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).

Name ✍	Role ✍	Email ✍
Dr. Kai Jones	Principal	kljones5@cps.edu
Ebony C Jones	AP	ecjones3@cps.edu
Jeffrey Daniels	Teacher Leader	jvdaniels@cps.edu
Robert Lightfoot	Teacher Leader	rrlightfoot@cps.edu
April Butler	Teacher Leader	abutler1@cps.edu
Lorrie Grant	Curriculum & Instruction Lead	lagrant@cps.edu
Daviea Freeman	LSC Member	dlbradley1@cps.edu
Markeyla Epps	Other SECA	mrepps1@cps.edu
Robert Pincham	LSC Member	robertpincham@gmail.com
Michael Brunson	LSC Member	mebrunson@gmail.com
Tamara Samuels	LSC Member	tsamuels2@cps.edu
Shauna Davis	Teacher Leader	smdavis@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/5/23	7/5/23
Reflection: Curriculum & Instruction (Instructional Core)	7/11/23	7/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	7/11/23
Reflection: Connectedness & Wellbeing	7/12/23	7/12/23
Reflection: Postsecondary Success	7/12/23	7/12/23
Reflection: Partnerships & Engagement	7/12/23	7/12/23
Priorities	7/12/23	7/12/23
Root Cause	7/18/23	7/27/23
Theory of Acton	7/18/23	7/27/23
Implementation Plans	7/27/23	7/31/23
Goals	7/31/23	7/31/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/28/23	8/28/23
Approval	8/16/23	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	10/27/2023
Quarter 2	12/19/2023
Quarter 3	2/9/2024
Quarter 4	4/16/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	4 year grading trends show that students earn on average 16%-20% D grade and average 10%-20% F as their final grade ✏️ A high D an F rate for diverse learners A high D and F rate for STLS English had a 71% pass rate in SY 23 and math had a 77% pass rate Social science had a 76% pass rate After week 10 grades begin to decline drastically Students in 9th and 10th grade have a higher number of 2 or more Fs Historically 9th grades have a FOT of 57% - 61% for week 30 Steady decline of end of year FOT rate Steady decline of end of year FOT rate On average 97% of students do not meet the benchmark on the PSAT/SAT At week 40 100% of LatinX students are compared tpo 66% black students Lower number of studnets earning B's or C's or better at each grade level 9th - 11th grade data shows students with attendance below 50% have a higher number number of Fs DL and STLS students have on average an on-track between 60%-68% The content pass rate is higher for 12th grade students above 90% in all content areas Increase in math and englsih course failures for SY23 From Rigor walk an increase in Learning Target being aligned to the standard Increase in DOK level for student tasks and learning task Taxonomy of learning target and student work do not align as based on evidence from the Rigor Walk Evidence from Rigor Walk show that 80%-90% of students are not working in small groups Clear system for students and teachers can use to track progress toward meeting the learning target No evidence of a standalrds aligned curriculum. All teachers do not use Skyline with fidelity	IAR (Math)
No — Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
No — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** ILT needs to own Instruction and provide continuous opportunities to drive instruction based on the current school data. ✏️ They have access to materials and curriculum but it is not used with fidelity Need to attend Skyline PD Clear assessment system is missing Is data being used from STAR 360 to support students Do teachers know how to use data and modify their curriculum focusing on MTSS?	STAR (Reading) STAR (Math) iReady (Reading) iReady (Math)
Partially — The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
No — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
No — Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** ILT needs to own Instruction and provide continuous opportunities to drive instruction based on the current school data. ✏️ They have access to materials and curriculum but it is not used with fidelity Need to attend Skyline PD Clear assessment system is missing Is data being used from STAR 360 to support students Do teachers know how to use data and modify their curriculum focusing on MTSS? -MTSS high need -Must be monitored We need a tiered system for student expectations SEL curriculum Re-entry meetings for attendance Calm classroom Set time for meditation Align ILP with early college choices Trade school pathway through student interest Have ILP lessons followed up with classroom teacher All stakeholders need to know about ILP/KPIs Students need to play a bigger role in having their voices heard Need to find a way to get parents involved	

What student-centered problems have surfaced during this reflection?

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

Students do not have access to grade level content and instruction. Students do know how where they are on the continumum of learning during a unit of study. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	What are your take aways after reviewing the data? We need a tiered system for student expectations SEL curriculum Re-entry meetings for attendance Calm classroom Set time for meditation What support will students need? Connected to an adult in the building Freshman guides Root causes analysis to determine attendance and behavior issues What support will teachers need? Teachers need updates on partners Share re-entry procedures (behavior and attendance) Clear understanding on reporting BHT/MTSS and the process Look into the BHT form Who is responsible? All stakeholders What does accountability look like? Referring students in crisis and following policy Posting and implementing tier one school wide practices	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** What are your take aways after reviewing the data? -MTSS high need for student support - MTSS model is not understood at the classroom, grade level team, and school level so PD is needed -MTSS must be monitored through data review using multiple forms of data	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
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?** What are your take aways after reviewing the data? We need a tiered system for student expectations SEL curriculum Re-entry meetings for attendance Calm classroom Set time for meditation What support will students need? Connected to an adult in the building Freshman guides Root causes analysis to determine attendance and behavior issues What support will teachers need? Teachers need updates on partners Share re-entry procedures (behavior and attendance) Clear understanding on reporting BHT/MTSS and the process Look into the BHT form Who is responsible? All stakeholders What does accountability look like? Referring students in crisis and following policy Posting and implementing tier one school wide practices	
No	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.

Diverse learner students are not receiving the accommodations and modifications as outlined in their IEP. Students are not receiving tiered support aligned with the districts MTSS model

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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	Loitering Tardiness/cutting Not being able to work on grade level Students not having clear expectations Students not having trusting relationships with adults Students not having problem solving or conflict resolutions skills Chronic behavior concerns Students not receiving tier two and three interventions Students not being referred to counseling or social services as needed Students who are fighting and using drugs as a coping mechanism Specific enrichment programs that meet the needs of students or based on student interest Increase student intrinsic motivation through student engagement and opportunities for success. Providing students with agency around their learning and learning environment. Create space for students to be intrinsically motivated Students inability to self advocate Creating classroom as safe place for students and learning	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

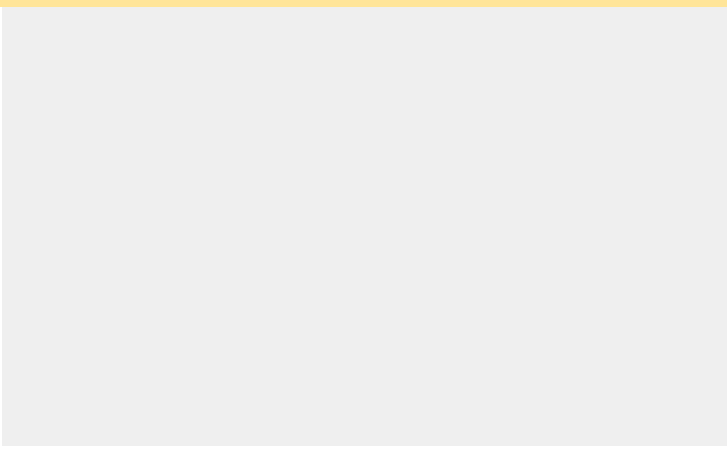|				Metrics
				Increased Attendance for Chronically Absent Students
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** What are your take aways after reviewing the data? We need a tiered system for student expectations SEL curriculum Re-entry meetings for attendance Calm classroom Set time for meditation What support will students need?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students do not have clear tier one expectations in all areas of the building. All students are not connected to a trusted adult.	**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?** Loitering Tardiness/cutting Not being able to work on grade level Students not having clear expectations Students not having trusting relationships with adults Students not having problem solving or conflict resolutions skills Chronic behavior concerns Students not receiving tier two and three interventions Students not being referred to counseling or social services as needed Students who are fighting and using drugs as a coping mechanism Specific enrichment programs that meet the needs of students or based on student interest Increase student intrinsic motivation through student engagement and opportunities for success. Providing students with agency around their learning and learning environment. Create space for students to be intrinsically motivated Students inability to self advocate Creating classroom as safe place for students and learning

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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
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	**What are your take aways after reviewing the data?** Align ILP with early college choices Trade school pathway through student interest Have ILP lessons followed up with classroom teacher All stakeholders need to know about ILP/KPIs What support will students need? Understanding importance of Naviance Time for absent students to complete Deadlines checklist for seniors More exposure to college and career visits Advertise experiences in advance What support will teachers need? Understanding importance of Naviance Time for absent students to complete Deadlines checklist for seniors More exposure to college and career visits Advertise experiences in advance	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	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	Review KPI and ILP data Using the career data in class (incorporate the different pathways) Who is responsible? All stakeholders What does accountability look like? Monitor completion rate deadlines Interest inventory Naviance celebrations	Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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?** What are your take aways after reviewing the data? Align ILP with early college choices Trade school pathway through student interest Have ILP lessons followed up with classroom teacher All stakeholders need to know about ILP/KPIs	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

No	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).	
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What, 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?

What are your take aways after reviewing the data?
Align ILP with early college choices
Trade school pathway through student interest
Have ILP lessons followed up with classroom teacher
All stakeholders need to know about ILP/KPIs
What support will students need?
Understanding importance of Naviance
Time for absent students to complete
Deadlines checklist for seniors
More exposure to college and career visits
Advertise experiences in advance
What support will teachers need?
Understanding importance of Naviance
Time for absent students to complete
Deadlines checklist for seniors
More exposure to college and career visits
Advertise experiences in advance
Review KPI and ILP data
Using the career data in class (incorporate the different pathways)
Who is responsible?
All stakeholders
What does accountability look like?
Monitor completion rate deadlines
Interest inventory
Naviance celebrations

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.

Student ILP and KPI data is not reviewed with fidelity. Student progress toward postsecondary goals is not reviewed to tier studnets to the appropriate interventions, support, and enrichment.

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	What are your take aways after reviewing the data? Students need to play a bigger role in having their voices heard. Need to find a way to get parents involved. What support will students need? Motivated to utilize resources that the school has. Student round tables. -to be involved/attend meetings relevant to the educational aspect of school(CIWP/Learning Cycle) What support will teachers need? Creative ways to leverage student voice. Empathy interviews/shadow days. Who is responsible? All. What does accountability look like? Maybe internal community metrics	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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 are your take aways after reviewing the data? Students need to play a bigger role in having their voices heard. Need to find a way to get parents involved. What support will students need? Motivated to utilize resources that the school has. Student round tables. -to be involved/attend meetings relevant to the educational aspect of school(CIWP/Learning Cycle) What support will teachers need? Creative ways to leverage student voice. Empathy interviews/shadow days. Who is responsible? All	Formal and informal family and community feedback received locally. (School Level Data)

All
What does accountability look like?
Maybe internal community metrics

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

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

Student voice is missed in decision making. ✍️

Student Success Team, check-in check-out, Skyline implementation ✍️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
No	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

4 year grading trends show that students earn on average 16%-20% D grade and average 10%-20% F as their final grade
A high D an F rate for diverse learners
A high D and F rate for STLS
English had a 71% pass rate in SY 23 and math had a 77% pass rate
Social science had a 76% pass rate
After week 10 grades begin to decline drastically
Students in 9th and 10th grade have a higher number of 2 or more Fs
Historically 9th grades have a FOT of 57% - 61% for week 30
Steady decline of end of year FOT rate
Steady decline of end of year FOT rate
On average 97% of students do not meet the benchmark on the PSAT/SAT
At week 40 100% of LatinX students are compared tpo 66% black students
Lower number of studnets earning B's or C's or better at each grade level
9th - 11th grade data shows students with attendance below 50% have a higher number number of Fs
DL and STLS students have on average an on-track between 60%-68%
The content pass rate is higher for 12th grade students above 90% in all content areas
Increase in math and englsih course failures for SY23
From Rigor walk an increase in Learning Target being aligned to the standard
Increase in DOK level for student tasks and learning task
Taxonomy of learning target and student work do not align as based on evidence from the Rigor Walk
Evidence from Rigor Walk show that 80%-90% of students are not working in small groups
Clear system for students and teachers can use to track progress toward meeting the learning target
No evidence of a standalrds aligned curriculum. All teachers do not use Skyline with fidelity

What is the feedback from your stakeholders?

ILT needs to own Instruction and provide continuous opportunities to drive instruction based on the current school data.
They have access to materials and curriculum but it is not used with fidelity
Need to attend Skyline PD
Clear assessment system is missing
Is data being used from STAR 360 to support students
Do teachers know how to use data and modify their curriculum focusing on MTSS?

What student-centered problems have surfaced during this reflection?

Students do not have access to grade level content and instruction. Students do know how where they are on the continumum of learning during a unit of study.

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

ILT needs to own Instruction and provide continuous opportunities to drive instruction based on the current school data.
They have access to materials and curriculum but it is not used with fidelity
Need to attend Skyline PD
Clear assessment system is missing
Is data being used from STAR 360 to support students
Do teachers know how to use data and modify their curriculum focusing on MTSS?
-MTSS high need
-Must be monitored
We need a tiered system for student expectations
SEL curriculum
Re-entry meetings for attendance
Calm classroom
Set time for meditation
Align ILP with early college choices
Trade school pathway through student interest
Have ILP lessons followed up with classroom teacher
All stakeholders need to know about ILP/KPIs
Students need to play a bigger role in having their voices heard
Need to find a way to get parents involved

Determine Priorities

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

Students...

do not have access to standards aligned rigorous curricular materials.

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...

are not providing tier one standards aligned instruction to 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....

provide professional learning and ongoing feedback to teachers on Skyline implementation all students will receive tier one standards aligned curriculum and instruction

then we see....

Growth in teacher professional practice through Rigor Walks and REACH evaluation Incresed student engagement, increased student to student discourse, student ownership of learning, increased student leadership in the classroom.

which leads to...

1) 80% of classrooms will provide instruction that is directly derived from the standard and student work is written at the correct taxonomy level which will be evident during rigor walks, REACH, and Learning Target Walks
2) Freshman On-Track rate of 85%
3) Sophomore On-Track rate of 80%
4) Course pass rate of 80% in all classes
5) 20% increase in students meeting or exceeding the PSAT/SAT benchmark
6) STAR testing data will be used to provide tiered instruction to students
7) 85% pass rate on Skyline created CheckPoint Assessments
8) 80% attendance rate at all grade levels

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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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

Instructional Leadership Team (ILT), Department Teams, Instructional Coach, MTSS Coordiantor

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/19/2023	Q4	4/16/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By June of 2024, we will increase Skyline usage from 17% as indicated by teacher data from SY23 to 100% implementation as measured by REACH evaluation, Learning Target Walks, lesson plans, and Rigor Walks.	Instructional Leadership Team (ILT), Department Teams, Instructional Coach, MTSS Coordiantor	June 2024	Not Started
Action Step 1	Teachers attening Skyline Professional Development	Teachers	Ongoing	In Progress
Action Step 2	Teachers will present Skyline learning to their department	Teachers/ILT	Ongoing	Not Started
Action Step 3	Teachers will submit lesson plans that align to Skyline	Teachers	Weekly	Not Started
Action Step 4	Teachers will receive additional support from Skyline Champions	Champions	As needed	In Progress
Action Step 5	Teachers will complete internal leanring walks	Teachers	Quarterly	Not Started
Implementation Milestone 2	By June 2024, students interacting with partners and groups will increase from 9% as indicate by the EOY Rigor Walk focus area of student interaction in partners and groups to 80% as measured by the quarterly Rigor Walk data provided by the network.	Teachers and students	Quarterly	Not Started
Action Step 1	Teachers will complete all engage activties in Skyline	Teachers	Ongoing	Not Started
Action Step 2	Teachers will model to students how to have student-to-student discourse	Teachers, MTSS Coordinator, Instructional Coach, ISL	Ongoing	Not Started
Action Step 3	Teachers will arrange their classrooms to promote student grouping	Administration and Teachers	Ongoing	Not Started
Action Step 4	Teachers will need PD around forming effective small group instuction	MTSS Coordinator, Instructional Coach	Ongoing	Not Started
Action Step 5				Select Status
Implementation Milestone 3				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
Implementation Milestone 4				Select Status

				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	By June of 2025, we will see a 5% increase in all identifed student metrics as outline in our theory of action.
SY26 Anticipated Milestones	By June of 2026, we will see a 10% increase in all identifed student metrics as outline in our theory of action.

Return to Top | **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 ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
Freshman On-Track rate of 85%	Yes	9th and 10th Grade On Track	Overall	67%	85%	87%	90%
			Select Group or Overall				
Sophomore On-Track rate of 80%	Yes	9th and 10th Grade On Track	Overall	62%	80%	85%	90%
			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.	By June of 2024, we will move from a stage 0 to a stage 1 as indicated by Lever 1: Aligned Curriculum as indicate by the TLF rubric.	By June of 2025, we will move from a stage 1 to a stage 2 as indicated by Lever 1: Aligned Curriculum as indicate by the TLF rubric.	By June of 2026, we will move from a stage 2 to a stage 3 as indicated by Lever 1: Aligned Curriculum as indicate by the TLF rubric.
C&I:2 Students experience grade-level, standards-aligned instruction.	By June of 2024, we will move from a stage 0 to a stage 1 as indicated by Lever 1: Instructional Strategies as indicate by the TLF rubric.	By June of 2024, we will move from a stage 1 to a stage 2 as indicated by Lever 1: Instructional Strategies as indicate by the TLF rubric.	By June of 2024, we will move from a stage 2 to a stage 3 as indicated by Lever 1: Instructional Strategies as indicate by the TLF rubric.
Select a Practice			

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.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Freshman On-Track rate of 85%	9th and 10th Grade On Track	Overall	67%	85%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Sophomore On-Track rate of 80%	9th and 10th Grade On Track	Overall	62%	80%	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.	By June of 2024, we will move from a stage 0 to a stage 1 as indicated by Lever 1: Aligned Curriculum as indicate by the TLF rubric.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	By June of 2024, we will move from a stage 0 to a stage 1 as indicated by Lever 1: Instructional Strategies as indicate by the TLF rubric.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Loitering
Tardiness/cutting
Not being able to work on grade level
Students not having clear expectations
Students not having trusting relationships with adults
Students not having problem solving or conflict resolutions skills
Chronic behavior concerns
Students not receiving tier two and three interventions
Students not being referred to counseling or social services as needed
Students who are fighting and using drugs as a coping mechanism
Specific enrichment programs that meet the needs of students or based on student interest
Increase student intrinsic motivation through student engagement and opportunities for success. Providing students with agency around their learning and learning environment.
Create space for students to be intrinsically motivated
Students inability to self advocate
Creating classroom as safe place for students and learning

What is the feedback from your stakeholders?

What are your take aways after reviewing the data?
We need a tiered system for student expectations
SEL curriculum
Re-entry meetings for attendance
Calm classroom
Set time for meditation
What support will students need?

What student-centered problems have surfaced during this reflection?

Students do not have clear tier one expectations in all areas of the building. All students are not connected to a trusted adult.

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?

Loitering
Tardiness/cutting
Not being able to work on grade level
Students not having clear expectations
Students not having trusting relationships with adults
Students not having problem solving or conflict resolutions skills
Chronic behavior concerns
Students not receiving tier two and three interventions
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Students who are fighting and using drugs as a coping mechanism
Specific enrichment programs that meet the needs of students or based on student interest
Increase student intrinsic motivation through student engagement and opportunities for success. Providing students with agency around their learning and learning environment.
Create space for students to be intrinsically motivated
Students inability to self advocate
Creating classroom as safe place for students and learning

Return to Top | **Determine Priorities**

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

Resources: 🚀

Students...

Students do not have clear tier one expectations in all areas of the building. All students are not connected to a trusted adult.

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?

Resources: 🚀

As adults in the building, we...

As adults in this building, we have not provided clear tier one expectations to students.

As adults in this building, we have not been intentional about building trusting relationships with students due to lack of training.

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....

develop clear tier one SEL and behavioral supports and interventions for all school stakeholders

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

| 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

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

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

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

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

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

then we see....

1) Improved relationships with students and adults in the building
2) Clear matrix of tier one expectations being used throughout the school
3) Student ownership and redirection of expected behaviors
4) Increase in collective responsibility amongst adults
5) Increase in students being able to self regulate and solve conflicts
6) decrease in classroom disruptions

which leads to...

A decrease in Group 1, 2, and 3 infractions by 5% each year
An increased attendance percentage of 80% at all grade levels Increase in FOT to 85%
Increase in SOT to 80%
Increase of course pass rates to 80%
A decrease in OSS by 10% each year

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 ✏️

Student Success Team, all school staff, and MTSS Coordinator

Dates for Progress Monitoring Check Ins

| Q1 | 10/27/2023 | Q3 | 2/9/2024 |
| Q2 | 12/19/2023 | Q4 | 4/16/2024 |

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	By June of 2024, we will move from a Stage 0 to a Stage 1 as indicated by the area of supportive adult and student relationships as measured by Level 2 of the TLF area of school culture/relationships.	All stakeholders	June 2024	In Progress
Action Step 1	Provide professional development to all staff members on builidng relationships with students through the use of an SEL curriculum and restorive practices partnerships	Student Success Team, Restorative Partners	Ongoing	Not Started
Action Step 2	Clear protocol for student check-ins	Student Success Team, Restorative Partners	Ongoing	Not Started
Action Step 3	Protocol for discssing students during grade level meetings	Staff	Ongoing	Not Started
Action Step 4	Progress monitroing tool with expectations	Student Success Team and MTSS Coordinator	Ongoing	Not Started
Action Step 5				*Select Status*
Implementation Milestone 2	By June of 2024, we will move from a 1 to 2 as indicated Section 1: Classroom Climate and Practices (1a-1e, 2a-2d) as measured by the SEL Walkthrough Protocol.	All staff, BHT Team, Climate and Culture Team	Ongoing	In Progress
Action Step 1	Providing staff professional development on implementation of SEL currciculum and best practices	Restorative and SEL Curriculum partners	Ongoing	In Progress
Action Step 2	Progress monitoring tool for student progress with CASEL (SECA Assessment)	Students, MTSS Coordinator	BOY and EOY	Not Started
Action Step 3	Tier I behavioral expectations matrix	Climate and Culture Team	ongoing	In Progress
Action Step 4	Having stakeholders observe each setting in the matrix and provide feedback and staff and student actions	All staff	quarterly	Not Started
Action Step 5				*Select Status*
Implementation Milestone 3				*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*
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	By June of 2025, there will be a 10% decrease in OSS as mesured by teching studenst SEL skills needed to make better decisions as it relates to their behvavior.			✏️

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

Connectedness & Wellbeing

| SY26 Anticipated Milestones | By June of 2026, there will be a 20% decrease in OSS as mesured by teching studenst SEL skills needed to make better decisions as it relates to their behvavior. | ✏️ |

Return to Top

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
A decrease in OSS by 10% each year of the CIWP	Yes	Reduction in OSS per 100	Overall	63%	53%	43%	33%
			Select Group or Overall				
A decrease in Group 1, 2, and 3 infractions by 5% each year of the CIWP	Yes	Other	Overall	37%	32%	27%	22%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By June of 2024, the school will move from Stage 0 to stage 1 as measured by the catergory of Social-Emotional Learning Skills and Supports provided by the TLF.	By June of 2025, the school will move from Stage 1 to stage 2 as measured by the catergory of Social-Emotional Learning Skills and Supports provided by the TLF.	By June of 2026, the school will move from Stage 2 to stage 3 as measured by the catergory of Social-Emotional Learning Skills and Supports provided by the TLF. "
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
A decrease in OSS by 10% each year of the CIWP	Reduction in OSS per 100	Overall	63%	53%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

A decrease in Group 1, 2, and 3 infractions by 5% each year of the CIWP	Other	Overall	37%	32%	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.	By June of 2024, the school will move from Stage 0 to stage 1 as m Learning Skills and Supports provided by the TLF.	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)

Select a Goal

Select a Goal

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The parent and family engagement budget will focus on restorative prcartices with parents and families. The budget will also be used to meet the needs of parents as identified in parent surveys. The Title 1 parent meeting will be held Thursday, October 26.

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