

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
Tracey Redmond	Principal	tredmond@cps.edu
Sherisse Lucas	AP	salucas@cps.edu
Lynnycesa Palmer	Lead Coach	laperry@cps.edu
Kimberly Branch	Interventionist	kbranch9@cps.edu
Jorian Ross	Counselor	jeross1@cps.edu
Crujera Wiggins	Teacher Leader	cnmiller@cps.edu
Janeen Walker	Teacher Leader	jwalker@cps.edu
Kendrick Harris	Connectedness & Wellbeing Lead	kharris3@cps.edu
Chana Wilson	LSC Member	mildredhampton3@yahoo.com
Marvita Johnson	SECA	mljohnson23@cps.edu
Nanyamka Patrick	Teacher	npatrick1@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/8/23	5/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/16/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/16/23	6/30/23
Reflection: Connectedness & Wellbeing	6/16/23	6/30/23
Reflection: Postsecondary Success	6/16/23	6/30/23
Reflection: Partnerships & Engagement	6/16/23	6/30/23
Priorities	6/30/23	7/7/23
Root Cause	6/30/23	7/14/23
Theory of Acton	7/10/23	7/21/23
Implementation Plans	7/17/23	7/28/23
Goals	7/24/23	8/4/23
Fund Compliance	8/1/23	8/9/23
Parent & Family Plan	8/1/23	8/9/23
Approval	8/11/23	8/11/23

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	9/26/2023
Quarter 2	12/5/2023
Quarter 3	2/6/2024
Quarter 4	4/16/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	wondering: how is growth measured -we need to focus on growing students across tiers -students must be exposed to grade level content -pacing of lessons is a concern-are we pacing correctly? -do students have an opportunity to engage and share thinking during lessons -teacher supports-how do we implement mindset shifts for teachers who are not centering the students in their classroom learning and environments? -developing conducive learning environments -DL students not receiving access to GL content -DL teachers need to be included in lesson planning with Gen Ed teachers -Co-teaching model/DL teachers have to push in -Need for regular/daily assessments (exit tickets/checks for understanding)	 iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
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?	iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	Some common challenges in implementing grade level standards include: 1. Lack of teacher training and professional development to effectively teach the standards. 2. Insufficient instructional resources and materials aligned with the standards. 3. Limited time and resources to differentiate instruction for students with diverse needs. 4. Resistance to change from teachers, parents, or other stakeholders. 5. Inadequate support and guidance from administrators and policymakers. 6. Overemphasis on standardized testing, which can lead to a narrow focus on test preparation rather than deeper learning of the standards. 7. Inequities in access to resources and opportunities, particularly for disadvantaged students. 8. Difficulty in engaging and motivating students who may struggle with the rigor of grade level standards.	 Cultivate Grades ACCESS TS Gold
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	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?	Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	-implementation of Skyline; professional development has shifted to data informed planning; incorporating student voice into classroom learning/lessons -El students are not receiving the instructional supports they need; have to provide them with access and opportunity -DL students not receiving appropriate accommodations instead of modifications. Modifications should be limited for resource DL students	

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.

All students need to receive high quality instruction at grade level in all core subjects daily and with fidelity

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	-IEPs writing needs to be improved and implemented with fidelity -MTSS programs need to be up and running with Branching Minds -DL teachers need to push in to gen ed classrooms when applicable (develop a more formal approach) -DL students must be taught grade level content with appropriate accommodations (possible collab w/SEA) -need to decrease our LRE3 -implementation of collaboration logs at GBM -IEP writing support (possible collab w/DR)	 Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Concerns and suggestions from stakeholders regarding inclusive learning include the need for adequate resources and support for students with diverse needs, the importance of teacher training and professional development, the desire for a welcoming and inclusive school culture, and the need for ongoing communication and collaboration between all stakeholders.

Jackson should promote a welcoming and inclusive school culture by fostering a sense of belonging for all students, promoting diversity and respect, implementing anti-bullying policies, providing inclusive curriculum and materials, organizing inclusive events and activities, and ensuring that all students have equal opportunities to participate and succeed.

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?

-Branching minds PD; development of MTSS systems and structures; implement and monitor collaboration logs bi-weekly

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

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

Students are not receiving tiered interventions/supports consistently, and therefore not making progress at accessing grade level content

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

- Second step/SEL implementation must be done with fidelity during Morning circle
- Classroom behavior management plans in all classrooms starting day 1
- Find ways to increase teacher involvement with attendance procedures
- Attendance structures and procedures need to be reviewed

What is the feedback from your stakeholders?

Jackson stakeholders provided feedback on social-emotional learning (SEL) by emphasizing the importance of teaching and integrating SEL skills into the curriculum, providing adequate training for teachers, and ensuring that SEL programs are age-appropriate and inclusive. Regarding restorative practices, stakeholders suggest implementing restorative circles, conflict resolution strategies, and a focus on repairing harm and building relationships. In terms of equitable access, stakeholders highlight the need for resources, support, and opportunities to be distributed fairly among all students, regardless of their background or abilities.

- 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](#)

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

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

[Student Voice 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.

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?

Some common student center problems related to connectedness and well-being include feelings of isolation, lack of social support, difficulty in forming meaningful relationships, and mental health challenges such as stress, anxiety, and depression. Many educational institutions offer resources to support students struggling with connectedness and well-being. These resources may include counseling services, support groups, wellness programs, mental health initiatives, and student organizations focused on fostering a sense of community and well-being. It's best to check with your specific institution to see what resources are available to you. Some strategies for improving connectedness and well-being include reaching out to others and building social connections, participating in campus activities and clubs, seeking support from friends, family, or counselors, practicing self-care activities such as exercise, mindfulness, and maintaining a healthy lifestyle, and seeking professional help if needed. It's important to find a balance between academic responsibilities and personal well-being

Revamp of attendance team, review and revision of attendance plan, development of new community partnerships to support with academic, enrichment and SEL needs. These efforts will address the barriers and obstacles for all student groups at MJES

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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
Yes	<p>College and Career Competency Curriculum (C4)</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>-successfully implemented a post-secondary plan using success bound and naviance curriculum -successfully implemented ILPs through Naviance (6th-8th) -exposed students to work based activities, but need to explore work based toolkit and provide access for students</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</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>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Work Based Learning Toolkit</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>What is the feedback from your stakeholders? Stakeholders provided feedback on the implementation of college and career curriculum instruction by emphasizing the need for early exposure to college and career exploration, ensuring relevance and alignment with students' interests and aspirations, providing resources and support for students from diverse backgrounds, and fostering partnerships with colleges, businesses, and community organizations to enhance opportunities for students. They also suggest ongoing evaluation and feedback loops to assess the effectiveness of the curriculum and make necessary adjustments.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</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>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</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>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
N/A	<p>Alumni Support Initiative One Pager</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>	<p>-Counselor will collaborate with SS teacher to implement SuccessBound & School Links -Implement Work Based Toolkit</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.

We need to provide students access to the activities within the work-based learning toolkit in multiple spaces with fidelity

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>-implement parent university -school based academic nights (literacy/math/science nights) -involve caretakers (grandparents day, muffins to mom, donuts with dads) -implement student voice committee with fidelity with a formal structure for student voice committee meetings</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
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 & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Common areas of focus for family and community engagement with schools include communication and information sharing, parental involvement in decision-making processes, volunteer opportunities, parent-teacher collaboration, and fostering a sense of community and belonging.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students do not currently have a systematic way to engage in problem solving and decision making</p>		<p>-development of community partners to support with engaging school community -development of parental support systems to help with parent engagement</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

wondering: how is growth measured
 -we need to focus on growing students across tiers
 -students must be exposed to grade level content
 -pacing of lessons is a concern-are we pacing correctly?
 -do students have an opportunity to engage and share thinking during lessons
 -teacher supports-how do we implement mindset shifts for teachers who are not centering the students in their classroom learning and environments?
 -developing conducive learning environments
 -DL students not receiving access to GL content
 -DL teachers need to be included in lesson planning with Gen Ed teachers
 -Co-teaching model/DL teachers have to push in
 -Need for regular/daily assessments (exit tickets/checks for understanding)

What is the feedback from your stakeholders?

Some common challenges in implementing grade level standards include: 1. Lack of teacher training and professional development to effectively teach the standards. 2. Insufficient instructional resources and materials aligned with the standards. 3. Limited time and resources to differentiate instruction for students with diverse needs. 4. Resistance to change from teachers, parents, or other stakeholders. 5. Inadequate support and guidance from administrators and policymakers. 6. Overemphasis on standardized testing, which can lead to a narrow focus on test preparation rather than deeper learning of the standards. 7. Inequities in access to resources and opportunities, particularly for disadvantaged students. 8. Difficulty in engaging and motivating students who may struggle with the rigor of grade level standards.

What student-centered problems have surfaced during this reflection?

All students need to receive high quality instruction at grade level in all core subjects daily and with fidelity

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?

-implementation of Skyline; professional development has shifted to data informed planning; incorporating student voice into classroom learning/lessons
 -EL students are not receiving the instructional supports they need; have to provide them with access and opportunity
 -DL students not receiving appropriate accommodations instead of modifications. Modifications should be limited for resource DL students

Return to Top Determine Priorities

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

Students...
 Will receive access to high quality Tier 1 instruction on a daily basis in all core subjects; receiving differentiated supports to provide the acceleration needed for them to access content.

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...
 need to engage in professional learning that assists with implementing Skyline (planning for instructional delivery), review data to identify students that need additional/differentiated supports, and provide strategic interventions using Branching Minds

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 our students with high quality tier 1 instruction in all core subjects

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....

Students engaging in rigorous tasks that engage them in productive struggle



which leads to...

Students at Jackson closing the achievement gap by showing mastery of grade level texts and tasks



[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

Administration(ILT, Lead Coach, Interventionist), Staff(teaching staff), District

Dates for Progress Monitoring Check Ins

Q1 9/26/2023

Q3 2/6/2024

Q2 12/5/2023

Q4 4/16/2024

SY24 Implementation Milestones & Action Steps

Who


By When


Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Staff will be trained to use Skyline Curriculum	Teachers, Administration	August 2023-June 2024	Select Status
Action Step 1	Staff will participate in district professional development of Skyline Curriculum	Teachers, Administration	August 2023-June 2024	Select Status
Action Step 2	Staff will participate in school based professional development of Skyline Curriculum	Teachers, Administration	August 2023-June 2024	Select Status
Action Step 3	Staff will participate in ongoing school based professional development of skyline Curriculum	Teachers	August 2023-June 2024	Select Status
Action Step 4	Teachers will obtain Skyline Badges offered through CPS	Teachers	08/18/2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will implement Skyline Curriculum with fidelity	Teachers	August 2023-June 2024	Select Status
Action Step 1	Teachers will collaboratively unit plan every five weeks during grade band meetings	Teachers	August 2023-June 2024	Select Status
Action Step 2	Teachers/DL will collaboratively annotate TFGs weekly	Teachers	August 2023-June 2024	Select Status
Action Step 3	Teachers will navigate digital platforms i.e. Google Classroom, Skyline, Checkpoint	Teachers	August 2023-June 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will deliver high quality, Tier 1, instruction in all core subjects using Skyline Curriculum	Teachers	August 2023-June 2024	Select Status
Action Step 1	Teachers will deliver instruction using Skyline's set pacing guide	Teachers	August 2023-June 2024	Select Status
Action Step 2	Teachers will collaborate with colleagues to plan for instruction	Teachers	August 2023-June 2024	Select Status
Action Step 3	Teachers will provide opportunities for student discourse to enhance student experience	Teachers	August 2023-June 2024	Select Status
Action Step 4	Teachers will use formative assessments daily to guide instruction	Teachers	August 2023-June 2024	Select Status
Action Step 5	Teachers will engaged in ongoing professional development on navigating, implementing and assessing using the Skyline curriculum.	Teachers	August 2023-June 2024	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones


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

SY25 Anticipated Milestones
 Teachers will continue to deliver high quality Tier 1 instruction while providing rigorous tasks that will engage them in productive struggle. We will begin to see student achievement gap closing by 20%. 




SY26 Anticipated Milestones
 Teachers will begin to guide and facilitate high quality Tier 1 instruction while providing rigorous tasks that will engage them in productive struggle. We will begin to see 20% of our student body testing on grade level on achievement assessments at MJES. 

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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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
The percentage of students in grades 3-8 that are at/above benchmark on the STAR 360 exam will increase from 15% to 30% by the end of SY26	Yes	STAR (Reading)	Overall	15	20	25	30
			Select Group or Overall				
The percentage of students meeting or exceeding iReady growth targets in grades K-2 will increase from 22% to 40% by SY26	Yes	iReady (Reading)	Overall	22	27	32	40
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Our practice goal is to ensure teachers are providing students with grade level instruction using the Skyline curriculum with fidelity in all core subjects. We will measure progress of curriculum implementation through peer observations, core walk data, lesson plan feedback, informal and formal observations	Teachers can differentiate instruction by using a variety of strategies such as flexible grouping, tiered assignments, and individualized learning plans. They can also provide additional support or enrichment activities based on students' skill levels and learning needs.	Direct Instruction: Clearly and explicitly teaching the content and skills outlined in the standards. 2. Differentiated Instruction: Adapting instruction to meet the diverse needs of students, providing support or enrichment as necessary. 3. Cooperative Learning: Encouraging collaboration and teamwork among students to discuss
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Our practice goal is to make sure teachers are utilizing all aspects of the Skyline curriculum, and monitoring student progress along the way. Implementation of assessment routines such as exit tickets and checks for understanding will be monitored for daily teaching practices. Review of classroom assessment data, lesson plan checks, interim assessment data review, and usage of LASW protocol every 5 weeks are ways we will monitor progress	Establish evidence-based assessments for learning practices, goals include: 1. Implementing formative assessments regularly to monitor student progress and provide timely feedback. 2. Incorporating a variety of assessment methods to assess different types of knowledge and skills. 3. Ensuring assessments align with learning objectives and are valid, reliable, and fair.	1. Use of assessment data to inform instructional decisions and tailor teaching strategies to meet individual student needs. 2. Promote student engagement and self-assessment through reflective practices. 3. Continuously evaluate and refine assessment practices based on research and best practices in education.
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
The percentage of students in grades 3-8 that are at/above benchmark on the STAR 360 exam will increase from 15% to 30% by the end of SY26	STAR (Reading)	Overall	15	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
The percentage of students meeting or exceeding iReady growth targets in grades K-2 will increase from 22% to 40% by SY26	iReady (Reading)	Overall	22	27	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Our practice goal is to ensure teachers are providing students with grade level instruction using the Skyline curriculum with fidelity in all core subjects. We will measure progress of curriculum implementation through peer observations, core walk data, lesson plan feedback, informal and formal observations	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Our practice goal is to make sure teachers are utilizing all aspects of the Skyline curriculum, and monitoring student progress along the way. Implementation of assessment routines such as exit tickets and checks for understanding will be monitored for daily teaching practices. Review of classroom assessment data, lesson plan checks, interim assessment data review, and usage of LASW protocol every 5 weeks are ways we will monitor progress	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

-implement parent university
 -school based academic nights (literacy/math/science nights)
 -involve caretakers (grandparents day, muffins to mom, donuts with dads)
 -implement student voice committee with fidelity with a formal structure for student voice committee meetings

What is the feedback from your stakeholders?

Common areas of focus for family and community engagement with schools include communication and information sharing, parental involvement in decision-making processes, volunteer opportunities, parent-teacher collaboration, and fostering a sense of community and belonging.

What student-centered problems have surfaced during this reflection?

Students do not currently have a systematic way to engage in problem solving and decision making

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?

-development of community partners to support with engaging school community
 -development of parental support systems to help with parent engagement

Return to Top Determine Priorities

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

Students... will have a systemic way to engage in problem solving and decision making at MJES. Stakeholders will have access to community partnerships that will address the holistic needs of students.



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... didn't provide our scholars with opportunities to express themselves, be active participants in their learning, and receive feedback on their learning



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 our students with opportunities to have input in their learning



Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

then we see...
our students become active decision makers within their student experience here at MJES

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...
empowered students that are actively engaged in classrooms that reflect their identity and voice.

[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
Leadership Team

Dates for Progress Monitoring Check Ins
Q1 9/26/2023 Q3 2/6/2024
Q2 12/5/2023 Q4 4/16/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Develop a structured student voice committee	Leadership team	September 22, 2023	Select Status
Action Step 1	Identify the lead for the structured student voice committee.	Leadership Team	September 22, 2023	Select Status
Action Step 2	Identify and select students grades 7th and 8th for student voice committee	Student Voice Lead	October 20, 2023	Select Status
Action Step 3	Set a meeting cadence for the student voice committee	Student Voice Lead and SVC	October 20, 2023	Select Status
Action Step 4	Develop the curriculum and identify the social action foci	Student Voice Lead and SVC	Oct 20 2023	Select Status
Action Step 5	Implementation and monitoring of the curriculum and social action foci	Student Voice Lead, SVC, Administration	June 2024	Select Status
Implementation Milestone 2	Develop a structured student council.	Leadership Team	September 22, 2023	Select Status
Action Step 1	Identify the lead for the structured student council.	Leadership Team	September 22, 2023	Select Status
Action Step 2	Identify and select students in grades 4th-8th for student council	Student Council Lead	October 20, 2023	Select Status
Action Step 3	Set a meeting cadence for student council	Student Council Lead	October 20, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Engage community partners in student centered activities and advocacy	Leadership Team	June 2026	Select Status
Action Step 1	Conduct parental surveys to identify parental needs to support students	PAC and Leadership Team	September 2023	Select Status
Action Step 2	Identify priorities from survey results	PAC and Leadership Team	September 2023	Select Status
Action Step 3	Connect with community partners to develop workshops aligned to priorities.	Leadership and CIS	October 2023-June 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Students will engage in change advocacy work that will lead to increased engagement and identity within MJES classrooms

SY26 Anticipated Milestones	Parents and students will engage in advocacy projects at the school, improving the learning environment for students	
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[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Actively implement strategies for student-led activities at MJES, which will lead to an increase in the student voice difference score on the Cultivate survey from 9 to 40 by the end of SY26	Yes	Cultivate	Overall	9	19	29	40
			NA				
Students will experience positive learning environments that foster a sense of community, as evidenced through an increase in the Classroom Community difference score on the Cultivate survey from 8 to 40 by SY26	Yes	Cultivate	Overall	8	18	28	40
			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
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Our practice goal is to establish structures for student leadership and engagement. We will measure progress towards goal through a review of meeting agendas and minutes, and check-ins with SVC and student council leads	Develop leadership training programs can be tailored to support diversity by incorporating workshops that focus on topics such as cultural competency, unconscious bias, and inclusive leadership. These programs can include guest speakers, and group activities that promote understanding and appreciation of different perspectives and experiences.	1. Conduct regular surveys or questionnaires to gather student opinions. 2. Create suggestion boxes or digital platforms where students can submit ideas and feedback. 3. Establish student advisory committees or councils to provide ongoing input. 4. Hold regular town hall meetings or forums where students can voice their concerns and suggestions. 5. Utilize online platforms or social media groups to facilitate continuous communication with students.
P&E:1 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.	MJES will partner with parent groups (PAC) and community organizations (CIS) to engage parents in data-based workshops and learning activities that support students and enhance the student experience at MJES	Hosting regular family engagement events, such as parent-teacher conferences, workshops, or information sessions, to provide opportunities for families to connect with teachers and staff. 2. Establishing a welcoming and inclusive school environment that encourages family participation and involvement. 3. Creating a parent or family advisory council to provide a platform for families to share their perspectives and contribute to decision-making processes. 4. Utilizing technology platforms, such as online portals or apps, to facilitate communication between schools and families, and to share updates and resources.	Organize community outreach programs or partnerships with local organizations to involve community members in school activities and initiatives. Provide opportunities for families to volunteer in school events, committees, or classroom activities. Offer parent education workshops or sessions on topics related to their child's education and well-being.
Select a Practice			

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
Actively implement strategies for student-led activities at MJES, which will lead to an increase in the student voice difference score on the Cultivate survey from 9 to 40 by the end of SY26	Cultivate	Overall	9	19	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Students will experience positive learning environments that foster a sense of community, as evidenced through an increase in the Classroom Community difference score on the Cultivate survey from 8 to 40 by SY26	Cultivate	Overall	8	18	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Our practice goal is to establish structures for student leadership and engagement. We will measure progress towards goal through a review of meeting agendas and minutes, and check-ins with SVC and student council leads	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	MJES will partner with parent groups (PAC) and community organizations (CIS) to engage parents in data-based workshops and learning activities that support students and enhance the student experience at MJES	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 b) Contracting for professional services from State-Approved Learning Partners
 c) Conducting school-level needs assessments
 d) Analyzing data
 e) Identifying resource inequities
 f) Researching and implementing evidence-based interventions
 g) Purchasing standards-aligned curriculum and materials
 h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Reading): The percentage of students in grades 3-8 that are at/above benchmark on the STAR 360 exam will increase from 15% to 30% by the end of SY26

Required Reading Goal

iReady (Reading): The percentage of students meeting or exceeding iReady growth targets in grades K-2 will increase from 22% to 40% by SY26

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	15	20	25	30
Select Group or Overall				
Overall	22	27	32	40
Select Group or Overall				

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.

Title I parent funds can be used for various purposes, such as parent engagement activities, workshops, training sessions, resources for parents, and supporting parental involvement in school improvement efforts. Title I parent funds can support school improvement efforts by providing resources for parent engagement programs, workshops, and training sessions that help parents become more involved in their child's education. These funds can also be used to enhance communication between parents and school staff, promote collaboration, and create a positive school climate that supports student. Some examples of parent engagement activities funded by Title I will include parent workshops on topics like literacy, math, and technology skills, family literacy events, parent-teacher conferences, parent leadership training, and parent support groups. These activities aim to involve parents in their child's education and create a strong partnership between home and school.



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