

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
LaDonna Williams	Principal	llwilliams23@cps.edu
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Carla Clayton	Inclusive & Supportive Learning Lead	cmclayton2@cps.edu
Katrina Howard	Parent	katrina_3491@yahoo.com
Shawn Cody	Curriculum & Instruction Lead	skcody@cps.edu
Benjamin Van Dyke	Partnerships & Engagement Lead	bvandyke@cps.edu
Anastasia Hamilton-Cotter	Postsecondary Lead	amhamiltoncotter@cps.edu
Monica Gamble	Teacher Leader	megamble@cps.edu
Marcus Brady	LSC Member	mbrady2@cps.edu
Jasmine Williams	Inclusive & Supportive Learning Lead	jwilliams44@cps.edu
Victor Jackson	Teacher Leader	vqjackson@cps.edu
Jennifer Donnell	Connectedness & Wellbeing Lead	jdonnell3@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	6/22/23	6/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/22/23	8/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/22/23	8/17/23
Reflection: Connectedness & Wellbeing	6/22/23	8/17/23
Reflection: Postsecondary Success	6/22/23	8/24/23
Reflection: Partnerships & Engagement	6/22/23	8/24/23
Priorities	6/22/23	8/24/23
Root Cause	6/22/23	8/4/23
Theory of Action	6/22/23	8/4/23
Implementation Plans	6/22/23	8/4/23
Goals	6/22/23	8/4/23
Fund Compliance	6/22/23	9/5/23
Parent & Family Plan	6/22/23	9/5/23
Approval	9/1/23	9/5/23

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	October 16, 2023
Quarter 2	December 11, 2023
Quarter 3	March 11, 2024
Quarter 4	May 20, 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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

- Data on IAR, i-Ready, and Star 360 show students as a whole have made growth from last school year (2021-2022) to this school year (2022-2023). 

- i-Ready Math K-2 data shows as a whole, students made some growth (trends were in the positive direction -shortened the amount of students not meeting standards- 82%) this school year.


- i-Ready reading for Kdg is trending in positive direction, 67% of students are at the early on or mid/above grade level.

- i-Ready data shows a high number of 1st grade students are 1 or more years behind in math. A high number of 2nd grade students are also 1 - 2 years behind in math.

- i-Ready Kdg reading data shows 33% of students are 1 year behind.

- i-Ready 1st grade reading data shows 78% of students 1 or 2 years behind in reading.

What is the feedback from your stakeholders?

- Why has there been an increase in the number of students not meeting expectations in the math and reading subject areas? 

- Do we feel students are being overwhelmed with different assessments (ie. IAR, Star 360, Science, i-Ready)?


- Parents want students to stay in the classroom and receive more supports and interventions as needed.

- How can we make sure students who are meeting or exceeding expectations continue to make gains and don't regress?

- How can we continue to make classroom interesting?

- What interim assessments can we give students monthly to measure student growth and make course corrections?

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?

- An ongoing focus led by admin, partnerships and instructional coaches to support teachers around the use and implementation of high quality Tier 1 instruction. 

- Review of school data during Grade Level Meetings.

- Training new teachers in PL strategies.

- Review, discussion and structure of math, reading, and science block with added time for small group instruction.


- Planning, discussion and implementation of how to put students and their voice first- review of best teacher strategies.

- The school has two Intervention teacher to give students more support.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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 need more access to Rigorous and engaging Tier 1 instruction. 
- Students don't have enough voice and opportunities for engagement with other classmates during instruction.
- Students need a more structured systematic intervention system to receive supports with progress monitoring.

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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
		MTSS Integrity Memo

- Tier 2 and Tier 3 student are receiving supports. 

- Over 40% of students are missing more detailed intervention plans.

- Only have logged reading interventions.

- More interventions need to be logged into the system.

- Majority of students with goals assigned are not meeting their goals despite intervention minutes being completed.

- 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.	LRE Dashboard Page
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?


- Parents of Diverse Learners are overall satisfied with the supports and implementation of their students IEP .
- Parents of Tier 2 students wish more individualized supports were available to support their child.
- Teachers want to implement more strategies for Tier 2 and Tier 3 students which help with gradual independence.
- Students like being on the computer but generally don't feel that the intervention is helping their learning.
- More tracking and responding to the intervention data needs to occur between all stakeholders supporting students.

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?

- Interventionist is planning PD learning for general education teachers .
- MTSS team has created a systematic structure to review data and give bi-weekly feedback to all teachers.
- Data based educational decision making is being used and followed to ensure positive student growth and outcomes.

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

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

Students are not learning from their interventions. 

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.

What are the takeaways after the review of metrics?

- There is still a high amount of Out of School Suspension (OSS).
- Over 40% of students are receiving Tier 2/3 Interventions.
- 100% of students have access to OST.
- The school-wide attendance this year is 89% .
- Systems and structures are in place to support chronically absent students.
- School-wide attendance data is trending up/positive.

What is the feedback from your stakeholders?

- Would like to see in-school suspension become more structured with activities.
- Families would like other forms of consequences other than OSS.
- There has been a reduction in level 4 - 6 SCC violations.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
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?	
- School consequences need to continue to be less punitive and focus on restorative practices.		- Counseling of families has occurred for chronically absent students.	
- A reduction in OSS needs to occur.		- The counselors have been freed from classroom duties to work more closely with Tier 2 and Tier 3 students. This has led to a drop in OSS and students feeling more positive as noted in the school survey.	
		- The school staff has attended PD around restorative practices.	
		- Community based partners currently work with our Tier 2 and Tier 3 students/families for more support	

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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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	College and Career Competency Curriculum (C4)	- Currently students have access to activities which promote post-secondary success such as visits to local universities and guest speakers from various stem fields.	Graduation Rate
		- Students have had the opportunity to interview individuals from various job related fields.	Program Inquiry: Programs/participation/attainment rates of % of ECCC
		- Students in Grade 8 currently have the opportunity to take algebra for math. The school is working to offer Algebra to all 8th Graders in the next 2 years.	3 - 8 On Track
		- On Track data shows that 73% of students are on track.	Learn, Plan, Succeed
Partially	Individualized Learning Plans		% of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit	What is the feedback from your stakeholders?	College Enrollment and Persistence Rate
		- Stakeholders would like to see students have more post-secondary opportunities.	9th and 10th Grade On Track
		- Hefferan would like to have more guest speakers from various occupational fields. Students become what they see.	Cultivate (Relevance to the Future)
		- Can students have more opportunities to learn about different occupations during their daily learning?	Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List		
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
		- Hefferan has a Career Day planned during quarter 3.	
N/A	Alumni Support Initiative One Pager	- 8th Grade class trip is scheduled for students to visit a downstate university for an overnight stay.	

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

Students are not receiving enough opportunities to learn about and/or have various experiences with different occupations that they may be interested in. Are students aware of the pre-requisite skills you must be proficient at in order to be successful at the various jobs of interest them.

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>- A majority of families seem satisfied with the current level of engagement </p> <p>- The majority of families feel the school has a supportive environment.</p> <p>- Data shows that teachers would like to have more parent involvement.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>- Data shows students enjoy spending time at the school. </p> <p>- Parents would like more school-wide activities after school for the entire family.</p> <p>- Families would like to see more of a variety of school activities and programs for students.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students would like to have more out of school time opportunities to have a bigger connection with school. </p>		<p>- Regular bi-weekly communication in the form of a newsletter will be sent to parents. </p> <p>- Feedback from families, they like the voicemail communication and email blasts.</p> <p>- Several parents have been recruited to join PAC.</p> <p>- To support working parents, a partnership with community based organizations has been secured to provide after-school care.</p> <p>- The school has more after school sport teams and clubs for all students.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

- Data on IAR, i-Ready, and Star 360 show students as a whole have made growth from last school year (2021-2022) to this school year (2022-2023).
- i-Ready Math K-2 data shows as a whole, students made some growth (trends were in the positive direction -shortened the amount of students not meeting standards- 82%) this school year.
- i-Ready reading for Kdg is trending in positive direction, 67% of students are at the early on or mid/above grade level.
- i-Ready data shows a high number of 1st grade students are 1 or more years behind in math. A high number of 2nd grade students are also 1 - 2 years behind in math.
- i-Ready Kdg reading data shows 33% of students are 1 year behind .
- i-Ready 1st grade reading data shows 78% of students 1 or 2 years behind in reading.
- i-Ready 2nd grade reading data shows 73% of students 1 or 2 years behind in reading.
- Star 360 data shows 23% of students in math and 24% of students in reading are at benchmark in grades 3-8.
- Growth occurred in On Watch and Intervention students (4.35%).
- STAR 360 data showed negative growth in the At/Above benchmark (2.77%) as well as urgent intervention.
- STAR 360 data showed neaative growth in At/Above benchmark (2.77%) as well as uraent

What is the feedback from your stakeholders?

- Why has there been an increase in the number of students not meeting expectations in the math and reading subject areas?
- Do we feel students are being overwhelmed with different assessments (ie. IAR, Star 360, Science, i-Ready)?
- Parents want students to stay in the classroom and receive more supports and interventions as needed.
- How can we make sure students who are meeting or exceeding expectations continue to make gains and don't regress?
- How can we continue to make classroom interesting?
- What interim assessments can we give students monthly to measure student growth and make course corrections?

What student-centered problems have surfaced during this reflection?

- Students need more access to Rigorous and engaging Tier 1 instruction.
- Students don't have enough voice and oppourtunities for engagement with other classmates during instrction.
- Students need a more structured systematic intervention system to receive supports with progress monitoring.

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?

- An ongoing focus led by admin, partnerships and instructional coaches to support teachers around the use and implementation of high quality Tier 1 instruction.
- Review of school data during Grade Level Meetings.
- Training new teachers in PL strategies.
- Review, discussion and structure of math, reading, and science block with added time for small group instruction.
- Planning, discussion and implementation of how to put students and their voice first- review of best teacher strategies.
- The school has two Intervention teacher to give students more support.

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

Students...
learning is not happening consistently at a high level.

[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.

Resources:

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

As adults in the building, we...
We need to provide more high quality Tier 1 instruction with interventions and supports for students.

[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.

Resources:

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
Provide high quality Tier 1 instruction with a rigorous and engaged curriculum



then we see....
Productive struggle across the content areas, more student collaboration, and voice



which leads to...
higher number of students engaging with rigorous instruction, meeting their goals in Branching Minds, consistent growth in grades and student summative assessments.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

LaDonna Williams, Charles Asiyambi, ILT, Teacher Leaders, and MTSS Team

Dates for Progress Monitoring Check Ins

Q1 **October 16, 2023** Q3 **March 11, 2024**
Q2 **December 11, 2023** Q4 **May 20, 2024**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers implementing Core Curriculum	ILT, Interventionist & Admin	March 1, 2024	In Progress
Action Step 1	Teachers sign up for and attend ongoing curriculum (Skyline) training for implementation	Teacher and Admin	May 2, 2024	In Progress
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly bers	ILT members and Grade Content Leads	October 2023	Not Started
Action Step 3	Admin weekly observations take place with feedback and next steps /Peer to Peer observations	Admin Team	October 2023	In Progress
Action Step 4	ILT Rigor walks take place to observe, collect data and provide feedback during grade level teams on implementation of core curriculum monthly	ILT members and Grade Content/ Grade Level Team Leads	October 26th ILT meeting	Not Started
Action Step 5	Teachers separated into Tier 2 and Tier 3 Groups and given individualized supports for curriculum implementation	ILT members and Grade Content/ Grade Level Team Leads	January 18th ILT meeting	Not Started
Implementation Milestone 2	100% of teachers implementing Interim assessments and best reteaching strategies based on student data	ILT, Interventionist & Admin	March 1, 2024	Select Status
Action Step 1	Teacher receive ongoing PD on the use of interim assessments and next steps based on student data	Teacher and Admin	February 15, 2024	In Progress
Action Step 2	Teachers review data during GLM and discuss reteaching strategies and ideas for implementation	ILT members and Grade Content/ Grade Level Team Leads	May 2, 2024	Not Started
Action Step 3	ILT members review and provide additional feedback for enrichment on teacher Interim Assessments/reteaching strategies based on collected data	Teachers	Ongoing (Take place bi-weekly)	Not Started
Action Step 4	ILT members collect teacher data, review student progress and reassess	ILT members and Grade Content/ Grade Level Team Leads	Ongoing (Take place bi-weekly)	Not Started
Action Step 5	Teachers in need of individualized support are placed into tiers for more individualized and intensive support	ILT members and Grade Content/ Grade Level Team Leads	October 31, 2023	Select Status
Implementation Milestone 3	100% teachers implement intervention supports and strategies for students	ILT members and Grade Content/ Grade Level Team Leads	April 1, 2024	In Progress
Action Step 1	Build intervention time into daily time schedule	Admin Team	July 15, 2023	Completed

Action Step 2	PD on implementation of different intervention strategies for students	ILT members and Grade Content/ Grade Level Team Leads	Dec 11, 2023	In Progress
Action Step 3	Review of student data and creation of time schedules for subject matter implementation	ILT, Admin, & Lead Teachers	Sept. 18, 2023	In Progress
Action Step 4	Observe implementation of intervention supports during scheduled times with feedback and necessary revisions	ILT, Admin, & Lead Teachers	May 1, 2024	Not Started
Action Step 5	Check re-teach grade level data and intervention data for progress and feedback	ILT, Admin, & Lead Teachers	May 1 2023	Not Started
Implementation Milestone 4	100% of teachers Implement standards aligned Instruction in Science with hands on activity	ILT, Interventionist & Admin	April 1, 2024	In Progress
Action Step 1	Ongoing PD on NGSS and implementation of best teaching practices (i.e project based learning)		March 22, 2024	In Progress
Action Step 2	Certified science teacher to teach subject content for grades 3rd-8th with hands on activities and labs	Teacher and Admin	August 31, 2023	Completed
Action Step 3	Stem Lead Teachers to meet bi-weekly with teachers to provide coaching	Stem Teachers and Teachers	May 28, 2024	Not Started
Action Step 4	Stem Lead Teachers to support teachers in best practices implementation of science lesson(s)/instruction (i.e co-teaching, coaching, and modeling)	Stem Teachers and Teachers	May 28, 2024	In Progress
Action Step 5	All classes grades 3rd - 8th take part in school science fair	Stem Teachers and Teachers	Feb 29, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</p> <ul style="list-style-type: none"> - 60% of teachers using Tier 1 instruction and differentiating supports based on student needs - 100% of students are receiving intervention/just in time supports with Tier 2 and Tier 3 interventions entered into Branching Minds with goals updated and monitored - 60% of teachers progress monitor and implement actions in Branching Minds with multiple access points - All teachers are utilizing high quality core curriculum and using interim assessment to adjust instruction and interventions to help students access learning at a high level 	
SY26 Anticipated Milestones	<p>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</p> <ul style="list-style-type: none"> - 100% of teacher using Tier 1 instruction and differentiating supports based on student needs. - 100% of teachers using interim assessments to monitor growth and make adjustments to student instruction - 100% of teachers are progress monitoring and implementing actions in Branching Minds with multiple access points 	

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
% of student earning passing grades on interim assessments	Yes <input type="checkbox"/>	Grades	Overall	77	79	85	90
			Male	69	73	75	80
All Students meeting their growth goal in math and reading on the Star 360 Assessment and i-Ready assessment	Yes <input type="checkbox"/>	STAR (Reading)	Overall	75	78	81	85
			Male	70	73	75	80

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.	All teachers are observed to use high quality core curriculum with materials to instruct students as observed by admin observations and team rigor walks.	Most teachers are utilizing high quality core curriculum and using interim assessments to adjust instruction.	All teachers are utilizing high quality core curriculum and using interim assessments to adjust instruction.

C&I:2 Students experience grade-level, standards-aligned instruction.	All students experience grade level standards based aligned instruction as observed by Network 5 District priorities.	Most students experience grade level standards based aligned instruction with intervention as needed to pass interim assessments.	All teachers are utilizing high quality core curriculum and using interim assessment to adjust instruction and interventions to help students access learning at a high level.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers use a variety of evidence based assessments daily to measure student progress.	Most teachers use a variety of evidence based assessments daily to measure student progress and determine reteach as observed by rigor wals and observations.	All teachers use a variety of evidence based assessments daily to measure student progress and determine reteach as observed by rigor wals and observations.

[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
% of student earning passing grades on interim assessments	Grades	Overall	77	79	Select Status	Select Status	Select Status	Select Status
		Male	69	73	Select Status	Select Status	Select Status	Select Status
All Students meeting their growth goal in math and reading on the Star 360 Assessment and i-Ready assessment	STAR (Reading)	Overall	75	78	Select Status	Select Status	Select Status	Select Status
		Male	70	73	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.	All teachers are observed to use high quality core curriculum with materials to instruct students as observed by admin observations and team rigor walks.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All students experience grade level standards based aligned instruction as observed by Network 5 District priorities.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers use a variety of evidence based assessments daily to measure student progress.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

- Tier 2 and Tier 3 student are receiving supports.
- Over 40% of students are missing more detailed intervention plans.
- Only have logged reading interventions.
- More interventions need to be logged into the system.
- Majority of students with goals assigned are not meeting their goals despite intervention minutes being completed.

What is the feedback from your stakeholders?

- Parents of Diverse Learners are overall satisfied with the supports and implementation of their students IEP .
- Parents of Tier 2 students wish more individualized supports were available to support their child.
- Teachers want to implement more strategies for Tier 2 and Tier 3 students which help with gradual independence.
- Students like being on the computer but generally don't feel that the intervention is helping their learning.
- More tracking and responding to the intervntion data needs to occur between all stakeholders supporting students.

What student-centered problems have surfaced during this reflection?

Students are not learning from their interventions.

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?

- Interventionist is planning PD learning for general education teachers .
- MTSS team has created a systematic structure to review data and give bi-weekly feedback to all teachers.
- Data based educational decision making is being used and follwed to ensure positive student growth and outcomes.

Return to Top Determine Priorities

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

Students...
 Are not learning from the interventions and supports currently in place.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 Are not responding to our students needs by providing high quality interventions and supports.

Resources:

[5 Whys 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...
 effectively deliver primary instruction and core curriculum, create high quality well-documented student support and support plans, progress monitor supports and interpret data to adjust instruction (per MTSS Continuum).

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data .

which leads to...

higher number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades and assessments.

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

Charles Asiyonbi, MTSS Team and Teacher Leaders

Dates for Progress Monitoring Check Ins

Q1 [October 16, 2023](#) Q3 [March 11, 2024](#)
 Q2 [December 11, 2023](#) Q4 [May 20, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implement differentiated supports	ILT, Interventionist & Admin	March 1, 2024	In Progress
Action Step 1	All teachers sign up and attend ongoing training for curriculum implementation	Teacher and Admin	May 2, 2024	In Progress
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT members and Grade Content Leads	October 2023	Not Started
Action Step 3	Admin weekly observations take place with feedback and next steps	Admin Team		Not Started
Action Step 4	ILT Rigor walks take place to observe, collect data and provide feedback during grade level teams on implementation of core curriculum monthly	ILT members and Grade Content/ Grade Level Team Leads	October 26th ILT meeting	Not Started
Action Step 5	Teachers separated into Tier 2 and Tier 3 Groups and given individualized supports for curriculum implementation	ILT members and Grade Content/ Grade Level Team Leads	January 18th ILT meeting	Not Started
Implementation Milestone 2	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum			In Progress
Action Step 1	Support plans for interventions are developed and documented within BM	MTSS Team and Teachers	September 22, 2023	Not Started
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Team and Teachers	Ongoing - 10/26/2023	Not Started
Action Step 3	Plans are being updated and shared with stakeholders	MTSS Team and Teachers	Ongoing - October 26, 2023	Not Started
Action Step 4	Intervention resources garnered include math, literacy, SEL, and behavior health	MTSS Team and Teachers	October 26, 2023	Not Started
Action Step 5	Provide PD on documenting interventions in Branching Minds	MTSS Team and Teachers	September 22, 2023	Completed
Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	MTSS Team and Teachers	December 21, 2023	Select Status
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team and Teachers	October 26th, 2023	Select Status
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team and Teachers	November 8th, 2023	Select Status
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team and Teachers	February 9, 2024	Select Status
Action Step 4	GLTs review BMs data monthly	MTSS Team and Teachers	Monthly, beginning October 4th	Select Status
Action Step 5	BM data is widely shared in weekly staff newsletter	MTSS Team and Teachers	Every Friday- Weekly	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 Anticipated Milestones	<ul style="list-style-type: none"> -60% of teachers differentiating core instruction - Operational components of high quality well-documented student support and support plans - 100% of programs are in the CPS curated list -100% of interventions are documented and monitored within the BM platform - 60% of student support plans and supports implemented with fidelity - Developed portions of supplemental intervention: progress monitoring; MTSS team and 60% of teacher regularly progress monitor and implement actions in Branching Minds using multiple data points 	
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SY26 Anticipated Milestones	<ul style="list-style-type: none"> - 100% of teachers differentiating core instruction - Maintain operational components of high quality well-documented student support and support plans - 100% of student support plans and supports implemented with fidelity - Fully operational on supplemental intervention: 100% of teacher progress monitoring and adjusting interventions and supports based on data - Fully operational on Interpret Data and adjust instruction from MTSS Continuum 	
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[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 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
Increase the percentage of students earning "Bs" or better	Yes	Grades	Overall	80%	85%	90%	92%
			Students with an IEP	60%	65%	68%	70%
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Tier 2 and 3 students	50%	60%	70%	80%
			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:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
I&S:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the interventions in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.

[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
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Reflection	Root Cause	Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				
Increase the percentage of students earning "Bs" or better	Grades	Overall	80%	85%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	60%	65%	Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets	% of Students receiving Tier 2/3 interventions meeting targets	Tier 2 and 3 students	50%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
I&S:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the interventions in the Branching Minds platform	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.

Funds to be used for...

- More PD on how to effectively support their children

- PD on the new Skyline curriculum for parents and how we can assist them at home



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