### **CIWP Team & Schedules**

Indicators of Quality CIWP: CIWP Team

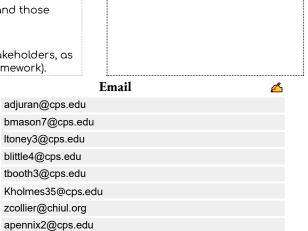
The CIWP team includes staff reflecting the diversity of student demographics and school programs.

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

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

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

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



dpittman23@cps.edu trogers39@cps.edu apryor10@cps.edu **CIWP Team Guidance** 

Resources 💋

	Name	
Arlesia Juran		
Briana Mason		
Lekeisha Toney		
Branden Little		
Tahji Booth		
Kennyetta Holmes		
Zakiya Collier		
Aaron Pennix		
Donald Pittman		
Tiasha Rogers		
Ashley Pryor		

	Role	
AP		
Postsecondary Lead		
Connectedness & Wellbe	ing Lead	
Teacher Leader		
Dean of Students		
Other (Teacher)		
Partnerships & Engagem	ent Lead	
Inclusive & Supportive Le	arning Lead	
Principal		
Teacher Leader		
Other [Teacher]		
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	7/11/23	8/29/23
Reflection: Curriculum & Instruction (Instructional Core)	7/11/23	9/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	9/15/23
Reflection: Connectedness & Wellbeing	7/24/23	9/15/23
Reflection: Postsecondary Success	7/11/23	9/15/23
Reflection: Partnerships & Engagement	7/24/23	9/18/23
Priorities	7/11/23	9/15/23
Root Cause	8/23/23	9/15/23
Theory of Acton	9/15/23	9/15/23
Implementation Plans	9/15/23	9/15/23
Goals	9/15/23	9/15/23
Fund Compliance	9/15/23	9/15/23
Parent & Family Plan	9/15/23	9/15/23
Approval	9/15/23	9/18/23

### **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 Progre	ess Monitoring Meeting Dates	<u></u>
Quarter 1	9/22/23	
Quarter 2	12/21/23	
Quarter 3	03/21/24	
Quarter 4	5/30/24	

### Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 
Reflection on Foundations Protocol

Return to Τορ

### **Curriculum & Instruction**

Using th	ne associated references, is this practice consistently implemented?	References
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
No	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric  Teacher Team Learning Cycle Protocols  Quality Indicators Of Specially Designed Instruction
Yes	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

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.

Adapting to the rigor of the curriculum

# What are the takeaways after the review of metrics?

The information reviewed from the Rigor Walk rubrics and indicates that the tasks need to be standards aligned and grade level appropriate. STAR test results were reflected on in the process. Aspen data revealed that many of our transfer students enroll with credit deficits. In using that information, we are able to support students who need the supports in credit recovery and academic excellence.

IAR (Math)

Metrics

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Moth)

STAR (Reading)

### What is the feedback from your stakeholders?

Feedback from the rigor walks showed that teachers did not have a clear understanding of curriculum development and implementation in the classrooms. Although teachers were providing academic teaching in the classroom, the structure, objectives and systems were not clearly defined. When working with curriculum supporters from DePaul University, teachers were not given a curriculum to follow, teachers needed guidance and improvement in their understanding of lesson plans and curriculum mapping.

**A** 

STAR (Math)

iReady (Math)

iReady (Reading)

Cultivate

<u>Grades</u>

<u>ACCESS</u>

TS Gold

<u>Interim Assessment</u> <u>Data</u>

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?

During the FY24 school year, LBPA adopted the ELA Skyline curriculum as recommended by CPS. In doing so, the students have tangible resources that support learning. The barriers that the teacher has faced is being able to access the supporting curriculum. Supports have been contacted and meetings scheduled to address this obstacle.

### <u>Return to</u> <u>Τορ</u>

### **Inclusive & Supportive Learning Environment**

# Partially 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. References MTSS Integrity Memo MTSS Continuum MTSS Continuum MTSS Integrity Memo

Using the associated references, is this practice consistently

# What are the takeaways after the review of metrics?

MTSS was not implemented and was not as effective as it should have been due to the lack of staff and because the MTSS team was not consistent. Also a core curriculum was not established that was consistent with the expectations of CPS and the school. Testing metrics showed differentiation in Tier levels. Tier I students at and above showed a 2% increase in test results from BOY to MOY but an 8% decrease for those students on watch. Tier 2 students needing intervention showed a decrease in test scores of 1.7%. Tier 3 urgent intervention students showed a change of 7.8%. When reviewing the academic movement, no interventions were assigned in Aspen

Unit/Lesson Inventory for Language Objectives (School Level Data)

Metrics

MTSS Continuum

Roots Survey

<u>ACCESS</u>

Jump to	Curriculum & Instruction Inclusive & Supportive Learning	Connectedness & Wellbeing Postsecondary Partnerships & Engagement
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Academic Tier Movement  Annual Evaluation of Compliance (ODLSS)
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.	What is the feedback from your stakeholders?  To implement MTSS more effectively, more time and resources are needed by the classroom teachers. Teachers also showed interest in professional development around teaching diverse learners and progress monitoring. Lack of staff also hindered student success in terms of real time support for diverse
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	learners in general education classrooms.
Select Rating	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 ES	What, if any, related improvement efforts are in progress? What is
Select Rating	There are language objectives (that demonstrate HOW students will use language) across the content.	for FY23-24 as priority during professional development sessions. Our special education department is fully staffed (including SPED support additional to our special education teacher). Our efforts address both the gap in our students educational and social development as a result of the absence of a special education professional, as well as the implementation of services for our students with individualized education plans.
If this Found Student-centinclude: supp	What student-centered problems have surfaced during this reflection? ation is later chosen as a priority, these are problems the school may address in this CIWP.  Therefore the problems highlighted in inclusive and supportive learning feedback port in general education classes, professional development for general achers, and service implementation for students with IEPs.	
Return to	Connectednes	

Return to Τορ	Return to Top Connectedness & Wellbeing			
Using t	he associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teoming Structure	In reviewing the metrics, incidents were below 25% for the school year with very low ISS or other disciplinary issues. However, when reviewing the interventions and the supports reported, the information was not balanced. Last year's discipline data reported decreased from previous years.	% 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.			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?  When meeting with CPS representatives and school staff, feedback received focused on the BHT and the many great ideas shared but the consistency in the implementation was lacking. Record-keeping and meeting agendas needed to be much more organized. Also, staff should have more input in the process. Staff are encourage to seek training to grow in the areas of responsibility.	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

<u>Rubric</u>

<u>Alumni Support</u> Initiative One 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?

[impact on most students; impact on specific student groups]

There is an active Postsecondary Leadership Team (PLT)

postsecondary data, and develop implementation for

Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the

Alumni Support Initiative during both the summer and

that meets at least 2 times a month in order to:

intentionally plan for postsecondary, review

additional supports as needed (9th-12th).

winter/spring (12th-Alumni).

Yes

Yes

Student Voice

<u>Infrastructure</u>

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

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

Students did not have structured student councils and opportunity to address concerns in groups, however, individuals concerns and opportunitites for expression of concerns

**Partially** 

& CIWP).

was available for students.

What is the feedback from your stakeholders?

(School Level Data)

Formal and informal

community feedback

(School Level Data)

received locally.

family and

Chicago Urban League is a 3-year long partnership of LBPA providing supports to students and staff. Urban League finds value in the student-teacher relationships and how comfortable staff feels when entering the environment as a partnering organization. Because of the trust, the UL staff also have included students in several of their external opportunities that allowed LBPA students to build upon their leadership skills and community advocacy.

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 council is currently being developed so that students feel they have a platform to share concerns without bias. Many students have signed up to become members and are taking their position serious. Staff is abrasing this accountability tool for the students and see no barriers in the implementation. Regarding the Urban League partnership, five LBPA current sophomore, juniors and seniors have been selected to participate in the BRIDGE fellowship to Ghana. Also in July, 2023 two of our students were selected to travel to Houston, TX for a week to represent Chicago as youth leaders. Because of these opportunities and continously building relationships with students and community partners has build character, trust, leadership qualities and the desire to continue growing as young adults.

**Progress** 

### **Reflection on Foundation**

### Using the associated documents, is this practice consistently implemented?

### Universal teaming structures are in place to support student **Partially** connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. Student experience Tier 1 Healing Centered supports, including SEL Yes curricula, Skyline integrated SEL instruction, and restorative practices. All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement Yes student learning during the school day and are responsive to other student Students with extended absences or chronic absenteeism re-enter No school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

In reviewing the metrics, incidents were below 25% for the school year with very low ISS or other disciplinary issues. However, when reviewing the interventions and the supports reported, the information was not balanced. Last year's discipline data reported decreased from previous

### What is the feedback from your stakeholders?

When meeting with CPS representatives and school staff, feedback received focused on the BHT and the many great ideas shared but the consistency in the implementation was lacking. Record-keeping and meeting agendas needed to be much more organized. Also, staff should have more input in the process. Staff are encourage to seek training to grow in the areas of responsibility.

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

Student Centered problems that are priority include excessive tardiness, conflict resolution problem solving. Excessive absences from the same students.

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

We are currently comparing data from last year of the specific student in these targeted areas. We have also created a contact list so that we are effectively communicating with parents daily to ensure both parents and students of the awareness we have in our building of their absences and/or behaviors when trying to create solutions. We find that partnering with parents could effectively improve the barriers/obstacles that our students may face. Parents are contacted via phone and/or sent an email to follow up with those targeted areas of attention. The structure of our team will also include all staff going into the new school year including administrative team, teachers, school social worker, Case Manager, and Special Ed Teacher. Also we will schedule more BHT meetings to debrief staff on schoolwide issues and collectively build supports that will include all parties. A Peer Jury and Student Council are being implemented during the school year. Both will provide students opportunities to develop accountibility amongst the students. Parent and student check-ins are scheduled daily. Also referrals to school social worker and psychologists has increased students awareness of the services in the building.

**Determine Priorities** Return to Top

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

**Determine Priorities Protocol** 

Resources: 😰

struggle with attendance and tardiness



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.

**Root Cause** Return to Top

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

5 Why's Root Cause Protocol

Resources: 😭

As adults in the building, we...

Build healthy rapport with parents and students in our communication with the parents of the importance of students being on time and being present.



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

Theory of Action Return to Top

What is your Theory of Action?

Utilize the data, resources and the indicators provided to meet our goals and expectations



Indicators of a Quality CIWP: Theory of Action

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

If we...

Resources: 🜠

### Jump to... <u>TOA</u> **Progress Priority Goal Setting** <u>Monitoring</u> Root Cause Implementation Plan <u>Reflection</u>

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

# Connectedness & Wellbeing

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

then we see....

desired increase in the supports that are needed to meet these goals and increase in shared parent/students outcomes

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...

Return to Top

increase in attendance, tardiness and students engagement.



**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/Individua	l Responsible for	r Implementation Plan
Tobii Booth		

**Dates for Progress Monitoring Check Ins** 

Q1 9/22/23 Q2 12/21/23

By When 🚄

Q3 03/21/24 Q4 5/30/24

**SY24 Implementation Milestones & Action Steps** 

Who 🔼

**Progress Monitoring** 

	5124 Implementation Whestones & Action Steps	wno 🔼	by when Z	Progress Monitoring
Implementation Milestone 1	Develop self-awareness and self-management skills in students to achieve school and life success.	BHT Team	11/18/23	
A	Create leaves along and arrange to implement leaves	BHT Team	0.400.400	Completed
Action Step 1	Create lesson plans and processes to implement lesson		9/22/23	Completed
Action Step 2	Introduce lesson to students	T. Booth/UL Partners	1/10/24	
Action Step 3	Implement the lessons. Students will create a project that will include a poem, song, art piece, art work, and vision board.	UL Partners/Students	1/17/24	
Action Step 4	Students will shareout what they reflects who they are (art piece, poetry, picture,talent/skill)	Students	1/31/24	
Action Step 5	Staff will reflect on the effectiveness of the program	Students	2/7/24	
Implementation Milestone 2	Develop a resource-intensive program to support students with eccesive tardiness, attendance and disipline concerns	Staff		
Action Step 1	1-hour of SEL supports for students every Wednesday	students/Chicago Urban League	9/6/23	
Action Step 2	Seek external Resources that will support students needs	Dean and Student Advocate	ongoing	
Action Step 3	Seek resources for parents to assist with SEL supports for thei child/children	Dean; Parent/Student Advocate	1/124	Select Status
Action Step 4	Create behavior logs to identify students with consistent behavioral and attendance issues and provide individualized services as needed	Dean	9/1/23	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Training for Culture and Climate team to ensure consistent implementation of behavior systems	Dean and BHT	ongoing	Select Status
Action Step 1	Include students on the Peer Jury and Student Council in the building of expectations and process	Student Council lead teacher and Dean	10/15/23	Select Status
Action Step 2	Progress monitor the completion of staff trainings (SafeSchools) regarding climate and culture	AD	9/22/23	Select Status
Action Step 3	Use the reporting system in ASPEN to report behavior concers	Dean and/or AD	ongoing	Select Status
Action Step 4	all LBPA staff will be trained on restorative practices	staff	9/22/23	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
_				Select Status
Action Step 2				Select Status

**SY25-SY26 Implementation Milestones** 

**Action Step 3** 

Action Step 4 Action Step 5 Select Status Select Status

Select Status

Increase attendance, increase programs and increase supports.



### 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 apportunity gaps by embracing the principles of <u>Targeted Universalism</u>. There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

# Resources: 💋

### **IL-EMPOWER Goal Requirements**

For CIWP goals to fulfill IL-EMPOWER requirements, please

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

### **Performance Goals**

					Numerical	Targets [Option	onal] 🙇
Specify the Goal 🛮 🔼	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🝊	SY24	SY25	SY26
students understand how self-knowledge can help students be more efficient and focused and more effective in producing change		Reduction in repeated	Overall	25			
because students will then know precisely what they will need to work on. Students will further develop a greater understanding of self.	Yes	disruptive behaviors (4-6 SCC)	Overall	25			
Increase students attendance their understanding of the importance of attending school but also ensure the	Yes	Increase Average Daily	Overall	5			
environment feels safe, inviting and supportive		Attendance	Overall	7			

### **Practice Goals**

**SY24** 

dentify the Foundations Practice(s) r	nost aligned to
your practice goals. 🛮 🙋	

Specify your practice goal and identify how you will measure progress towards this goal. 🙆

**SY25** 



C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The use of daily attendance records and data reported in ASPEN	The use of daily attendance records and data reported in ASPEN	Daily attendance records and data reported in ASPEN
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.	The use of daily attendance records and data reported in ASPEN	The use of daily attendance records and data reported in ASPEN	Daily attendance records and data reported in ASPEN
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The use of daily attendance records and data reported in ASPEN	The use of daily attendance records and data reported in ASPEN	Daily attendance records and data reported in ASPEN

### 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
self-knowledge can help students be more efficient and focused and more effective in producing change  Reduction in repeated disruptive behaviors (4-6)	Overall	25						
because students will then know precisely what they will need to work on Students will further develop a	SCC)	Overall	25					

Jump to     Priority     TOA       Reflection     Root Cause     Implemented	Goal Setting Progress ation Plan Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Connecte	edness & V	Wellbeing
Increase students attendance their understanding of the importance of attending school but also ensure the		Overall	5					
environment feels safe, inviting and supportive	Attendance	Overall	7					
Practice Goals						Progress M	lonitoring	
Identified Pract	ices	SY24			Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		The use of daily attendance records and data reported in ASPEN						
P&E:1 The school proactively fosters relations committees, and community members. Family leveraged and help students and families owr goals.	The use of daily attendance records a	nd data reported	d in ASPEN					
C&W:2 Student experience Tier 1 Healing Ce curricula, Skyline integrated SEL instruction, a	The use of daily attendance records a	nd data reporte	d in ASPEN					

Select the Priority Foundation to pull over your Reflections here

### **Reflection on Foundation**

### Using the associated documents, is this practice consistently implemented?

### 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.

School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

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.

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

English Learners are placed with the appropriate and available  ${\sf EL}$ Select Rating endorsed teacher to maximize required Tier I instructional services.

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

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

MTSS was not implemented and was not as effective as it should have been due to the lack of staff and because the MTSS team was not consistent. Also a core curriculum was not established that was consistent with the expectations of CPS and the school. Testing metrics showed differentiation in Tier levels. Tier I students at and above showed a 2% increase in test results from BOY to MOY but an 8% decrease for those students on watch. Tier 2 students needing intervention showed a decrease in test scores of 1.7%. Tier 3 urgent intervention students showed a change of 7.8%. When reviewing the academic movement, no interventions were assigned in Aspen.

### What is the feedback from your stakeholders?

To implement MTSS more effectively, more time and resources are needed by the classroom teachers. Teachers also showed interest in professional development around teaching diverse learners and progress monitoring. Lack of staff also hindered student success in terms of real time support for diverse learners in general education classrooms.

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

Student-centered problems highlighted in inclusive and supportive learning feedback include: support in general education classes, professional development for general education teachers, and service implementation for students with IEPs. 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?

As a result of the inclusive and support learning feedback for FY22-23, we have proactively addressed topics such as special education, instructional strategies, and progress monitoring for FY23-24 as priority during professional development sessions. Our special education department is fully staffed (including SPED support additional to our special education teacher). Our efforts address both the gap in our students educational and social development as a result of the absence of a special education professional, as well as the implementation of services for our students with individualized education plans.

### **Determine Priorities** Return to Top

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

Students...

If we....

Jump to...

**Partially** 

**Partially** 

Yes

Yes

Individual education plans and general support

**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.

Resources: 💋

Resources: 😭

Resources:

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...

will utilize resources more effectively and schedule more training for new and seasoned

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

Root causes are specific statements about adult practice.

Root causes are within the school's control

**Theory of Action** Return to Top

What is your Theory of Action?

Indicators of a Quality CIWP: Theory of Action

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

Jump to Reflection  Priority Root Cause Implementation Plan  Progress Monitoring  Select the Priority Foundation to pull over your Reflections here =>  Inclusive & Supportive Learning	·
Theory of Action is an impactful strategy that counters the associated as a strategy that a strategy that counters the associated as a strategy that a strateg	
then we see  in the Goals section, in order to achieve the goals for selected n  Theory of Action is written as an "If we (x, y, and/or z strategy),"	netrics.
staff/student practices), which results in (goals)"  All major resources necessary for implementation (people, time, considered to write a feasible Theory of Action.	money, materials) are
considered to write a reason.	j
which leads to	
Return to Τορ Implementation Plan	
	sources: 💋
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 num milestones and action steps per milestone should be impactful and feasible.	nber of
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, used to report progress of implementation.	and data
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  Agron Pennix  Dates for Progress Monitoring Check  Q1 9/22/23 Q3 03/	
Q2 12/21/23 Q4 5/3	•
SY24 Implementation Milestones & Action Steps 🔑 Who 🙆 By When 🖄 Progress	ss Monitoring
Implementation Milestone 1	ct Status
	ct Status
•	ct Status ct Status
	ct Status ct Status
	Li Sidius
Implementation Milestone 2	ct Status
Action Step 1	ct Status
	ct Status ct Status
·	ct Status
Action Step 5	ct Status
Implementation Milestone 3	ct Status
Action Step 1	ct Status
	ct Status
	ct Status ct Status
	ct Status
Implementation Milestone 4  Selection	ct Status
Action Step 1	ct Status
	ct Status
	ct Status ct Status
Action Step 5	ct Status
SY25-SY26 Implementation Milestones	
SY25 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	A
Anticipated Milestones	_
SY26 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Anticipated Milestones	<u></u>

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### **Goal Setting** Return to Top

### 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 apportunity gaps by embracing the principles of <u>Targeted Universalism</u>.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

### Resources: 💋

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal

-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets -Schools designated as Targeted Support identify the student groups named in the designation within the goals

above and any other IL-EMPOWER goals

### **Performance Goals**

					Numerical	Targets [Option	onal] 🔼
Specify the Goal 🛮 🙆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🙇	SY24	SY25	SY26
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer Select Metric		Select Group or Overall				
	Jelect Al ISWel	Select Metric	Select Group or Overall				

### **Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal a SY24	and identify how you will measure progress SY25	s towards this goal. 🙆 SY26
Select a Practice			
Select a Practice			
Select a Practice			

# **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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals** 

**Progress Monitoring** 

Jump toPriorityTOAGoal SettingProgressReflectionRoot CauseImplementation PlanMonitoring	Select the Priority Foundation to pull over your Reflections here =>	e & Suppo	rtive Lear	ning Env	ironment
Select a Practice		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

**Partially** 

No

Yes

Yes

Select the Priority Foundation to pull over your Reflections here =

### **Reflection on Foundation**

### Using the associated documents, is this practice consistently implemented?

# All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and

Students experience grade-level, standards-aligned instruction.

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 teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level **Partially** standards, provide actionable evidence to inform decision-making,

and monitor progress towards end of year goals.

The ILT leads instructional improvement through distributed

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

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

The information reviewed from the Rigor Walk rubrics and indicates that the tasks need to be standards aligned and grade level appropriate. STAR test results were reflected on in the process. Aspen data revealed that many of our transfer students enroll with credit deficits. In using that information, we are able to support students wha need the supports in credit recovery and academic excellence.

### What is the feedback from your stakeholders?

Feedback from the rigor walks showed that teachers did not have a clear understanding of curriculum development and implementation in the classrooms. Although teachers were providing academic teaching in the classroom, the structure, objectives and systems were not clearly defined. When working with curriculum supporters from DePaul University, teachers were not given a curriculum to follow, teachers needed guidance and improvement in their understanding of lesson plans and curriculum mapping.

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

Adapting to the rigor of the curriculum

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?

During the FY24 school year, LBPA adopted the ELA Skyline curriculum as recommended by CPS. In doing so, the students have tangible resources that support learning. The barriers that the teacher has faced is being able to access the supporting curriculum. Supports have been contacted and meetings scheduled to address this obstacle.

### **Determine Priorities** Return to Top

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

**Determine Priorities Protocol** 

5 Why's Root Cause Protocol

Resources: 💋

Will have access to the Skyline curriculum, promoting a more rigor academic classroom Indicators of a Quality CIWP: Determine Priorities instructional support that is aligned to common core standards

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.

**Root Cause** Return to Top

Resources: 😭

Resources: 🜠

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

As adults in the building, we...

Students...

Staff will participate in the training offered so that the ELA Skyline curriculum can be efficiently implemented in the classrooms.

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

Theory of Action

What is your Theory of Action?

adopt and implement a well-designed reading and writing curriculum (Skyline), and provide

high levels of professional development and support for teachers in learning how to use it

Indicators of a Quality CIWP: Theory of Action

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

Return to Top

If we....

### Curriculum & Instruction

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

then we see....

changes to instruction consistent with the aspirations for student learning and rigor



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...

increase test scores, consistent graduation rates, and student success



**Implementation Plan** Return to Top

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.

Team/Individual Responsible for Implementation Plan 🛚 🔼

Action steps have relevant owners identified and achievable timelines.

### **Dates for Progress Monitoring Check Ins**

Select Status

Select Status

Select Status

Select Status

Select Status

	Arlesia Juran		Q1 9/22/23	Q3 03/21/24
			Q2 12/21/23	Q4 5/30/24
	SY24 Implementation Milestones & Action Steps	Who 🔼	By When 🔼	Progress Monitoring
mplementation lilestone 1	Collaborative teachers, collaborative learning	ILT	12/1/23	In Progress
ction Step 1	ILT team will create a tool to assess team's progress towards our goals	ILT	1/1/24	Not Started
action Step 2	Develop a peer mentoring program for all teachers at LBPA	Arlesia Juran	11/1/23	Not Started
ction Step 3	implement a structured peer-observation program. In first year, teachers will observe peers once a quarter; in the second year, they will observe their peers once a quarter	ILT	1/1/24	Not Started
ction Step 4	At BOY, develop team-building activities at first PD to focus on building trust amongst staff.	LBPA Staff	9/22/23	In Progress
ction Step 5	Evaluate progress over the next two years	ILT	5/1/24	Not Started
nplementation ilestone 2	Implementation of adopted curriculum with fidelity	ILT	9/1/23	In Progress
ction Step 1	sharing and analyzing of student grade level work at bi-weekly instructional meetings and scheduled PDs.	ILT	1/1/24	In Progress
ction Step 2	continue to survey the quality of curricula to create plans for vertically-aligned pedagogy or curricula development aligned to common core resulting in a school-wide structure	ILT	ongoing	In Progress
ction Step 3	Collaborate with CPS Options Schools Network support at BOY, MOY and EOY to schedule Rigor walks as a progress monitoring tool	Options Network, LBPA Team	6/1/24	In Progress
ction Step 4				Select Status
ction Step 5				Select Status
nplementation lilestone 3				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

Action Step 1

Action Step 2 Action Step 3

Action Step 4

**Action Step 5** 

Building of lesson plans with certified/qualified teachers to meet goals of successful curricula implementation



SY26 Anticipated Milestones

Return to Top

Root Cause Implementation Plan [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

### **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 <u>Targeted Universalism</u>. 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 GOINP includes a math Performance goal
  -The goals within the reading, math, and any other
- IL-EMPOWER goals include numerical targets
- -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

### **Performance Goals**

					Numerical	Targets [Option	onal] 🙇
Specify the Goal 🛮 🙆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🙇	SY24	SY25	SY26
By the end of 2024, teachers will have received the necessary training to fully implement Skyline curriculum in the classroom			Overall	2			
	Yes	Other	Overall	5			
Increase student test scores in reading and math on STAR assessments , PSAT and SAT assessments	Yes	STAR (Reading)	Overall	10			
		STAR (Redoining)	Students with an IEP	5			

### **Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal a SY24	and identify how you will measure progress SY25	s towards this goal. 🙆 SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	monitor weekly unit plans/lesson plans to ensure that teachers are consistent with the implementation of curriculum with their students		
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers grade levels/subjects will create lessons from their lesson plans that are posted on the Google Drive to share with students insuring consistency and coherence		
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Use the actionable data and research intervention tools to measure progress. This information will be assessed beginning at the end of the FY24 school year and each semester moving forward.		

### 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
By the end of 2024, teachers will have received the necessary training to fully implement Skyline curriculum in the classroom	Other	Overall	2		Select Status	Select Status	Select Status	Select Status
	Other	Overall	5		Select Status	Select Status	Select Status	Select Status

Jump toPriorityTOAReflectionRoot CauseImplemented	Goal Setting Progress ation Plan Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Curricu	ılum & In	struction
Increase student test scores in reading and math on STAR	STAR (Reading)	Overall	10		Select Status	Select Status	Select Status	Select Status
assessments , PSAT and SAT assessments		Students with an IEP	5		Select Status	Select Status	Select Status	Select Status
		Practice Goals				Progress M	lonitoring	
Identified Practices		SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.		monitor weekly unit plans/lesson plans to ensure that teachers are consistent with the implementation of curriculum with their students		Select Stotus	Select Status	Select Status	Select Status	
C&I:2 Students experience grade-level, stance	Teachers grade levels/subjects will create lessons from their lesson plans that are posted on the Google Drive to share with students insuring consistency and coherence			Select Status	Select Status	Select Status	Select Status	
I&S:2 School teams create, implement, and p intervention plans in the Branching Minds pla expectations of the MTSS Integrity Memo.	Use the actionable data and research intervention tools to measure progress. This information will be assessed beginning at the end of the FY24 school year and each semester moving forward.			Select Status	Select Status	Select Status	Select Status	

If Checked: Complete		Our school receives school improvement funding through Title I, Part A, 1003 (I	L-Empower)			
IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improver by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant CIWP, grant budget, and state designation.	ment status (comprehensive or target requirements, assurances, and alignn	ed) as identified nent across your		
If Checked: No action needed	<b>~</b>	Our school DOES NOT receive school improvement funding through Title I, Part (Continue to Parent & Family Plan)	A, 1003 (IL-Empower).			
		Select a Goal				
		Select a Goal				
		Select a Goal				

### **Parent and Family Plan**

If Checked:	$\checkmark$	Our school is a Title I school operating a Schoolwide Program
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:		Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

In an effort to increase both academic success and positive social-emotional development in our students, we plan to provide opportunities for collaboration and fellowship through parent and family involvement events, resources and learning opportunities (continued education, parent involvement seminars/workshops, self-care/mental health awareness seminars/workshops, etc.).



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