

## 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
MICHAEL HINTON	Principal	mdhinton@cps.edu
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MASHONDA JONES	Connectedness & Wellbeing Lead	<a href="mailto:mjones3cps.edu">mjones3cps.edu</a>
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RUTH LEONARD	Connectedness & Wellbeing Lead	rleonard3@cps.edu
RACHISHA WILLIAMS	OST LEAD	rmwilliams4@cps.edu
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TIKITA KERNAN	Inclusive & Supportive Learning Lead	tpkernan@cps.edu
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	8/1/23	8/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/1/23	8/1/23
Reflection: Connectedness & Wellbeing	8/1/23	8/1/23
Reflection: Postsecondary Success	8/15/23	8/1/23
Reflection: Partnerships & Engagement	8/15/23	8/1/23
Priorities	8/15/23	8/1/23
Root Cause	8/15/23	8/8/23
Theory of Action	8/22/23	8/8/23
Implementation Plans	8/22/23	8/22/23
Goals	8/22/23	8/22/23
Fund Compliance	8/23/23	8/23/23
Parent & Family Plan	8/25/23	8/25/23
Approval	9/5/23	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	9/22/2023
Quarter 2	10/27/2023
Quarter 3	2/9/2024
Quarter 4	4/24/2024

**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	<a href="#">CPS High Quality Curriculum Rubrics</a>	All teachers have received trainings and has access to Skyline which is the driving force of the literacy and math programs.   Aligned to our 5Essentials survey results indicate based upon teacher responses instruction addresses the Inner Core components, however student responses need to be readdressed due to insufficient data.	<a href="#">IAR (Math)</a>  <a href="#">IAR (English)</a>  Rigor Walk Data (School Level Data)
Yes	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>	The ILT team began implementing the distribution of leadership during the 2022-2023 school year through departmental meetings with the Co-Lab professional development. Continuation of the Co-Lab professional development will continue throughout the upcoming school year.  The primary department used the data from the IReady Reading and Math assessment to drive their instruction and intervention needs. The intermediate (3-5) and upper grade (6-8) levels used the data from STAR360, and IAR to drive their instruction and intervention needs. Kindergarten used the data from the KIDS assessment, Grades 5 and 8 used the Illinois Science Assessment, Grades PreK - 8th, including specials, used the Performance Tasks to drive their instruction and intervention needs.  Use of the Skyline end of the unit assessments were implemented along with daily informal assessments as well as teacher created curriculum driven assessments.	<a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>    <a href="#">STAR (Reading)</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> Initial thoughts about Skyline was the curriculum is not comprehensive however with more experience and ongoing professional developments and PLCs those concerns will be addressed. 	<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		<a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>
Yes	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>	<p style="text-align: center;"><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	<a href="#">Interim Assessment Data</a>
Yes	<a href="#">Assessment for Learning Reference Document</a>	Implementations of after school programs addressing academics struggles /deficits for target students.   Students participation, clubs/sports, unable to stay for afterschool.	

**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.

The use of the current ELA and Math curriculum has shown to have gaps between standards and skills contributing to the struggle of the students grasping the standards successfully. The prior knowledge needed to approach the Skyline standards have to be covered in order for the students to address as stated at their grade level. With the gaps between standards, our diverse learners are already at a disadvantage academically that it is provoking further challenges.

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**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

We established an equity based MTSS leadership, the branching minds platform is utilized daily, research based support and interventions such as IXL and Second Step. We had a staff member in place as the Interventionist.

Students begin their day in the general education settings, based on educational minutes in their IEPs. Students received intervention support for both reading and math from diverse learner teachers. All staff have access to the branching minds platform.

The case management team maintains biweekly two-way communication to evaluate students for academic support for IEPs, including communicating with general education teachers and RSPs.

We currently do not have any English Language Learners in our school population.

We utilized the Skyline Curriculum that outlines foundational skills, word study and phonemic awareness. Vocabulary and Academic Language are embedded in daily instruction.

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

Continuation of professional development in regards to using Branching Minds within MTSS.

**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 will collaborate with teachers to identify tier three students in the creation of a working schedule. The focus will be on the subgroup of male students.

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](#)

**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.


Most students will need extra time allotted during the general education settings for MTSS. The students with IEPs struggle with the grade level content during MTSS.

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


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Hoynes has a BHT that has identified and provided information on the processes of BHT. A Climate Culture Team was in place and addressed staff social activities. </p> <p>The SEL curricula used to support student experience was Second Step.</p> <p>Hoynes provided programs such as, Algebra, art, digital media, Play in a Book, Karate, Reading/Math Enrichment, Basketball, cheerleading, and flag football to meet students interest and to support their learning during the day. Students in grades 4-8 participated in conservatory.</p> <p>There were not any students that required a re-entry plan due to chronic absences.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in reentered disruptive</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Partially	<p>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.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Student engagement decreased with the change of the cycles. </p> <p>Conservatory participation was limited due to staffing. We noticed the need for a student C/CT which will be embedded within student counsel.</p>	
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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 CWP.

As we reflect on this past school year, a problem that surfaced was with the fourth grade boys. The boys had issues with fighting and managing their anger. Another issue that surfaced was the fifth grade girls having issues getting along, and bullying. 

**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?**

-Talking circles, I Am a Gentleman and Social Stories groups were formed to address social skills in the fourth and fifth grade. There was slight improvement in social behaviors with the implementation of talking circle/social stories. 

Considering afterschool options for primary students. Facilitator complete SS Grin and Anger Coping training to address appropriate ages. Trainings and groups are developed based on students needs and effort can address all students.

Considering afterschool options for primary students. The C/CT will ensure that ALL student and staff surveys including Cultivate and Five Essentials are completed.

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

**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 appear not to be interested in long term planning, this might be evident in their goal-setting activities.
- Lack of exposure to various careers.

The SuccessBound Curriculum was implemented, however a plan was not developed.

ILP were address during SuccessBound Lessons. Students in 6th grade extracted information from ILP in comparsion to seventh and eight graders.

A Work-Based Program should be implemented each quarter

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

To expect better outcomes a plan must be developed. Moving forward, putting more emphasis on goal setting in the ILP experience.

**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?**

For SY24, a plan will be developed to support College and career/ Work-Based Learning. We plan to increase partnerships with Black-Owned Business.

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

[Return to Top](#) **Partnership & Engagement**

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

**References**

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

**Metrics**

Yes	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.	<a href="#">Spectrum of Inclusive Partnerships</a>
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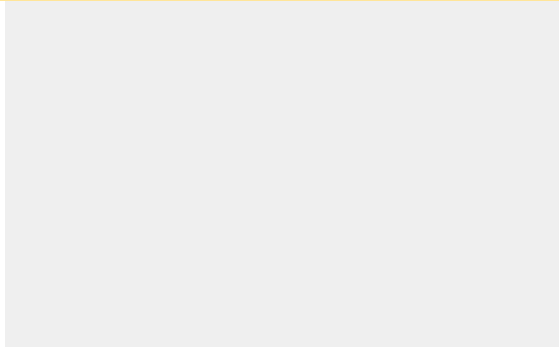
The school proactively fosters relationships with families, school committees and community members through Remind apps, emails, daily phone calls, and weekly classroom newsletters.

Community Partners include Claretian Associates, 4th District Police Department, Compassion Baptist Church, Alderman Office (Greg Mitchell), Calumet Heights Community, and Chicago Youth Center.

Middle School student council, student representation needed in primary and intermediate grades.

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
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).	<a href="#">Student Voice Infrastructure Rubric</a>



[SE: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

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

Continue to build parent and school community relationships and partnerships by hosting parent/family nights, timely invitations to LSC and PAC meetings, Open House, and parent coffees. Parents want to hear about what's going on with regular updates from teachers and admin. Utilize the community center as another connection and community partner that can help engage families in safe and structured learning and fun while also investing in and building the school community. 🍌

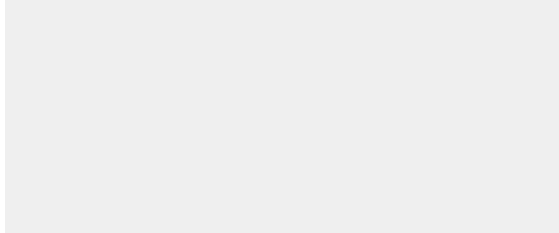
**What student-centered problems have surfaced during this reflection?**

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

Lack of all student representation, ensure that all student voices are heard. 🍌

**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?**

For SY24, we will need implement student voice committee, increase community partnerships, complete the Cultivate and 5 Essentials Survey. 🍌



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.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

All teachers have received trainings and has access to Skyline which is the driving force of the literacy and math programs.

Aligned to our SEssentials survey results indicate based upon teacher responses instruction addresses the Inner Core components, however student responses need to be readdressed due to insufficient data.

The ILT team began implementing the distribution of leadership during the 2022-2023 school year through departmental meetings with the Co-Lab professional development. Continuation of the Co-Lab professional development will continue throughout the upcoming school year.

The primary department used the data from the IReady Reading and Math assessment to drive their instruction and intervention needs. The intermediate (3-5) and upper grade (6-8) levels used the data from STAR360, and IAR to drive their instruction and intervention needs. Kindergarten used the data from the KIDS assessment, Grades 5 and 8 used the Illinois Science Assessment, Grades PreK - 8th, including specials, used the Performance Tasks to drive their instruction and intervention needs.

What is the feedback from your stakeholders?

Initial thoughts about Skyline was the curriculum is not comprehensive however with more experience and ongoing professional developments and PLCs those concerns will be addressed.

What student-centered problems have surfaced during this reflection?

The use of the current ELA and Math curriculum has shown to have gaps between standards and skills contributing to the struggle of the students grasping the standards successfully. The prior knowledge needed to approach the Skyline standards have to be covered in order for the students to address as stated at their grade level. With the gaps between standards, our diverse learners are already at a disadvantage academically that it is provoking further challenges.

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?

Implementations of after school programs addressing academics struggles /deficits for target students.

Students participation, clubs/sports, unable to stay for afterschool.

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Determine Priorities

Resources: 

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

Students...

Lack of proficiency with our male and Diverse Learner population in both Reading and Mathematics.

[Determine Priorities Protocol](#)



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

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Root Cause

Resources: 

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

As adults in the building, we...

- Students are not motivated.  
 Need to find ways to motivate students because as students matriculate through their academic years their motivation and participation decreases.



[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.

Need to create ways to increase movement within a more structured learning environment as they progress through their academic years.  
Students are required to become more independent as they progress through their academic years.

Need to make necessary modifications to the curriculum to help improve student engagement and motivation that would lead to independence.

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....

empower students to own and analyze their own data, and build an infrastructure of communication and decision-making that is inclusive, transparent, and elevates student voice within the Skyline curriculum



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.

then we see...

teachers incorporating student voice and interests into daily instruction, and using individual student conferences to increase student investment in and commitment to learning with a greater sense of agency



which leads to...

70% of students meeting and/or exceeding proficiency in Reading and Math by EOY SY26 as indicated by Star360.



[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**

all 3rd - 8th grade teachers (Gen Ed & DL teachers)

**Dates for Progress Monitoring Check Ins**

Q1 9/22/2023 Q3 2/9/2024

Q2 10/27/2023 Q4 4/24/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**



**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All 3rd - 8th grade teachers conducting individual student conferences utilizing a student-friendly data analysis protocol	3-8 ELA Teachers	October 27, 2023	Not Started
<b>Action Step 1</b>	Create student-friendly data analysis and goal setting protocol	Admin	Sept 8, 2023	Not Started
<b>Action Step 2</b>	Communicate and share protocol with teachers	Teachers	Sept 12, 2023	Not Started
<b>Action Step 3</b>	Teach students how to use the document and create smart goals	Teachers	Sept 25, 2023	Not Started
<b>Action Step 4</b>	Provide students with quarterly updates on thier tier progress	Teachers	Quarterly	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of 1st and 3rd quarter parent conferences will be student-led in grades 3-8	Teachers	April 5, 2024	Not Started
<b>Action Step 1</b>	Model mock teacher-led student conferences for students	Teachers	September 29, 2023	Not Started
<b>Action Step 2</b>	Faciliate student-led conferences (student-to-student)	Teachers	October 9, 2023	Not Started



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>			
Reflection	Root Cause	Implementation Plan						
Action Step 3	Share the analysis template/protocol with parents and facilitate parent training to analyze student data			Teachers, ILT	September 29, 2023	Not Started		
Action Step 4	Facilitate student-led parent conferences			Teachers	October 20, 2023	Not Started		
Action Step 5						Select Status		
Implementation Milestone 3	Improve student's learning experiences, increase student voice, and overall participation/engagement as measured by the Cultivate survey			Teachers	BOY & EOY windows	Not Started		
Action Step 1								
Action Step 2	Create and administer student interest survey			Counselor	BOY & EOY windows	Completed		
Action Step 3	Identify pathways to incorporate agreed upon interests into instruction/schoolwide projects			Counselor, ILT, Admin	September 15, 2023	Not Started		
Action Step 4	Administer the Cultivate survey during each open window			Teachers	BOY & EOY indows	Not Started		
Action Step 5	Implement a student voice committee, student government, and student culture and climate committee			Counselor & Admin	September 22, 2023	In Progress		
Action Step 6	Analyze survey results after each window and share/discuss results with students and teachers			Teachers, CCT, Counselor	After fall and Spring windows	Not Started		
Action Step 7	Identify areas of growth and consider implementation of new ideas			Teachers	After fall and Spring windows	Not Started		
Implementation Milestone 4	100% of teachers implementing the Skyline reading and math curriculum with fidelity			Counselor	BOY & EOY windows	In Progress		
Action Step 1	All teachers including DL teachers Skyline cycles of learning via district/network PLCs			Teachers	May 31, 2024	In Progress		
Action Step 2	Teachers receive feedback from admin after bi-weekly informal check-in visits			Admin	September 4, 2023	In Progress		
Action Step 3	ILT conducts learning/landscape walks to identify best practices, trends, and areas of growth			ILT	October 2, 2023	Not Started		
Action Step 4	Teachers participate in cross-school observations in the classroom of grade-level peer			Admin will schedule for teachers	November 13, 2023	Not Started		
Action Step 5						Select Status		

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	<ul style="list-style-type: none"> <li>- 60% of 3rd-8th grade students will facilitate student-led parent-student conferenes during 1st quarter report card pick up</li> <li>- Maintain the facilitation of student-led conferences after 10-week cycle</li> <li>- 70% of students will give a "high" rating in Student Voice, Meaningful Work, and Teacher Caring on the EOY Cultivate Survey</li> <li>- 80% of all teachers delivering Skyline lessons with fidelity</li> </ul>	
<b>SY26 Anticipated Milestones</b>	<ul style="list-style-type: none"> <li>- 100% of 3rd-8th grade students facilitating student-led parent-student conferenes during 1st quarter report card pick up</li> <li>- Maintain the facilitation of student-led conferences after 10-week cycle, and after each quarter (1, 2, &amp; 3)</li> <li>- 100% of students will give a "high" rating in Student Voice, Meaningful Work, and Teacher Caring on the EOY Cultivate Survey</li> <li>- Collaborate with the SVC on how various student interests can help become schoolwide service learning projects</li> <li>- 100% of all teachers delivering Skyline lessons with fidelity</li> </ul>	

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**Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more). Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.



**Resources:** 

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

**Numerical Targets [Optional]** 

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
70% of all 3rd-8th grade students will be at/above proficiency in Reading	Yes	STAR (Reading)	Overall	33%	45%	57%	70%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction				
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Yes</a>	<a href="#">Select the Priority Foundation to pull over your Reflections here =&gt; STAR (Reading)</a>					
and Math by EOY SY26 as indicated by Star360					African American Male	30%	42%	54%	66%
Increase in the ratings for Student Voice, Meaningful Work, and Learning Goals as indicated on the Cultivate Survey	Yes	Cultivate			African American Male	0%	80%	90%	100%
					Students with an IEP	0%	80%	90%	100%

### 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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers will administer the fall and spring cultivate surveys with fidelity to identify areas of concerns	The ILT in collaboration with the Culture and Climate team will share cultivate survey results and offer suggestions adjustments to classroom environment	The student voice committee will collaborate with teachers on how to incorporate new ideas to incorporate their identity as they build classroom community and have optimal student-student and teacher-student relationships
P&E:3 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).	The SVC builds the foundation for their work, establishing norms, creating a mission statement, exploring identity and oppression, developing communication skills, and being introduced to the process of action planning. 📄 CPS Student Voice 360: Student Experi...	Build a school profile, map the assets and challenges in their school, conduct observations and polls, analyze their data, choose an issue, and begin developing a detailed action plan. 📄 CPS Student Voice 360: Student Ex...	Identify the root causes of their issue, researching and evaluating, analyzing who in the school community can help them, updating their action plan. 📄 CPS Student Voice 360: Student Ex...
Select a Practice			

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### SY24 Progress Monitoring

Resources: 📄

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of all 3rd-8th grade students will be at/above proficiency in Reading and Math by EOY SY26 as indicated by Star360	STAR (Reading)	Overall	33%	45%	Limited Progress	Select Status	Select Status	Select Status
		African American Male	30%	42%	Limited Progress	Select Status	Select Status	Select Status
Increase in the ratings for Student Voice, Meaningful Work, and Learning Goals as indicated on the Cultivate Survey	Cultivate	African American Male	0%	80%	Limited Progress	Select Status	Select Status	Select Status
		Students with an IEP	0%	80%	Limited Progress	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers will administer the fall and spring cultivate surveys with fidelity to identify areas of concerns	Limited Progress	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan							
P&E:3 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).	The SVC builds the foundation for their work, establishing norms, creating a mission statement, exploring identity and oppression, developing communication skills, and being introduced to the process of action planning. CPS Student Voice 360:					Limited Progress	Select Status	Select Status	Select Status
Select a Practice						Limited Progress	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.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Hoynes has a BHT that has identified and provided information on the processes of BHT. A Climate Culture Team was in place and addressed staff social activities.

The SEL curricula used to support student experience was Second Step.

Hoynes provided programs such as, Algebra, art, digital media, Play in a Book, Karate, Reading/Math Enrichment, Basketball, cheerleading, and flag football to meet students interest and to support their learning during the day. Students in grades 4-8 participated in conservatory.

There were not any students that required a re-entry plan due to chronic absences.

What is the feedback from your stakeholders?

Student engagement decreased with the change of the cycles. Conservatory participation was limited due to staffing. We noticed the need for a student C/CT which will be embedded within student counsel.

What student-centered problems have surfaced during this reflection?

As we reflect on this past school year, a problem that surfaced was with the fourth grade boys. The boys had issues with fighting and managing their anger. Another issue that surfaced was the fifth grade girls having issues getting along, and bullying.

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?

-Talking circles, I Am a Gentleman and Social Stories groups were formed to address social skills in the fourth and fifth grade. There was slight improvement in social behaviors with the implementation of talking circle/social stories. Considering afterschool options for primary students.

Facilitator complete SS Grin and Anger Coping training to address appropriate ages. Trainings and groups are developed based on students needs and effort can address all students.

Considering afterschool options for primary students.

The C/CT will ensure that ALL student and staff surveys including Cultivate and Five Essentials are completed.

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Determine Priorities

Resources: 

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

Students...

The lack of motivation and access to targeted interventions.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

As adults in the building, we...

Not utilizing various programs to meet the needs of the all students.  
Not incorporating SEL programs for every student.

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



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Not incorporating SEL programs for every student.  
 Lack of access to a variety of SEL resources.  
 Lack of training for school-based staff regarding SEL.  
 Lack of time in the instructional day for SEL programs.

## Connectedness & Wellbeing

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...  
 Provide the staff with SEL professional learning cycles while supporting the implementation and progress monitoring of Tier 1 SEL Curriculum (Second Step)

then we see...  
 an increase in the teacher's knowledge of research-based SEL competencies while building their capacity to integrate SEL standards into daily lessons

which leads to...  
 an overall rating from strong to very strong in Ambitious Instruction and Supportive Environment as measured by the 5essentials by SY26.

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.

## Return to Top Implementation Plan

**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.

Resources:

**Team/Individual Responsible for Implementation Plan**   
 BHT, MTSS, and CCT

**Dates for Progress Monitoring Check Ins**

Q1	9/22/2023	Q3	2/9/2024
Q2	10/27/2023	Q4	4/24/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of teachers participate in SEL PD to build the SEL toolkit	Teachers	January 15, 2023	Not Started
<b>Action Step 1</b>	Attend district/outside SEL PD	Team Leads	November 1, 2023	Not Started
<b>Action Step 2</b>	Facilitate SEL PD/training for teachers and staff	Team Leads	December 15, 2023	Not Started
<b>Action Step 3</b>	Develop a menu of Tier II and III SEL interventions.	BHT, MTSS, & CCT teams	January 1, 2024	Not Started
<b>Action Step 4</b>	Identify research-based strategies that can be incorporated into daily instruction	Team Leads	January 1, 2024	Not Started
<b>Action Step 5</b>	Devote team meeting time to integrating SEL standards into lesson plans	Admin, Leads	January 8, 2024	Not Started
<b>Implementation Milestone 2</b>	Create a SEL data wall in the common area, and have students update the display as progress is made. Ex track moments of kindness, highlight students who are nominated by their classmates as peacemakers, or display students' answers to polls about interests or perceptions about school.	BHT Team	February 5, 2024	Not Started

Action Step 1	Select lessons from CPS Advisory Framework to use during homeroom (see all <a href="#">Advisory lessons organized by topic</a> )	Teachers	February 5, 2024	Not Started
Action Step 2	Schedule each homeroom to work with Counselor on Naviance, one semester, one period per week.	Counselor	September 13, 2023	Not Started
Action Step 3	Embed opportunities for students to practice SEL skills through classroom structures (e.g., jobs and acts of service, Safe Place/self-regulation center) and rituals (e.g., class problem solving meetings, celebrations, beginning and end-of-day rituals that promote goal setting and self reflection.)	Teachers	January 15, 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 3				Select Status
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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
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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**

<b>SY25 Anticipated Milestones</b>	<ul style="list-style-type: none"> <li>- 60% of teachers and staff will receive SEL training</li> <li>- All team leads become proficient at SEL instruction and ability to teach/train other staff</li> <li>- Identify and create a menu of SEL interventions that can be implemented in the classroom, in small group, or 1-to-1 setting</li> <li>- 50% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed</li> </ul>	
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<b>SY26 Anticipated Milestones</b>	<ul style="list-style-type: none"> <li>- 100% of teachers and staff will receive SEL training</li> <li>- All teachers are proficient at SEL instruction and have the capacity to seamlessly incorporate SEL standards into daily instruction</li> <li>- 100% of teachers are incorporating Tier 1 SEL standards into daily instruction and utilizing survey data (Cultivate &amp; 5essentials) to inform next steps</li> <li>- 75% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed</li> </ul>	
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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 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
Survey 100% of all 5th-8th graders and improve Ambitious Instruction and Supportive Environment overall	No	SE: Supportive	Overall	0%	80%	90%	100%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing					
Reflection	Root Cause	Implementation Plan	NO	Select the Priority Foundation to pull over your Reflections here =>	Environment	African American Male	0%	80%	90%	100%
Supportive Environment overall ratings from strong to very strong as measured by the 5essentials.					Select Group or Overall					
	Select Answer	Select Metric			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	70% of all teachers and staff will utilize research-based strategies to help identified students for targeted SEL support	85% of all teachers and staff will utilize research-based strategies to help identified students for targeted SEL support	100% of all teachers and staff will utilize research-based strategies to help identified students for targeted SEL support
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	40% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed	75% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed	100% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed
Select a Practice			

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### SY24 Progress Monitoring

Resources: 📖

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Survey 100% of all 5th-8th graders and improve Ambitious Instruction and Supportive Environment overall ratings from strong to very strong as measured by the 5essentials.	5E: Supportive Environment	Overall	0%	80%	No Progress	Select Status	Select Status	Select Status
		African American Male	0%	80%	No Progress	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	70% of all teachers and staff will utilize research-based strategies to help identified students for targeted SEL support	On Track	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

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

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

## Connectedness & Wellbeing

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

40% of all 3rd-8th grade students know how to self regulate and employ conflict resolution skills when needed

Limited Progress

Select Status

Select Status

Select Status

Select a Practice

Select Status

Select Status

Select Status

Select Status



## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Aligning our student's performance goals and fostering an inclusive and supportive learning environment reinforces the idea that every student's success is valued and attainable. As such, the trusting relationships, and student voice and agency in this context creates a holistic educational experience that empowers all learners to achieve their potential, and our parents are key levers in this partnership. Parents are offered opportunities to attend district-led monthly workshops, two student-led conferences, and invited to attend school-wide events (Literacy Night, Steam Night, Father Daughter & Mother Son Dance, etc.). Parents receive several forms of communication, including teacher phone calls, emails, paper notes, the Weekly Parent Newsletter, and the school website. 

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