced messages for the same goals?

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?

Based on this data, we think that this SHOULD be a priority area to improve the college-going culture throughout the building.

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Determine Priorities

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

Students...

do not understand what postsecondary success looks like at the end of each grade level.

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we... do not have a cohesive plan across departments that targets all aspects of postsecondary readiness for students.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we... collaborate to develop a postsecondary roadmap that identifies grade-level expectations and embed professional learning for teachers into our discipline-specific curriculum and communication work


Resources:



Indicators of a Quality CIWP: Theory of Action


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

then we see....

more consistent engagement and communication about postsecondary opportunities within the classrooms 

Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

an increase in students selecting better match and fit as well as college enrollment, persistence, and retention rates and defined personal career goals. 




[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**   
 AP Neidt

**Dates for Progress Monitoring Check Ins**  
 Q1 10/31/23 Q3 4/9/24  
 Q2 1/9/24 Q4 6/3/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Begin to organize a formal Postsecondary Leadership Team (PLT)	Admin, Counselors, College and Career Coach	End of Semester 1	Not Started
<b>Action Step 1</b>	Review PLT district guidelines, district rubrics, formally identify PLT stakeholders by name, and refine the JHCP framework by the end of quarter 1	Admin, Counselors, College and Career Coach	End of Quarter 1	In Progress
<b>Action Step 2</b>	Review PLT district guidelines, district rubrics, and refine the JHCP framework by the end of quarter 1	Admin, Counselors, College and Career Coach	End of Quarter 1	In Progress
<b>Action Step 3</b>	PLT members provide input to develop an agreed upon agenda template and identify most appropriate times for consistent meetings by the end of quarter 1	Admin, Counselors, College and Career Coach	End of Quarter 1	Not Started
<b>Action Step 4</b>	Define roles for PLT stakeholders and develop the intention/purpose of the PLT by quarter 2	Admin, Counselors, College and Career Coach	End of Quarter 2	Not Started
<b>Action Step 5</b>	Create consistent formal PLT meeting times by quarter 2	Admin, Counselors, College and Career Coach	End of Quarter 2	Not Started
<b>Implementation Milestone 2</b>	PLT outlines SY24 Q3 focus and SY25 & SY26 milestones that closes the gap between current practice and future practice around the postsecondary comprehensive curriculum	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Semester 1	Not Started
<b>Action Step 1</b>	Dedicate professional development and time for teachers and counselors to examine existing curriculum and identify current practices surrounding post-secondary readiness (e.g. letters of recommendation, etc.)	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Quarter 2	In Progress
<b>Action Step 2</b>	The ILT and PLT will gather input from stakeholders around what is currently included in curriculum and instruction around post-sec/college readiness by end of Quarter 2	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Quarter 2	Not Started
<b>Action Step 3</b>	The ILT and PLT will develop a plan to integrate post-secondary readiness curriculum conversations into department meeting plans by end of Quarter 2	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Quarter 2	Not Started
<b>Action Step 4</b>	Professional development will provide language and resources to support teachers in reflecting upon existing curriculum and how it encompasses postsecondary and career success by Quarter 3	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Quarter 2	Not Started
<b>Action Step 5</b>				Not Started
<b>Action Step 6</b>	The PLT will reflect on the existing curriculum of the counselors and college and career coach and provide input to formalize it into a curriculum map that includes the Three Domains and KPIs as an extension to the Evidence Based Implementation Plan by Quarter 4	Departments/course teams, instructional coaches, ILT, CMLT, PLT	End of Quarter 4	Not Started
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 3</b>	Develop and implement a school-wide communication plan for sharing Counseling and Postsecondary progress.	Admin, Counseling, PLT	End of Semester 1	In Progress
<b>Action Step 1</b>	Weekly admin emails will include space for Counseling and Postsecondary updates by the end of Quarter 1.	Admin, Counseling, PLT	End of Quarter 1	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Postsecondary Success
Reflection	Root Cause	Implementation Plan							
Action Step 2	The MTSS team will create a bucket of categories for student celebrations and continue to identify opportunities to celebrate and highlight students' successes by the end of Quarter 2.		Admin, MTSS	End of Quarter 2					In Progress
Action Step 3	The JHCP Counseling Department will enlist the support of a school assistant to manage social media announcements specific to their work		PLT, Counselors, School Asst	End of Quarter 2					Not Started
Action Step 4	Updates and announcements specific to postsecondary work will be included in a JHCP Community newsletter by the end of Q4.		Admin, Counselors, PLT	End of Quarter 4					Not Started
Action Step 5									Select Status
Implementation Milestone 4									Select Status
Action Step 1									Select Status
Action Step 2									Select Status
Action Step 3									Select Status
Action Step 4									Select Status
Action Step 5									Select Status

### SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	SY25 Vision Draft Roadmap, Teachers implementing practices; finalized counseling curriculum map; update JHCP Vision statement; department curriculum includes highlights of postsecondary success/opportunities; calendar of postsecondary events	
SY26 Anticipated Milestones	SY26 Vision Completed Roadmap & Students make best-fit/match decision; Fully aligned postsecondary roadmap completed; stakeholder expectations are cohesive and consistent across all learning spaces	

## 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).  
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 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
Per the CPS OSCPA Postsecondary Leadership Team Evaluation Rubric, Hancock will move from Forming to Performing for Organization, Data Analysis, and Progress Monitoring & Interventions. Our goal is for our PLT to fall under Performing by the end of SY24 which includes the following elements: for Organization - PLT membership, Regular & Effective Meetings, Clear Roles & Responsibilities, Goals & Strategic Planning.	Yes	Annual Evaluation of Compliance (ODLSS)	Overall	Forming	Performing	Performing	Transforming
			NA				
	Select Answer	Select Metric	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
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Meeting agendas and SchoolLinks usage, FAFSA Dashboard and bimonthly KPI reports will reflect the work of the active PLT	Meeting agendas and SchoolLinks usage, FAFSA Dashboard and bimonthly KPI reports will reflect the work of the active PLT	Meeting agendas and SchoolLinks usage, FAFSA Dashboard and bimonthly KPI reports will reflect of the active PLT
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
Performing for Organization, Data Analysis, and Progress Monitoring & Interventions. Our goal is for our PLT to fall under Performing by the end of SY24 which includes the following elements: for Organization - PLT membership, Regular & Effective	Annual Evaluation of Compliance (ODLSS)	Overall	Forming	Performing	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
	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
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Meeting agendas and SchoolLinks usage, FAFSA Dashboard and bimonthly KPI reports will reflect the work of the active PLT	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

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

## 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.

The PAC will need to meet to decide how to best use these funds. Parents will engage in activities that will include decision making among all stakeholders to decide how to use funds. This plan will be presented at the State of the School address during September, 2023 PAC meeting. This will be updated following the October PAC meeting outcomes.



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