

## 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
Carmen Jenkins	Principal	crowens@cps.edu
Randi Foust	CTU Union Rep/Teacher Leader	rifoust@cps.edu
Joanna Moya	Inclusive & Supportive Learning Lead	jmoya5@cps.edu
Richanda Owens	Connectedness & Wellbeing Lead	rtowens@cps.edu
Ivy Witczak	Teacher Leader	iwitczak2@cps.edu
Joanna Moya	Teacher Leader	jmoya5@cps.edu
Dawn Williams	Curriculum & Instruction Lead	dpwilliams@cps.edu
Jennifer Harris	Teacher Leader	jjbeltran@cps.edu
	Select Role	
	Select Role	
	Select Role	
	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	5/16/23	5/16/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	5/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/16/23	5/30/23
Reflection: Connectedness & Wellbeing	5/16/23	5/30/23
Reflection: Postsecondary Success	5/16/23	5/30/23
Reflection: Partnerships & Engagement	5/16/23	5/30/23
Priorities	6/6/23	6/6/23
Root Cause	7/18/23	7/25/23
Theory of Acton	7/25/23	8/1/23
Implementation Plans	8/1/23	8/8/23
Goals	8/8/23	8/15/23
Fund Compliance	8/15/23	8/22/23
Parent & Family Plan	8/22/23	8/29/23
Approval		

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/17/2023
Quarter 2	12/12/2023
Quarter 3	3/12/2024
Quarter 4	5/14/2024

**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**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Over 1/3 of our student population are below the 10th percentile (Tier 3) in both reading and math and near 1/3 are below the 25th percentile. All teacher have access to high-quality, culturally responsive curriculum with new Expeditionary Learning (EL), Eureka Math Squared and Skyline curriculums. Less than 50% of students are in Tier 1 in reading or math. Data-informed instructional decision making need to be in place across all classrooms. 📌

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

Stakeholder feedback tells us that students would appreciate more real-worl opportunities for learning, more fieldtrips, and more positive and consistent feedback from teachers. 📌

**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 conduct weekly grade team meetings that incorporate quarterly teacher learning cycles, thusly enhancing school-wide instructional goals, practice strategies and opportunities to engage in vertical/parallel discussions around instruction. We have also incorporated multiple cycles of Instructional Leadership Team led PD and observations, leading to school-wide cohesion of instructional goals around defined topics of differentiation and rigor. We've conducted data analysis of initial and secondary screeners, helping us to determine class wide intervention needs as well as MTSS grouping. 📌

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

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

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

12% of students in grades 3rd - 8th are performing at/above grade level on IAR Reading and only 4% of student in grades 3rd -8th are performing at/above grade level on IAR Math. 📌

65% of students in grades 3rd - 8th are performing on levels 1 and 2 on IAR Reading and 79% of student in grades 3rd-8th are performing in levels 1 and 2 on IAR Math

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**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**

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

Supplemental interventions enabled us to move students from pre-foundational to developed, and we saw a decrease of 8% overall number of students in Tier 3 Reading. We have a strong Behavioral Health Team. 📌

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	
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>
Partially	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>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Stakeholder feedback tells us that parents appreciate time and support that students receive, especially small group settings; parents consistently express appreciation for additional supports during IEP meetings, parents are eager to have students participate in summer tutoring opportunities.

**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?**

Regular K-6 secondary screening and progress monitoring enables us to Implement academic interventions tailored to student deficits; monitor goal and adjust intervention. The OST after-school tutoring enabled us to offer more than 50 students 16 weeks of after-school tutoring. Teachers attended an IEP Writing PD to develop skills in having well written IEPs with specific goals and data. Our BHT Team meets weekly to discuss Tier 2 and 3 concerns.

- [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.

Less than 50% of students are Tier 1 in Reading OR Math and 33% of students are in Tier 3. 🍌

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Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	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.

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

Students reported not feeling a sense of belonging which inhibited the positive school-wide and classroom environments needed to foster a strong sense of community and positive relationships. 🍌

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

The 5 Essentials survey and student Cultivate survey tells us that students don't feel a sense of connectedness to the school or classmates. 🍌

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

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>5th- 8th grade student express feeling a sense of classroom community on the school Cultivate Survey that results in a rating of 21. 🍌</p>		<p>(1) OST afterschool programming (Disney Musicals in Schools, SCORE Sports, tutoring) 🍌                  (2) Community in Schools programming (art therapy, BAM, anger-management group)                  (3) School events: Back-to-School bash, Open House, Fall Family Fest, Mystery Reader, 1st Grade Cuddle-Up-and-Read Family Event, AttenDance, Valentine's Dance, SVC Dance, Career Day                  (4) Student-Voice Committee, Talking Circles                  (5) Middle School Career expo fieldtrip, school-wide Career Day</p> <p>We were able to give students a positive, non-academic school experience that aided in fostering a sense of community and connectedness. This also allowed for students to explore</p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics	
Partially	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>We need to continue to strengthen our programming around postsecondary success for middle school students. We also need to build in more discussions around possible career choices for students to explore. 🍌</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p>	
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>	
No	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>		<p><a href="#">9th and 10th Grade On Track</a></p>	
N/A	<p>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).</p>		<p><b>What is the feedback from your stakeholders?</b></p> <p>Our feedback tells us that parents would like more understanding around the high school application process, and that students would like more exposure to the different highschool and college offerings. 🍌</p>	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>		<p>We have begun incorporating "Success Bound" classes for 7th-8th grade students to support postsecondary success, and have a Career Day planned in the Spring. The school counselor schedules individual meetings with families to support them through the gocps.edu application process. 🍌</p>	
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>			

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

Students have limited understanding of the high school application process and would greatly benefit from learning around the process. 🍌

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>We need to create more opportunities for family engagement. Our Community in Schools partnerships support the bulk of our SEL offerings. 📌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Our feedback tells us that one of our most successful practices include the support of our Community in Schools programming. 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>We have many students who have experienced trauma, and others dealing with anxiety and other very challenging, emotional situations that we need to support. 📌</p>		<p>We offer Open Arts Studios Art Therapy, Guitars over Guns, BAM and other Community in Schools programming which enabled us to offer a field trip to the symphony orchestra, offer mentoring to middle school boys, offer non-academic SEL support and enrichment programming to 3rd-8th grade students. We planned a Fall Festival, Winter Dance, Back-to-School Bash, 8th Grade EOY Events to help engage students and families in the school and help instill a stronger sense of community. 📌</p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Over 1/3 of our student population are below the 10th percentile (Tier 3) in both reading and math and near 1/3 are below the 25th percentile. All teacher have access to high-quality, culturally responsive curriculum with new Expeditionary Learning (EL), Eureka Math Squared and Skyline curriculums. Less than 50% of students are in Tier 1 in reading or math. Data-informed instructional decision making need to be in place across all classrooms.

What is the feedback from your stakeholders?

Stakeholder feedback tells us that students would appreciate more real-worl opportunities for learning, more fieldtrips, and more positive and consistent feedback from teachers.

What student-centered problems have surfaced during this reflection?

12% of students in grades 3rd - 8th are performing at/above grade level on IAR Reading and only 4% of student in grades 3rd -8th are performing at/above grade level on IAR Math.

65% of students in grades 3rd - 8th are performing on levels 1 and 2 on IAR Reading and 79% of student in grades 3rd-8th are performing in levels 1 and 2 on IAR Math

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 conduct weekly grade team meetings that incorporate quarterly teacher learning cycles, thusly enhancing school-wide instructional goals, practice strategies and opportunities to engage in vertical/parallel discussions around instruction. We have also incorporated multiple cycles of Instructional Leadership Team led PD and observations, leading to school-wide cohesion of instructional goals around defined topics of differentiation and rigor. We've conducted data analysis of initial and secondary screeners, helping us to determine class wide intervention needs as well as MTSS grouping.

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Determine Priorities

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

Students...

65% of students in grades 3rd - 8th are performing in levels 1 and 2 on IAR Reading and 79% of student in grades 3rd-8th are performing in levels 1 and 2 on IAR Math.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...

.....are too focused on whole group teaching solely following the curriculum without using data-driven instructional decisions based on current, ongoing progress monitoring and mastery of standards.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

....effectively deliver classroom instruction and core curriculum; create high quality, Tier 1 student support and small-grouping plans through the use of ongoing, formative assessments and progress monitoring

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 facilitating inquiry-based questions and activities to foster student discussion, teachers consistently making data-based decisions to tailor Tier I lessons to students' needs, teachers using formative assessment, classroom observations and progress monitoring to make small group decisions

which leads to...

...students receiving mini-lessons that move into data-based small groups, students engaging in inquiry-based, student-led discussions and activities, and an increase in the number of students performing at/above grade level in Reading and Math.

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[Resources:](#)

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1 10/17/2023 Q3 3/12/2024  
Q2 12/12/2023 Q4 5/14/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of reading and math teachers will engage in professional development on ways to collect data for small group decision making.	ILT	10/26/23	In Progress
<b>Action Step 1</b>	ILT will introduce the Implementation Milestone plans for SY24, including the professional learning cycles for grade team meetings.	ILT	8/14/23	Completed
<b>Action Step 2</b>	Learning Cycle - Learning around data cycles, types of data collection (e.g. exit tickets, checklist)	Grade Team Meeting	8/21	Completed
<b>Action Step 3</b>	Learning Cycle 1a - What are the different data points to collect within the curriculum?	Grade Team Meeting	9/5	Completed
<b>Action Step 4</b>	After school PD 1c - Progress Monitoring & Intro to Data Analysis	ILT	10/3/23	Completed
<b>Action Step 5</b>	School Improvement Day - Data Analysis (7:30 - 12:15)	ILT	10/27/23	In Progress
<b>Implementation Milestone 2</b>	100% of teachers are collecting weekly data points from formative assessments, and engaging in data talks in weekly grade team meetings.		12/21/23	Select Status
<b>Action Step 1</b>	Learning Cycle 2a - DDI Cycle - Data analysis & decision making		11/8/23	Select Status
<b>Action Step 2</b>	Learning Cycle 2b - DDI Cycle - Revisit Progress Monitoring		11/15/23	Select Status
<b>Action Step 3</b>	After School PD - Data-based small grouping		12/12/23	Select Status
<b>Action Step 4</b>	Learning Cycle 2c - DDI Cycle - Data-based small grouping		12/20/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	100% of teachers will analyze data weekly to create small group instructional plans.	ALL teachers	3/22/23	Select Status
<b>Action Step 1</b>	Learning Cycle 3a - DDI & small group planning		1/8/24	Select Status
<b>Action Step 2</b>	ILT Walkthrough - Peer Observations		1/25/24	Select Status
<b>Action Step 3</b>	Learning Cycle 3b - ILT Feedback and small group planning		1/31/24	Select Status
<b>Action Step 4</b>	Learning Cycle 3c - DDI & small group planning		2/20/24	Select Status
<b>Action Step 5</b>	School Improvement Day - DDI Cycles - differentiated for teachers		4/1/23	Select Status
<b>Implementation Milestone 4</b>	100% of teachers will analyze data weekly to create small group instructional plans.			Select Status
<b>Action Step 1</b>	School Improvement Day - DDI Cycles - differentiated for teachers		4/12 Afterschool PD	Select Status
<b>Action Step 2</b>	ILT Walkthrough		4/24/24	Select Status
<b>Action Step 3</b>	Learning Cycle 4b - Walkthrough Data Talks		5/8/24	Select Status
<b>Action Step 4</b>	Learning Cycle 4c - Data Talks		5/14/24	Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of teachers will engage in data-driven instructional cycles (collect, analyze, implement small groups...)	
<b>SY26 Anticipated Milestones</b>	100% of teachers will engage in data-driven instructional cycles (collect, analyze, implement small groups...)	

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

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

**Resources:**

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

**Performance Goals**

Specify the Goal 🚀	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🚀	Numerical Targets [Optional] 🚀		
					SY24	SY25	SY26
Reduce the number of students in the IAR Reading performance level 1 and 2 from 65% to 40%	Yes	IAR (English)	Overall	65%	57.00%	48.00%	40%
Reduce the number of students in the IAR Math performance levels 1 and 2 from 79% to 54%.	Yes	IAR (Math)	Overall	79%	71.00%	62.00%	54%
			NA				

**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

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:5 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.	100% of Reading and Math gen. ed. teachers will deliver standards-based, small-group instruction based on current student data.	Reading and Math gen. ed. teachers will create flexible, fluid small-group based on standards-based mastery (changing groups frequently, as students demonstrate mastery).	Teachers can make in-the moment decisions based on assessments/observations to determine students next steps towards mastery.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will utilize ongoing, formative assessment data and mastery of standards to determine student small group instructional needs. This will be measured through ILT Peer-observations and grade team meeting data conversations.	Teachers will conduct and track ongoing progress monitoring combined with formative assessment data and mastery of standards to determine fluid, small group instructional needs. This will be measured through ILT Peer-observations and grade team meeting data conversations.	Teachers will continue to conduct and track ongoing progress monitoring combined with formative assessment data and mastery of standards to determine fluid, small group instructional needs. This will be measured through ILT Peer-observations and grade team meeting data conversations.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reduce the number of students in the IAR Reading performance level 1 and 2	IAR (English)	Overall	65%	57.00%	Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Curriculum &amp; Instruction</b>				
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>								<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
IAR reading performance level 1 and 2 from 65% to 40%		IAR (English)								<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Reduce the number of students in the IAR Math performance levels 1 and 2 from 79% to 54%.	IAR (Math)	Overall		79%	71.00%					<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		NA								<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	100% of Reading and Math gen. ed. teachers will deliver standards-based, small-group instruction based on current student data.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will utilize ongoing, formative assessment data and mastery of standards to determine student small group instructional needs . This will be measured through ILT Peer-observations and grade team meeting data conversations.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
<i>Select a Practice</i>		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.
Partially	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Students reported not feeling a sense of belonging which inhibited the positive school-wide and classroom environments needed to foster a strong sense of community and positive relationships.

What is the feedback from your stakeholders?

The 5 Essentials survey and student Cultivate survey tells us that students don't feel a sense of connectedness to the school or classmates.

What student-centered problems have surfaced during this reflection?

5th- 8th grade student express feeling a sense of classroom community on the school Cultivate Survey that results in a rating of 21.

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?

(1) OST afterschool programming (Disney Musicals in Schools, SCORE Sports, tutoring)  
 (2) Community in Schools programming (art therapy, BAM, anger-management group)  
 (3) School events: Back-to-School bash, Open House, Fall Family Fest, Mystery Reader, 1st Grade Cuddle-Up-and-Read Family Event, AttenDance, Valentine's Dance, SVC Dance, Career Day  
 (4) Student-Voice Committee, Talking Circles  
 (5) Middle School Career expo fieldtrip, school-wide Career Day

We were able to give students a positive, non-academic school experience that aided in fostering a sense of community and connectedness. This also allowed for students to explore different interest, build a sense of confidence, intermingle across grade levels and help develop responsibility.

Return to Top Determine Priorities

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

Students...  
 5th- 8th grade students express feeling a sense of classroom community on the school Cultivate Survey that results in a rating of 21.

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 created a positive behavioral intervention support system that serves as the foundation for building a strong sense of community throughout the school, promoting common expectations, or aiding in the development of positive relationships.

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....  
 ...create a supportive and effective school-wide positive behavior intervention system that fosters student inteconnectedness, deliver Tier 1 instruction that integrates SEL via supportive teaching and supportive teaching, successfully deliver core SEL lessons across the school as well as additional Tier 2 SEL small-group supports and provide additional

Resources:

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

then we see....

... teachers building community throughout the school day, (e.g. providing check-in opportunities for students, building positive partnerships with families, planning for peer-to-peer student reflections; communicating consistent, shared expectations that aid in the development of positive relationships; providing frequent, varied ways for students to share their thinking, needs and questions during instructional activities; modeling encouragement and support of the classroom community and verbally affirming students when they are supportive of one another).



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

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

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

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

which leads to...

...an increase in attendance, a decrease in student behaviors disruptive to the learning process, a higher percentage of students feeling a sense of belonging, students engaged in and employing SEL strategies independently, a strong sense of community throughout the school and deeper student engagement and sense of well-being.



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, Behavioral Health Team and Climate Team

Dates for Progress Monitoring Check Ins

Q1 10/17/2023

Q3 3/12/2024

Q2 12/12/2023

Q4 5/14/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Create a Climate & Culture Team	Admin	End of 1st Quarter	In Progress
<b>Action Step 1</b>	Advertise/recruit staff members to join via interest survey	Admin	2nd week of school	Completed
<b>Action Step 2</b>	Create a consistent meeting schedule and rolling agenda items	Climate Team	End of 1st Quarter	Not Started
<b>Action Step 3</b>	Write team mission and annual goal	Climate Team	End of 1st Quarter	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Build a school-wide PBIS system			Select Status
<b>Action Step 1</b>	Reserach PBIS systems to use as a starting point of building our own system	CIWP Team	Oct. 2, 2023	In Progress
<b>Action Step 2</b>	Present a loose framework for staff input and feedback for PBIS system	Admin	Oct. 9 - 13, 2023	Select Status
<b>Action Step 3</b>	Draft the framework for the school-wide PBIS system	CIWP Team	Nov. 1, 2023	Select Status
<b>Action Step 4</b>	Solicit staff feedback for components under each framework topic	Admin	Nov. 13 - 17	Select Status
<b>Action Step 5</b>	Create the final PBIS system	CIWP Team	Start of 3rd Quarter	Select Status
<b>Implementation Milestone 3</b>	Deliver Tier 1 instruction that integrates SEL via supportive teaching			Select Status
<b>Action Step 1</b>	Grade bands determine where SEL strategies are imbeded in the curriculum	Grade Band Teams	Week of 9/4 - 8, 2023	Completed
<b>Action Step 2</b>	Each grade band will select a priority "Habit of Character" to focus on	Homeroom Teachers	Ongoing	Select Status
<b>Action Step 3</b>	Teachers will conduct Second Step curriculum lessons biweekly	Homeroom Teachers	Ongoing	Select Status
<b>Action Step 4</b>	BHT Team will conduct classroom "Second Step" observations and offer Tier 2 support	BHT Team	Weekly	Select Status
<b>Action Step 5</b>	Send teachers to partner N6 schools for practice observations	Admin	By end of 1st Quarter	Select Status
<b>Implementation Milestone 4</b>	Staff will conduct Talking Circles with student groups			Select Status
<b>Action Step 1</b>	RP Coach will conduct Tier 2 Talking Circles for a BHT identified group of students	RP Coach/BHT Team	1st Quarter	Select Status
<b>Action Step 2</b>	RP coach will begin training teachers to conduct Talking Circles	RP Coach/BHT Team	Start of 2nd Quarter	Select Status
<b>Action Step 3</b>	RP Coach will co-facilitate Talking Circles with teachers (as needed)	RP Coach	2nd Quarter	Select Status
<b>Action Step 4</b>	Teachers will begin facilitating ongoing classroom Talking Circles	RP Coach	2nd Quarter	Select Status
<b>Action Step 5</b>				Select Status

SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
 C&C Team will plan family engagement events,  
 The school will Implement school-wide PBIS system,  
 BHT will continue to support classrooms with Tier 2 concerns,  
 Teachers will participate in peer classroom observations around classroom community-building  
 Deliver Tier 1 instruction that integrates SEL via supportive teaching



**SY26 Anticipated Milestones** C&C Team will plan family engagement events, The school will Implement school-wide PBIS system, BHT will continue to support classrooms with Tier 2 concerns, Teachers will participate in peer classroom observations around classroom community-building Deliver Tier 1 instruction that integrates SEL via supportive teaching

[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
Increase the number of students expressing a sense of classroom community from 21 to 40 on the cultivate survey	Yes	Cultivate	Overall	21	27.3	33.6	40
			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.	Create a Climate & Culture Team, Build a school-wide PBIS system BHT will provide additional support to specified classrooms with increased Tier 2 student-behaviors/SEL concerns Send teachers to partner N6 schools for practice observations	C&C Team will plan family engagement events, The school will Implement school-wide PBIS system, BHT will continue to support classrooms with Tier 2 concerns, Teachers will participate in peer	C&C Team will plan family engagement events, The school will Implement school-wide PBIS system, BHT will continue to support classrooms with Tier 2 concerns, Teachers will participate in peer
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will follow a set schedule of SEL core curricula RP Coach will conduct Tier 2 Talking Circles for a BHT identified group of students RP coach will begin training teachers to conduct Talking Circles	Teachers will follow a set schedule of SEL core curricula RP Coach will train teachers and co-facilitate their own Tier 2 Talking Circles	Teachers will follow a set schedule of SEL core curricula Teachers will conduct Tier 2 Talking Circles
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students expressing a sense of classroom community from 21 to 40 on the cultivate survey	Cultivate	Overall	21	27.3	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Connectedness &amp; Wellbeing</b>			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Select metric</a>		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	

Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
	<b>SY24</b>				
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.	Create a Climate & Culture Team, Build a school-wide PBIS system BHT will provide additional support to specified classrooms with increased Tier 2 student-behaviors/SEL concerns Send teachers to partner N6 schools for practice observations Deliver Tier 1 instruction that integrates SEL via supportive teaching	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will follow a set schedule of SEL core curricula RP Coach will conduct Tier 2 Talking Circles for a BHT identified group of students RP coach will begin training teachers to conduct Talking Circles	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>



## 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.



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