

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 
Juan Carlos Ocon	Principal / Partnerships & Engagement Lead	jcocon@cps.edu
Nicholas Aquino	AP / Curriculum & Instruction Lead	noaquino@cps.edu
Jose Guzman Jr.	Other [Student]	jguzman105@cps.edu
Yesenia Olvera	Postsecondary Lead	yolvera4@cps.edu
Andrea Drew	Teacher Leader	aldrew@cps.edu
Alexander Holland	Teacher Leader	aholland1@cps.edu
Jesse Palencia	School Counselor / LSC Member	jpalcencia4@cps.edu
Brenda Reyes	Parent / LSC Chair	breyes2014@gmail.com
Adamaris Silva	Other [Student]	asilva43@cps.edu
Angel Roan	AP / Inclusive & Supportive Learning Lead	alroan@cps.edu
Maria Solis	Teacher Leader	mdsolis2@cps.edu
Edward Blanco	Teacher Leader	ejblanco@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/17/23	5/17/23
Reflection: Curriculum & Instruction (Instructional Core)	5/17/23	6/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/17/23	6/5/23
Reflection: Connectedness & Wellbeing	5/17/23	6/5/23
Reflection: Postsecondary Success	5/17/23	6/5/23
Reflection: Partnerships & Engagement	5/17/23	6/5/23
Priorities	6/5/23	7/17/23
Root Cause	6/5/23	7/17/23
Theory of Action	6/5/23	7/17/23
Implementation Plans	8/8/23	8/8/23
Goals	8/8/23	8/22/23
Fund Compliance	8/23/23	9/1/23
Parent & Family Plan	8/23/23	9/1/23
Approval	9/1/23	9/14/23

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	10/25/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

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.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Teacher course teams develop CBE units aligned to the IB MYP standards. All units captured on the department curriculum tables. Feedback cycles for unit review are embedded into our learning cycle framework and the criteria draws on the CPS high quality curriculum rubrics, along with other frameworks (ex: UBD, Hess Rigor Matrices, Cultivate).

Data from Network Rigor Walks highlight increases in alignment, rigor, and engagement from BOY, to MOY, to EOY.

Cultivate data highlights that "Affirming Identities" is the highest rated condition at 61%. Unit success criteria has been developed and begun to be socialized to ensure quality unit plans and assessments which attend to equity, differentiation, and rigor.
 *The major areas for development are feedback for growth, meaningful work, and student voice

Students continue to underperform on the SAT, in particularly for Math as only less than 5% of students are meeting the college readiness benchmark.

Teacher practice that needs the most development includes components 3b and 3d.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)

What is the feedback from your stakeholders?

Unit assessments should be rigorous (DOK3+), authentic, and provide evidence to assess student achievement in the selected competencies/P.I.'s. Formative assessments should gauge students' increasing competence and preparation for the summative assessment. All assessments should reflect the unit purpose and Essential Questions.

The ILT engages department colleagues in continuous development of curriculum and instruction via engagement the learning cycle framework. The learning cycle provides opportunities for teacher to engage in looking at student work protocols as well as data talks to measure impact and inform adjustment. There are opportunities in this current CIWP process to explicitly identify prioritized instructional practices.

Potential connections drawn between REACH data and cultivate (ex: feedback for growth and domain 3d - using assessment in instruction).

- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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?

The math department is in the process of adopting a new curriculum (Open Up) which will be used next school year for grades 9-11.

Various protocols are embedded in the learning cycle process to gauge the impact of instructional choices (ex: task impact protocol and data talk).

Opportunity to bring back school-wide quarterly learning walks to gauge growing use and effectiveness of explicit instructional practices. Identification of practices will be informed by REACH teacher observation data, LSI walks, and cultivate results.

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.

- *Learning conditions and structures (ex: deadlines/late work, accountability) for students do not allow for feedback for growth
- *Students do not have consistent access/opportunities to SAT skill alignment in the learning they engage with in the classroom
- *Learning conditions and structures for students do not allow for students to receive feedback at an adequate time that will lead to growth.
- *Learning Conditions for students do not allow for students to build community with each other and the rest of the school personnel.
- *Student achievement lags behind because there is a lack of self-awareness, ownership, and accountability amongst all stakeholders in the school

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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
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The school has established teams that review student needs based on data. The Branching Minds platform indicates that 3.4% of students with tier 2 or tier 3 needs have been provided support. Teams engage the problem-solving process to strategically align student interventions.

School teams use Branchina minds to capture mathematics

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

		Roots Survey	School teams use Branching Minds to capture mathematics and SEL interventions. A school team reviews the information in Branching Minds to inform next steps of engagement with the school introduced to limited school community members during SY23. As teams continue to deepen their understanding of the use of the tool a regular cadence of the review of students meeting identified intervention goals and tier movement will be analyzed by the team.	Roots Survey
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.	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders?	Quality Indicators of Specially Designed Curriculum
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Students that have been identified as needing specialized support through an IEP or EL accommodations receive instruction as indicated by their plan. The management of the plans are led by the school's Case Managers and ELPT. Both groups have influence in student programming/scheduling and the design of professional learning opportunities for staff members.	EL Program Review Tool
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	Each month of SY23 the compliance report for the completion of annual reviews and evaluation were completed 100% of the time in compliance with state and federal regulations. The case managers provide written feedback to service providers to improve the quality of written reports for students.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		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?	
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.				
School requires a system for identifying and providing tiered (acceleration & remediation) accessible supports. While the school leverages Enrichment block for students, it primarily addresses students that are credit deficient. 				

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Enrichment is an in-school opportunity students have access to weekly to explore mostly non-academic interests that help foster students' developmental competencies. There are cases where it is also leveraged as a space for academic support and tutoring. 	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A review of the disciplinary data for the school show a decrease in categories 1-3 misconducts from SY22 to SY23 and a consistent use of a restorative approach to addressing disciplinary incidents. There has been an increase of misconducts in categories 4-6 this school year. To respond to these instances the BHT partnered with community programming to facilitate SEL curricula to address the most significant increased behavior related to substance abuse.	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? To address equitable access to programming aligned to student interest, the master schedule reflects three monthly opportunities for students to access student-centered programming during the school day.  This school year we offered 26 OST programs (combination of after-school programming and special events) that totaled over 440 hours of programming for students. The school offers a re-entry team that focuses on connecting students to the school community with academic and SEL	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)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	students to the school community with academic and SEL support after long absences. The lead for this work developed a process that documents ongoing communication with students through the attendance office, flag students upon re-entry, connect students to support team members to help address any issues that arise upon re-entry, and the development of an ongoing support plan.	Enrichment Program Participation: Enrollment & Attendance 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 CIWR.		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 discovered misalignment between student attendance and student performance data. Students on the team indicated that some of the connection activities do not completely reflect student voice and students are provided surface opportunities to connect with each other during class. We noted during our discussion that we should equip teachers with varying types of connection activities that may be facilitated in class that is a combination of getting to know you and explicitly connected to the learning target of the day (such that students find the engagement relevant).		The school attempted to partner with the Office of Social Emotional Supports to rebuild a peer conference group to address some of the misconducts captured in the school's disciplinary data. This intervention is being requested for a support in SY24	


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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
No	College and Career Competency Curriculum (C4) 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).	[takeaways reflecting most students; takeaways reflecting specific student groups] <ul style="list-style-type: none"> - Enrollment down after 2018, went back up in 2022 - PSAT data: Decrease in 2021, many kids were affected by COVID - Persistence affected class of 2018/2019-now - Students aren't used to official testing, can see this from the drop from 22% to 7% - Students need more interaction with the SAT test 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> <ul style="list-style-type: none"> - Students/Teachers school spirit affected by COVID (social issue) [how can we get students back into enjoying school events/need more student input] (celebrating different cultures, less decade dances) - 9th-11th - post secondary enrichments (study guides) 	Colleege Enrollment 9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		Freshmen Connection Programs Offered (School Level Data)
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric 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).		
Yes	Alumni Support Initiative One Pager 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).		
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 CIWR.		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?	
<i>[problems experienced by most students; problems experienced by specific student groups]</i> Learning conditions for students aren't conducive to producing college readiness skills. Students do not have consistent access to the same standard of rigor.		<i>[Impact on most students; impact on specific student groups]</i> Many SAT effort iterations have taken place (if we are going to address the bulk of the kids, it has to be in the classroom, because of enrichment attendance) Alumni Support Hope Senior Seminar PST Senior prep (college readiness, include 12th graders - pivot to college readiness) Leveraging trade partners	


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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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Yes	<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>Spectrum of Inclusive Partnerships</p>	<p>The mission of Benito Juarez Community Academy, a premier neighborhood school, is to establish a dynamic family of lifelong learners who strive to think critically, progressively, and globally while engaged in the pursuit of personal and professional growth. Juarez is a competency based learning school. Our aim is to collaborate to create equitable, individualized, and meaningful learning experiences for all students that lead to readiness for college, careers, and civic life. In this work, we make parents full partners; we involve the parents in the design, development and implementation of the parental plan and policy. Through our PARENT University, parents are made full partners in all school efforts. Parent University oversees the work of the LSC, NCLB, Parent patrol, parenting classes, Parent volunteers, cafe con el director, Parent Safe Passage workers. We have a dedicated parent program coordinator whose responsibility is to engage parents in the school at all levels. We count on meaningful partners with our feeder schools and with our CBOs to bring resources to our parents. Our community partners in this work include: The Resurrection Project, Pilsen Neighbors, Alivio Medical Center, Frida Khalo, Instituto del Progreso Latino, CASEL. On the last official/full 5E's report (2019), our school rated Very Strong in Parent Involvement. This cycle, we look to continue our work in full partnership with parents and community to return to a "very strong" rating in Parent Involvement. To accomplish this, we foster two way communication by holding our 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. Our annual organizational meeting for the BAC and PAC is September 1, 2023. Parents and students also have access to academic and social emotional progress through JumpRope, parent and student portal and REMIND. As a school community, we use REMIND to officially communicate with students, parents and community. Remind helps parents and teachers communicate in the language of their choice. In addition to remind, we use social media pages - fb, instrgram, twitter, our marquee, and our website to communicate important information with our school community.</p>	<p> Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</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>	<p>5E: Supportive Environment</p>
Yes	<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>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Feedback from caregivers reveals that parents need workshop series focused on topics like: Extending aspirations (Hopes and Dreams), Gratitude, Understanding your teen's development , emotional safety, managing stress with mindfulness, facing conflict or tensions, responsible decision making, Helping kids deal with fear, and parent-tracher conferences.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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.

The students are not receiving consistent support from members of their household because parents are not yet skilled or experienced in navigating CPS systems and structures, SEL and academic needs of their children. 

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?

By strenghtening and expanding our Parent University programming supports for parents, we will make caretakers full partners in their children's education. Under parent University we offer for caregivers: ESL classes, computer classes, GED classes, workshops on SEL supports for teenagers, workshops on healthy eating and healthy lifestyles in the home, information sessions on Juarez and CPS systems like, ASPEN, Jumprope, Remind, Coffee with the Principal, Grade level parent meetings. We also have partnered with CASEL to help parents understand what SEL is and why it is important at home and at school. Through the partnership, parents will participate in a workshop series that focuses on topics like: Extending aspirations (Hopes and Dreams), Gratitude, Understanding your teen's development , emotional safety, managing stress with mindfulness, facing conflict or tensions, responsible decision making, Helping kids deal with fear, and parent-tracher conferences. 

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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Teacher course teams develop CBE units aligned to the IB MYP standards. All units captured on the department curriculum tables. Feedback cycles for unit review are embedded into our learning cycle framework and the criteria draws on the CPS high quality curriculum rubrics, along with other frameworks (ex: UBD, Hess Rigor Matrices, Cultivate).

Data from Network Rigor Walks highlight increases in alignment, rigor, and engagement from BOY, to MOY, to EOY.

Cultivate data highlights that "Affirming Identities" is the highest rated condition at 61%. Unit success criteria has been developed and begun to be socialized to ensure quality unit plans and assessments which attend to equity, differentiation, and rigor.
*The major areas for development are feedback for growth, meaningful work, and student voice

Students continue to underperform on the SAT, in particularly for Math as only less than 5% of students are meeting the college readiness benchmark.

Teacher practice that needs the most development includes components 3b and 3d.

What is the feedback from your stakeholders?

Unit assessments should be rigorous (DOK3+), authentic, and provide evidence to assess student achievement in the selected competencies/Pl.'s. Formative assessments should gauge students' increasing competence and preparation for the summative assessment. All assessments should reflect the unit purpose and Essential Questions.

The ILT engages department colleagues in continuous development of curriculum and instruction via engagement the learning cycle framework. The learning cycle provides opportunities for teacher to engage in looking at student work protocols as well as data talks to measure impact and inform adjustment. There are opportunities in this current CIWP process to explicitly identify prioritized instructional practices.

What student-centered problems have surfaced during this reflection?

*Learning conditions and structures (ex: deadlines/late work, accountability) for students do not allow for feedback for growth
 *Students do not have consistent access/opportunities to SAT skill alignment in the learning they engage with in the classroom
 *Learning conditions and structures for students do not allow for students to receive feedback at an adequate time that will lead to growth.
 *Learning Conditions for students do not allow for students to build community with each other and the rest of the school personnel.
 *Student achievement lags behind because there is a lack of self-awareness, ownership, and accountability amongst all stakeholders in the school

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?

The math department is in the process of adopting a new curriculum (Open Up) which will be used next school year for grades 9-11.

Various protocols are embedded in the learning cycle process to gauge the impact of instructional choices (ex: task impact protocol and data talk).

Opportunity to bring back school-wide quarterly learning walks to gauge growing use and effectiveness of explicit instructional practices. Identification of practices will be informed by REACH teacher observation data, LSI walks, and cultivate results.

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

Students...
 Learning conditions, teacher practices, and a lack of consistent structures (ex: deadlines/late work, accountability) for students lead to students not receiving timely and quality feedback that leads to growth.

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

As adults in the building, we...
 Teachers do not have a shared understanding of quality feedback and lack training on providing and using feedback in ways that ensure growth (ex: creating space to prepare, compare, process, and for students to apply feedback)

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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What is your Theory of Action?

If we....

Resources:

provide teachers training on how to give meaningful feedback, time in the learning cycle to compare feedback, establishing expectations for work submission and turnaround (for teachers and students), and time in the classroom for students to process and apply feedback

then we see...
high quality feedback from teachers in a timely manner that advances student learning

which leads to...
an increase in students demonstrating growth mindsets, metacognitive learning skills, and an improvement in Bs or better.

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

SLT & ILT

Dates for Progress Monitoring Check Ins

Q1 10/25/2023 Q3 4/1/2024
Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers and students will socialize and adhere to the new late work policy	SLT	10/25/23	In Progress
Action Step 1	Gradebook audits to ensure proper use of E vs zeros	SLT	Ongoing	In Progress
Action Step 2	Engage teachers in data analysis of student adherence to the late work policy as evidenced by JumpRope comments and informal student survey data (Phase 2 of Learning Cycle)	ILT	Ongoing	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will engage a three week feedback cycle using best practices that advances student learning	SLT	Ongoing	In Progress
Action Step 1	Teachers engage in learning on best practices for assessment and feedback practices learning at BOY PD for teachers	SLT	8/21/23	Completed
Action Step 2	Teacher engage in analysis of teacher provided feedback to gauge impact during department meetings and September principal directed PD	ILT	Ongoing	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers regularly create space for students to be seen and heard giving their peers written and verbal process feedback on their work in progress and incorporating the feedback into their work		Ongoing	In Progress
Action Step 1	Review Cultivate data during BOY PD and deepen teacher understanding of Cultivate-Feedback for Growth look-fors/criteria	SLT	8/21/2023	Completed
Action Step 2	Continue learning during department meetings and principal directed PD days (learning the practices associated with Feedback for Growth)	ILT	Ongoing	In Progress
Action Step 3	Use of protocols to gauge impact of feedback practices	ILT	Ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Not Started
Action Step 1				Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	100% of teachers incorporate student conferencing within each of their units (minimally quarterly)	
SY26 Anticipated Milestones	100% of students will lead teacher-student conferences where they use a portfolio to highlight their learning and growth towards academic and non-academic goals.	

[Return to Top](#) **Goal Setting**

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% increase in effective feedback practices as evidenced by REACH observation data for 3d - Using Assessment In Instructional	Yes <input type="checkbox"/>	Other (REACH Data)	Overall <input type="text"/>	Cultivate 55% REACH 2.99	Cultivate 62% REACH 3.2	Cultivate 69% REACH 3.4	Cultivate 76% REACH 3.6
			Select Group or Overall <input type="text"/>				
% of students earning B's or better	Yes <input type="checkbox"/>	Grades	Overall <input type="text"/>	64%	70%	75%	80%
			10th Graders <input type="text"/>	58%	64%	69%	75%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	School rated as 80% or higher agreement in all grades on Feedback for Growth as measured by the Cultivate Survey.	100% of teachers show qualitative data on student work (comment feature for electronic documents) and evidence of student application of feedback	100% of teachers develop opportunities for students to provide peer feedback for them to grow in their practice
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	80% of classrooms observed during rigor walks will show evidence of agree or strongly agree for components 5b-5e	90% of classrooms observed during rigor walks will show evidence of agree or strongly agree for components 5b-5e	100% of classrooms observed during rigor walks will show evidence of agree or disagree strongly for components 5b-5e
Select a Practice <input type="text"/>			

[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 in effective feedback practices as evidenced by REACH	Other (REACH Data)	Overall	Cultivate 55% REACH 2.99	Cultivate 62% REACH 3.2	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan	Other (REACH Data)		<i>Select Group or Overall</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"/>
observation data for 3d - Using Assessment In Instructional					Overall	64%	70%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	
% of students earning B's or better	Grades				10th Graders	58%	64%	<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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	School rated as 80% or higher agreement in all grades on Feedback for Growth as measured by the Cultivate Survey.	<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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	80% of classrooms observed during rigor walks will show evidence of agree or strongly agree for components 5b-5e	<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?

No	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
 - Enrollment down after 2018, went back up in 2022
 - PSAT data: Decrease in 2021, many kids were affected by COVID
 - Persistence affected class of 2018/2019-now
 - Students aren't used to official testing, can see this from the drop from 22% to 7%
 - Students need more interaction with the SAT test

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 - Students/Teachers school spirit affected by COVID (social issue) [how can we get students back into enjoying school events/need more student input] (celebrating different cultures, less decade dances)
 - 9th-11th - post secondary enrichments (study guides)

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] Learning conditions for students aren't conducive to producing college readiness skills. Students do not have consistent access to the same standard of rigor.

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?

*[impact on most students; impact on specific student groups] Many SAT effort iterations have taken place (if we are going to address the bulk of the kids, it has to be in the classroom, because of enrichment attendance)
 Alumni Support
 Hope
 Senior Seminar
 PST
 Senior prep (college readiness, include 12th graders - pivot to college readiness)
 Leveraging trade partners*

Return to Top **Determine Priorities**

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

Students...
 The college persistence rate is consistently low regardless of changes in college enrollment.

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...
 Students are not provided with sufficient opportunities to learn, apply, and develop relevant grade skills (academic and soft skills)

- * Academic Skills (ex: advanced reading, writing, and research)
- * Soft Skills (time-management, self-advocacy, collaboration)

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....
 Foster and implement college readiness skills throughout all grade levels

Resources:



Indicators of a Quality CIWP: Theory of Action

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

then we see....
Students who are prepared to tackle diverse challenges when they graduate/transition to their postsecondary pathway(s)



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...
Higher persistence rates



[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

Post-Secondary Success Team, Counselors, Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	100% of core teachers will become familiar with the new P/SAT and associated high impact skills assessed on the exam and teach students those skills	Teachers, Counselors, Coaches	10/30/23	In Progress
Action Step 1	Relevant school staff will review and socialize post-secondary readiness data (ex: P-SAT, College Enrollment, & College Persistence)	Teachers, counselors, coaches	8/30/23	Completed
Action Step 2	Identify and begin training for lead learners across core departments to unpack the updated SAT and how teach high impact skills	3-4 teachers from each core subject	9/1/23	In Progress
Action Step 3	Teacher leads will facilitate PD for core departments on instructional strategies to plan for and teach high impact skills through engagement during peer learning and the learning cycle	Identified teacher leads	10/30/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will align key P/SAT skills to their unit plans and corresponding formative and summative assessments as well incorporate test prep strategies into regular classroom experience (ex: building stamina)	Teachers	Ongoing	Not Started
Action Step 1	Update learning cycle to include P/SAT College Readiness skill alignment check in Task Validation Protocol	SLT	8/28/23	In Progress
Action Step 2	Determine, socialize, expect P/SAT prep regularly (academic & test taking strategies)	ILT & Core Teachers	9/30	Not Started
Action Step 3	Review student summative assessment data results to analyze student progress on mastery of P/SAT skills	Core teachers	10/30	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Leverage Advisory and special schedule days for students to engage in college & career exploration (ex: includes completion of ILP tasks)	PST Creates and Teachers Implement	Ongoing beginning in Q2	Not Started
Action Step 1	School links PD for all teaching staff	PST & Teachers	End Q1 PD Day	Not Started
Action Step 2	Socialize plans/guidance created by the Postsecondary Success Team	PST Leads	End Q1 PD Day	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	100% of core departments (English, Math, Science, Social Studies) will ramp up the rigor in the classroom by creating/implementing vertical unit maps that align to college readiness standards/expectations	
SY26 Anticipated Milestones	BJCA will have established a student profile and portfolio for a graduate that includes academic, social, and personal qualities that reflect postsecondary preparation	

[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
% of students enrolling and persisting in their postsecondary pathway	Yes <input type="checkbox"/>	College Enrollment and Persistence Rate	Overall <input type="text"/>	71% 55.5%	76% 60%	80% 65%	85% 70%
			Select Group or Overall <input type="text"/>				
% of students meeting or exceeding the college readiness benchmark	Yes <input type="checkbox"/>	PSAT (Math) PSAT (EBRW)	Overall <input type="text"/>	2%	10%	17%	24%
			Overall <input type="text"/>	5%	12%	19%	26%

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
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	30% of 9-12 students completing ILP tasks	60% of 9-12 students completing ILP tasks	90% of 9-12 students completing ILP tasks
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students enrolling and persisting	College Enrollment and	Overall	71% 55.5%	76% 60%	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Postsecondary Success					
Reflection	Root Cause	Implementation Plan								Select Status	Select Status	Select Status	Select Status	
in their postsecondary pathway			Persistence Rate		Select Group or Overall									
% of students meeting or exceeding the college readiness benchmark			PSAT (Math) PSAT (EBRW)		Overall	2%	10%			Select Status	Select Status	Select Status	Select Status	
					Overall	5%	12%			Select Status	Select Status	Select Status	Select Status	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	30% of 9-12 students completing ILP tasks	Select Status	Select Status	Select Status	Select Status
Select a Practice		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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Title I Parent and Family Engagement Budget: \$12,612.60 Consultants for parent training: \$3112 Parent Travel: \$1000 Reimbursements: \$500 Furniture and equipment: \$2000
Supplies: \$2500 Refreshments: \$4000



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