CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Rosette Edinburg	Principal	rredinburg@cps.edu
Stephanie Glover-Douglas	AP	skglover-dou@cps.edu
Shatondria Clayton	IB - MYP Coordinator	snclayton@cps.edu
Meghan Hoff	IB - DP Coordinator	mmhoff@cps.edu
Zachary Sweet	Teacher Leader	zsweet@cps.edu
Jazzy Davenport	Curriculum & Instruction Lead	jdavenport7@cps.edu
Chris Scharp	Teacher Leader	cjscharpf@cps.edu
Gregory Smith	Teacher Leader	ghsmith2@cps.edu
Natalie Hill	Teacher Leader	nmhill1@cps.edu
Heather McMartin	Teacher Leader	hddunfee@cps.edu
Tamara Steele	Postsecondary Lead	tdsteele@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	4/1/23	4/21/23
Reflection: Curriculum & Instruction (Instructional Core)	4/21/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/21/23	6/9/23
Reflection: Connectedness & Wellbeing	4/21/23	6/9/23
Reflection: Postsecondary Success	4/21/23	6/9/23
Reflection: Partnerships & Engagement	4/21/23	6/9/23
Priorities	6/9/23	8/1/23
Root Cause	6/9/23	8/1/23
Theory of Acton	6/9/23	8/1/23
Implementation Plans	8/1/23	8/11/23
Goals	8/11/23	9/1/23
Fund Compliance	8/11/23	9/1/23
Parent & Family Plan	8/11/23	9/1/23
Approval	8/7/23	9/1/23

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	12/22/2023
Quarter 3	2/9/2024
Quarter 4	6/10/2024

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

Return to Top

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	Most students are not meeting the benchmarks for SAT and STAR assessments. Additionally many students make some gains in their assessment scores, but need to be pushed with more grade-level instruction to fill the existing gaps in their education. The learning loss is evident from the pandemic as scores have fallen consistently over the last few years. ✏️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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	**What is the feedback from your stakeholders?** Students do not feel like they are being graded fairly and reported not feeling challenged in classes. There is a link between the teachers grading practices and student infractions. IB professional development opportunities to support tiered instruction were suggested. ✏️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We are expanding access to IB Diploma, Career classes, as well as, AP classes to ensure more students experience challenging work in the areas where they are ready to be pushed. The ILT is working to improve alignment in curriculum maps and assessments to IB Standards and Practices as well as SAT skills. The impact of this will be to ensure that all teachers are scaffolding students to be taught at or above grade level. Course teams are meeting to review common assessments and standardize grading practices, and improve feedback for assessments to increase student mastery. ✏️	

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.

In responses to surveys and focus groups, students shared that they want more support from teachers (tutoring), specific/explicit feedback/discourse, less technology, more patience, more visuals & interactive activities, different and engaging strategies for learning. ✏️
They have requested more activities, less handouts, relationship building, cooperative grouping, faster and specific feedback, and clear grading policies that teachers can confidently explain.

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	The grade level teams and behavioral support team meet twice a month to review student BAG reports and determine interventions. Some of the metrics are not reflective of the MTSS interventions that occur at Hyde Park, this is possibly due to the use of district platforms. We have a very small ELL population who are monitored, though we have struggled to provide services to students that speak different langauges/dialects (Wolof, Patwa, Senagalese, etc). ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey
		MTSS Integrity Memo		ACCESS

					Metrics
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)

What is the feedback from your stakeholders?

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

| 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 |

Students request Quiz corrections, to have days to pull out students that struggle the most
Each class should offer an afterschool opportunity to help you with homework. The use of more hands on work as oppose to prodominately digital or technology activities, staff to have opportunities to work more closely with students, display and hold these specific office hours for student use.

| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |

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?

| No | 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 |

While we have many of the components of the MTSS framework, we need a more formalized structure to ensure follow through and proper documentation of tiered interventions. Due to a change in staffing, we are identifying team members and la ead for MTSS. We have been implementing SEL tier 1 supports through the 7 Mindsets program and are beginning the process of infusing the Branching Minds platform.

| No | There are language objectives (that demonstrate HOW students will use language) across the content. |

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

Students have asked for a stronger sense of community, stronger relationships with staff and their peers, and more programs to support them socially and emotionally. Diverse learner students require more inclusive opportunities

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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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	There are systems, teams and structures in place to support students. Attendence was particularly low among the freshmen and senior grades SY23. There was a significant reduction in incidents overall for the school year; however, there were an increased number of incidents at the end of the school year.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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 is the feedback from your stakeholders?** Many stakeholders have noted a foundational shift after the pandemic in the sense of community at the school. Also, the consent is for the multiple programs and processes within the school to meet the needs of the students and staff.	Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

When polled, students overwhelmingly stated that they want more diverse, enrichment program options. Often the school cannot accomodate activites requested by students; therefore, the goal is to survey students to align extracurricular activites with a sponsor/coach. There are some restorative practices and SEL instruction happening, yet the practice has to be done with fidelity. ✍️

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?

We have been using 7 Mindsets for our SEL curriculum and are working to expand the Healing Centers and access to SEL programming. We have committed to creating a more robust and well funded OST program. Additionally, staff voted to restructure the school week to create weekly time to meet with enrichment clubs/activities. Our attendance coordinator has been tracking student absenteeism and has been working on a new plan to ensure students have a re-entry plan. ✍️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The Post Secondaryl Leadership Team and counseling department have created systems to ensure that students complete their ILPs, track students through the "Summer Melt" process to support transition to colleges and careers. There are advanced courses and ECCE certifications that are available, but the students do not seem to be fully completing the requirements and a majority of the students do not have access to or take advantage of the programs. ✍️	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
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).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	3 - 8 On Track
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		There has been some movement towards spreading the access to more diverse groups of students, but by and large the honors track and CTE track have gotten the most attention and opportunity. There needs to be a much earlier push in the lower grades for exposure to postsecondary work. Although there has been significantly more structure and support for the Postsecondary Leadership Team, there can be more transparency, efficiency, and communication of progress tracking and deadlines. ✍️	Learn, Plan, Succeed
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	College Enrollment and Persistence Rate
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The district is transitioning to Canva to track postsecondary preparation and progress. Grade level teams are planning two college trips a year. Diverse and different groups of students have access to the Future Series to expose them to a range of career choices. Counselors are finding more ways to push into classrooms to educate and guide students through postsecondary planning. ✍️	9th and 10th Grade On Track

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level 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.

There are not enough options available for the kinds of programming students are interested in (nursing, cosmetology, business, etc) due to district funding and logistical/staffing diculties. Students are not getting through their WBL activities on a continuum, as the focus has been mostly on senior ILPs. Not enough students are getting access to advanced coursework or career certifications. ✍️

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.	Spectrum of Inclusive Partnerships	The school has created opportunities to involve/include families and the community through open LSC meetings, community access to the building, prioritizing teacher/parent communication, relationships with local businesses (Obama Foundation, Apostolic Church, U of C, etc). There is still clearly more work that needs to be done with parents feeling supported and taking more active roles in the school.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** There are many community stakeholders that want to be able to contribute to Hyde Park. The school has had to work to ensure that people working with our students have the students' best interest at heart. We have received conflicting feedback about how well we are working with families and utilizing the community assets we have. There has been little work done with student voice infrastructure which needs intentional planning and considerable oversight. The school website is rarely updated and needs to be overhauled. Some parents are very involved with the school, but not most parents.	

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 their voices heard, so they have a sense of agency in the school. All families need to feel welcome at the school. We need to work to connect students with more of the community resources and opportunities that exist.

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?

We could do more to ensure that we are reaching all families and thinking creatively about how best to use our assets. We have some teachers that have started to work towards implementing student voice infrastructure, but that needs significantly more work. We used surveys and focus groups last year as a way to start involving more student voice, but it needs more structure and planning. We have a tech team that is working to improve the digital representation of HP, but it needs to be prioritized.

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

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

Curriculum & Instruction

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?

Most students are not meeting the benchmarks for SAT and STAR assessments. Additionally many students make some gains in their assessment scores, but need to be pushed with more grade-level instruction to fill the existing gaps in their education. The learning loss is evident from the pandemic as scores have fallen consistently over the last few years.

What is the feedback from your stakeholders?

Students do not feel like they are being graded fairly and reported not feeling challenged in classes. There is a link between the teachers grading practices and student infractions. IB professional development opportunities to support tiered instruction were suggested.

What student-centered problems have surfaced during this reflection?

In responses to surveys and focus groups, students shared that they want more support from teachers (tutoring), specific/explicit feedback/discourse, less technology, more patience, more visuals & interactive activities, different and engaging strategies for learning.
They have requested more activities, less handouts, relationship building, cooperative grouping, faster and specific feedback, and clear grading policies that teachers can confidently explain.

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?

We are expanding access to IB Diploma, Career classes, as well as, AP classes to ensure more students experience challenging work in the areas where they are ready to be pushed. The ILT is working to improve alignment in curriculum maps and assessments to IB Standards and Practices as well as SAT skills. The impact of this will be to ensure that all teachers are scaffolding students to be taught at or above grade level. Course teams are meeting to review common assessments and standardize grading practices, and improve feedback for assessments to increase student mastery.

Return to Top

Determine Priorities

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

Students...

are not experiencing consistent IB focused curriculum with a sense of agency. Students need a clear and simple explanation of their assessments and grading practices with consistent implementation of IB curriculum and support

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 using curriculum that is aligned to IB standards and practices because there is not a consistent experience for students across classes (unit map and common assessment development), not all teachers have been trained in IB (common assessments, standardized grading practices, and rubric development), there are limited protocols for student driven discourse, and curriculum is teacher-driven rather than differentiated for student choice.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

provide teacher training and support around inquiry based strategies and learning engagements through the IB Standards and Practices with frequent progress monitoring

(from Strategic Plan TOA - If we target instructional/ SEL strategies, regular formative

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

assessments, interim assessment measures, and annual assessment measures as evidence of student achievement)

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.

then we see....

teachers creating and implementing IB aligned, inquiry based curriculum with common assessments, and common grading practices

(from strategic plan TOA -then Teacher teams will engage in regular data driven dialogues that focus on identifying specific, current needs of students, and implementing interventions to target those needs)

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

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

which leads to...

all students engaged in inquiry, action and reflection across all grade levels.

(Strategic plan - Resulting in a school wide culture that revolves around student-centered, skills based instructional practice, and professional behaviors)

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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	6/10/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👆	By When ✍️	Progress Monitoring
Implementation Milestone 1	Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)	Instructional Staff	10/1/23	Select Status
Action Step 1	Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100) (Determine training needs for tiered support)	Instructional Staff	8/25/23	Completed
Action Step 2	The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200) (Provide Tiered support from IB coordinators and department chairs)	Administrators, IB Coordinators and ILT	10/1/23	In Progress
Action Step 3	The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300) (Teachers collaborate using IB Standards and Practices to create common unit plans)	Administrators, IB Coordinators	9/22/23	Completed
Action Step 4	Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400) (Teachers have time for safe practice of inquiry based learning)	Instructional Staff	10/11	Select Status
Action Step 5	Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500) (Provide continuous observations and feedback to teachers)	Instructional Staff	10/22	Select Status
Implementation Milestone 2	Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)	Instructional Staff	10/20/23	Select Status
Action Step 1	Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)	Instructional Staff	10/25/23	Select Status
Action Step 2	Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)	Instructional Staff	10/30/23	Select Status
Action Step 3	Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)	All staff and students	10/27/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)	Instructional Staff and students	12/22/23	Select Status
Action Step 1	Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100).	Instructional Staff and students	12/22	Select Status
Action Step 2	Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)	Instructional Staff and students	12/1/23-12/22/23	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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Curriculum & Instruction

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Implementation Milestone 4	Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)	Instructional Staff and students	6/6/24	*Select Status*
Action Step 1	Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)	Instructional Staff and students	1/22/24	*Select Status*
Action Step 2	Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)	Instructional Staff and students	1/16/24	*Select Status*
Action Step 3	The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)	All Staff	1/16/24-5/15/24	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

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SY25-SY26 Implementation Milestones

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SY25 Anticipated Milestones	The school administrates assessments consistently, fairly, inclusively, and transparently. (0404-03)
SY26 Anticipated Milestones	Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

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Goal Setting

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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 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

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Performance Goals

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Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Improve the percentage of all students scoring proficient (meets benchmark) on the PSAT exam in Grade 10 by 10% from 5% to 15% by EOY	Yes	PSAT	Overall	5%	15%	25%	35%
			Select Group or Overall				
Improve the percentage of all students scoring proficient (meets benchmark) on the SAT exam in Grade 11 by 10% from 1% to 11% by EOY	Yes	SAT	Overall	1%	11%	21%	31%
			Select Group or Overall				

<div align="center">

Practice Goals

</div>

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.	Implementation of high quality core curriculum resources with fidelity (ELA - ; Math - ; I&S - ; Science - ; WL - ; PHE -)		
C&I:2 Students experience grade-level, standards-aligned instruction.	Implementation and use of personalized interventions and enrichments (i.e. Freckle)		
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT, teachers, and support staff will collaborate in implementing school-wide research-based instructional strategies for comprehension, discussion, and authentic collaboration.		

Curriculum & Instruction

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
Improve the percentage of all students scoring proficient (meets benchmark) on the PSAT exam in Grade 10 by 10% from 5% to 15% by EOY	PSAT	Overall	5%	15%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improve the percentage of all students scoring proficient (meets benchmark) on the SAT exam in Grade 11 by 10% from 1% to 11% by EOY	SAT	Overall	1%	11%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
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.	Implementation of high quality core curriculum resources with fidelity (ELA - ; Math - ; I&S - ; Science - ; WL - ; PHE -)	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Implementation and use of personalized interventions and enrichments (i.e. Freckle)	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT, teachers, and support staff will collaborate in implementing school-wide research-based instructional strategies for comprehension, discussion, and authentic collaboration.	Select Status	Select Status	Select Status	Select Status

Performance Goals

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

The grade level teams and behavioral support team meet twice a month to review student BAG reports and determine interventions. Some of the metrics are not reflective of the MTSS interventions that occur at Hyde Park, this is possibly due to the use of district platforms. We have a very small ELL population who are monitored, though we have struggled to provide services to students that speak different langauges/dialects (Wolof, Patwa, Senagalese, etc).

What is the feedback from your stakeholders?

Students request Quiz corrections, to have days to pull out students that struggle the most Each class should offer an afterschool opportunity to help you with homework. The use of more hands on work as oppose to prodominately digital or technology activities, staff to have opportunities to work more closely with students, display and hold these specific office hours for student use.

What student-centered problems have surfaced during this reflection?

Students have asked for a stronger sense of community, stronger relationships with staff and their peers, and more programs to support them socially and emotionally. Diverse learner students require more inclusive opportunities

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?

While we have many of the components of the MTSS framework, we need a more formalized structure to ensure follow through and proper documentation of tiered interventions. Due to a change in staffing, we are identifying team members and la ead for MTSS. We have been implementing SEL tier 1 supports through the 7 Mindsets program and are beginning the process of infusing the Branching Minds platform.

Return to Top

Determine Priorities

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

Students...

Students need tiered support from staff, and they need programs to improve SEL and culture. Diverse Learners need access to more academic intervention supports and enrichment opportunities

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...

Have not collaborated enough as a full MTSS Team and provided clear communication around student intervention.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

provide a data driven, decision making framework that has clear and concise SEL standards and expectations,

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....

teachers, admin, and the MTSS team will engage in regular data driven dialogues that focus on identifying specific, current needs of students, and implementing interventions to target those needs

which leads to...

establishing and supporting professional learning communities that continually strive to meet student needs and improve holistic instruction, evidenced by a reduction in student infractions and increase of GPA and attendance.

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 ✍

MTSS Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	6/10/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)	Administrators, IB Coordinators, ILT, and MTSS Team	9/1/23	Select Status
Action Step 1	The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation.	Administation	8/18/23	Select Status
Action Step 2	The school regularly reviews and ensures compliance with all access arrangements.	Administation	8/18/23	Select Status
Action Step 3	The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required.	All staff	8/25/23	Select Status
Action Step 4	The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges.	All Staff	9/1/23	Select Status
Action Step 5	The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable.	School Support Staff	9/8/23	Select Status
Implementation Milestone 2	The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)	Administrators, IB Coordinators, ILT, and MTSS Team	10/20/23	Select Status
Action Step 1	The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)	MTSS Team	10/1/23	Select Status
Action Step 2	The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)	MTSS Team	10/5/23	Select Status
Action Step 3	The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)	Administrators, IB Coordinators, ILT, and MTSS Team	10/5/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. "(0403-05)	Instructional Staff	3/22/24	Select Status
Action Step 1	Teachers consider learner variability when planning students' personal learning goals.	Instructional Staff	01/19/24	Select Status
Action Step 2	Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.	Instructional Staff	02/02/24	Select Status
Action Step 3	Teachers use IB-mandated policies to support students.	Instructional Staff	02/12/24	Select Status
Action Step 4	Teachers support language development with consideration for the language profiles of students.	Instructional Staff	03/08/24	Select Status
Action Step 5	Teachers use multiple technologies to aid and extend learning and teaching.	Instructional Staff	03/22/24	Select Status
Implementation Milestone 4	The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)	Administrators, IB Coordinators, ILT, and MTSS Team	06/06/24	Select Status
Action Step 1	The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)	ILT	04/26/24	Select Status

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

Inclusive & Supportive Learning Environment

Action Step 2	The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)	Administrators, IB Coordinators, ILT, and MTSS Team	05/03/24	*Select Status*
Action Step 3	The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)	Administrators, IB Coordinators, ILT, and MTSS Team	05/17/24	*Select Status*
Action Step 4	The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)	Administrators, IB Coordinators, ILT, and MTSS Team	05/24/24	*Select Status*
Action Step 5	The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)	Administrators, IB Coordinators, ILT, and MTSS Team	05/31/24	*Select Status*

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02) | ✏️ |
| SY26 Anticipated Milestones | Students take opportunities to consolidate their learning through assessment. (0404-04) | ✏️ |

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

| | | | | | Numerical Targets [Optional] ✏️ | | |
Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress in academics (decrease in Reading by 5% in Tier 3 from 47% to 42% and a decrease in Math by 5% in Tier 3 from 30% to 25%) AND behavior to evaluate the effectiveness of tiered instruction and supports that align with CIWP goals.	Yes	Other - MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	Overall	87%	82%	77%	72%
			Students with an IEP	62%	57%	52%	47%
Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks that align with CIWP goals.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	87%	82%	77%	72%
			Students with an IEP	62%	57%	52%	47%

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
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.	Schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	Schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	Schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.
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.	Schools use multiple data points (i.e., formative assessments, progress reports,incidents, and/or attendance reports) to make decisions on tiered supports for students.	Schools use multiple data points (i.e., formative assessments, progress reports,incidents, and/or attendance reports) to make decisions on tiered supports for students.	Schools use multiple data points (i.e., formative assessments, progress reports,incidents, and/or attendance reports) to make decisions on tiered supports for students.
I&S:3 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.	Schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.	Schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.	Schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.

Inclusive & Supportive Learning Environment

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
School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress in academics (decrease in Reading by 5% in Tier 3 from 47% to 42% and a decrease in Math by 5% in Tier 3 from 30% to 25%) AND behavior to evaluate the effectiveness of tiered instruction and supports that align with CIWP goals.	Other - MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	Overall	87%	82%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	62%	57%	Select Status	Select Status	Select Status	Select Status
Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks that align with CIWP goals.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	87%	82%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	62%	57%	Select Status	Select Status	Select Status	Select Status

Practice Goals | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.	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.	Schools use multiple data points (i.e., formative assessments, progress reports, incidents, and/or attendance reports) to make decisions on tiered supports for students.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.	Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Family engagement leading to enriched social experiences is a significant predictor of children's cognitive skills, and social-emotional skills, including motivation, attention, impulse control, and self-confidence (Boberiene, 2013). Heckman (2008) argued that change in family structure in the last several decades has contributed to low academic achievement. Engagement efforts focus on an inclusive and welcoming school environment for all families regardless of race, culture, language, and class. Thus, family engagement in the community offers opportunities for the student to learn about the world and how to learn within the context of community. Activities may include 'field experiences' at the library, attending a museum together, or volunteering in the community. Engagement in the school includes activities such as volunteering in children's classrooms, participating in policy councils, or acting as a school liaison. Other aspects of family engagement in the schools can be nurtured through school or class newsletters or other online forums, in which the school makes intentional effort to connect with home. Engagement is fostered when two-way communication is fostered between the school and home, where parents can initiate and direct interactions through the use of technology.   Lastly, developing powerful school cultures through partnerships with families and communities with continuous quality improvement, focusing on improving trusting relationships between the school and home, and building two-way systems of support that promote strategies to build quality family engagement supports. Family engagements calendar dates: PAC Meeting and Title 1 are scheduled for Thursday, 09.28.23.

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