CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Laurel Salgado	Principal	Lsalgado@cps.edu
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Taína Rodríguez-Encarnacíon	Connectedness & Wellbeing Lead	rodriguez-encar@cps.edu
Karen Horvath	Partnerships & Engagement Lead	kahorvath@cps.edu
Mary Stalzer	Curriculum & Instruction Lead	mestalzer@cps.edu
Elizabeth Stasiowski	Teacher Leader	etstasiowski@cps.edu
Bertha Barriera	Teacher Leader	babarriera@cps.edu
Chastity Murphy	Teacher Leader	camurphy2@cps.edu
Sonia Turcios	LSC Member	sicruz@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/9/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/18/23
Reflection: Connectedness & Wellbeing	7/20/23	7/20/23
Reflection: Postsecondary Success	7/20/23	7/20/23
Reflection: Partnerships & Engagement	7/20/23	7/20/23
Priorities	7/25/23	7/25/23
Root Cause	7/25/23	7/25/23
Theory of Acton	7/25/23	7/25/23
Implementation Plans	8/1/23	8/1/23
Goals	8/1/23	8/16/23
Fund Compliance	9/12/2023	9/12/2023
Parent & Family Plan	9/12/2023	9/12/2023
Approval	8/29/23	8/29/23

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	10/02/23
Quarter 2	12/18/23
Quarter 3	03/18/23
Quarter 4	05/28/23

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Students have access to high quality curricular materials through the implementation of Skyline. However, the structure and fidelity of implementation varies per grade level. The lack of materials in Spanish prevented collaboration among teachers and implementation for our students who receive instruction in Spanish. The data from our rigor walk shows that students partially experience grade level, standards aligned instruction. The school has shown improvement in this area from BOY to EOY. This will be a continued focus for our building. Lloyd School's classrooms are partially 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. The areas that we would like to improve based on the Learning Conditions Guide Overview are: Feedback for Growth, Meaningful Work. We have some great examples of student-centered classrooms at Lloyd and we would like to work to make this the norm at Lloyd. Lloyd has had an ILT for a year now. Administrators and teachers have been working to create a distributive leadership model at our school. We will continue this work throughout the school year. There are still some grade level team leads that need to be established. Lloyd has an assessment plan that the classrooms follow. We rated ourselves as partially on this point. We do data dives for interim assessments (Star 360, IReady, IAR, F&P, etc.) but we are not consistently analyzing the checkpoint assessments. The ability to have the students use the computer based Skyline assessments and having that data transfer to Branching Minds is a practice that Lloyd will spend time to research how we can use that data effectively for our students. Lloyd will also need to work on the variety of assessments that we give students.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric; Learning Conditions		STAR (Math); iReady (Reading); iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership	**What is the feedback from your stakeholders?** -Textbooks were not culturally sensitive or relevant to our bilingual student population. -Materials needed for ELA were difficult to translate into Spanish.Instructional practices became labored due to lack and limited resources for our EL learners. -We will need more ILT teacher leaders to effectively create the distributed leadership model we desire. -Training for teachers on aspects of Skyline and other varied assessments will be an ongoing process. Grade Level teams will have to align all assessments.	Cultivate; Grades; ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** -Staff are participating in professional development opportunities to improve fidelity and quality of implementation. -The district is in the process of making materials available in Spanish. -The Lloyd ILT will add members from all grade levels to make sure we can achieve the desired distributed leadership model.	

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.

Most students have access to the curriculum.
Lack of materials in Spanish for EL students and lack of implementation of modified assessments for DL students. All assessments need to be the same throughout the grade level to ensure equity.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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 Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

-More than half of the DL's in 4th grade are in LRE 2, with the rest in LRE 1. ✍
 -LRE 2 increases from 25 to 40 from 1st to second grade, and remains in the 40's and 50's through 5th grade.
 -Dashboard data shows that Lloyd is working on MTSS target goals. Are goals needed for those designated "no goals assigned"?
-Dasshboard Data shows interventions plans completed are higher in reading than in math.
-ACCESS data in dashboard shows increase in EL proficiency from the previos two years (4% SY23, 1% SY22, 1% SY21). Is this reflective of returning to inperson?

What is the feedback from your stakeholders?

-IEP LRE decisions need to be data driven with data collection. ✍
IEP review and progress monitoring needs to be improved and consistent with fidelity.
-MTSS at Lloyd is geting stronger. Lloyd has adopted Branching MInds and has an active MTSS coordinator. Teachers are improving their skills in tiered interventions and in quantative data collection and analysis.
-Students' EL needs are addressed at enrollent and on a continuous basis. Decisions regarding EL status and placement are made throughout the year as student's needs change.

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?

-Lloyd is working with the SEA and DR to schedule quality ✍
training for the Lloyd LBS1's to target specific sections of the IEP (LRE being one).
-IEP goal and LRE placement data collection and progress monitoring with fidelity will be addressed in SY24.
-MTSS process is an ongoing learning and adoption. We are entering or second year with a designated MTSS coordinator and it is our second year subscribed to Branching MInds. Lloyd continues to improve in the MTSS process.

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

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

* LRE placement decisions, * IEP Quality check, *   MTSS target goal development, * EL proficiency rate ✍

Connectedness & Wellbeing

Using the 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 Teaming Structure	Lloyd launched a PBIS Team focusing on school-wide behavior expectations and a BHT focusing on reviewing and supporting Tier 2 and 3 behavior support in SY23. The establishment of a morning SEL block was created on the instructional schedule. The Second Step curriculum was implemented during this SEL block along with Calm Classroom strategies throughout the day as teachers deemed appropriate. A Culture & Climate Team that works with the SY24 School Culture Team (former PBIS Team) and BHT will continue to focus on SEL systems and practices to promote a positive school climate through a focus on: Relational Trust; Environment & Structures will be launched in SY24. ✍	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** -K-5 students have access to OST programing in the summer, fall and spring with an array of programing options that complement and supplement student learning ✍ -Some families have a misconception of OST programing. There is a need for clarifying the purpose of OST programing -We need a hard reset on communicating the value and importance	

other student interests and needs.

-we need a hard reset on communicating the value and importance and impact of attendance to all stakeholders, including clear procedures for two-way outreach
-Staff needs to be trained in restorative practices and then communicate with school community about the practice

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

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.

-Lack of re-entry plan for students with chronic absenteeism
-Individual support for families of students with chronic absenteeism
-Lloyd does not have a shared vision statement. A unified shared vision that drives implementation.
-Students missing instruction and causes anxiety and frustration
-Attendance impact eligibility decisions
-OST availability offerings are limited
-Consistent response to behavior across staff members
-Consistent response to the desired behavior

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?

-Lloyd has established the BHT and Climate and Culture Committee
-Second Step curriculum, Calm Classroom and SEL embedded in Skyline ELA and Social Science curriculum
-OST opportunities for students (extra curricular activities including SEL)
-Attendance incentives for classroom with perfect attendance
-Build capacity of restorative practices school-wide

Postsecondary Success

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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
N/A — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	14%of students in 3rd-5th grade exceeded or met expectations in IAR Reading and only 8% of 3rd-5th graders met expectations; this is up 4% compared to last year's data. In Math students not meeting expectations decreased from last year from 42% to 39%.
Lloyd school needs to promote career days to promote students going to college. The cultivate survey from 5th grade students provided information on the need to improve classroom experience and student voice. | Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| N/A — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| N/A — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**
Families work with the school to provide students the expectation and opportunities to see exemplars of post secondary success. We have college and career days and work with students and the community and its members.
Families would like to have more workshops to empower them with strategies on how to support their children at home. Teachers express the need to create systems to better communicate with families on a daily or weekly basis. | |
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).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Lloyd currently has the Home-School Connection Committee that provides opportunities throughout the school year for educators, families and students to participate in different activities after school such as Family Reading Night, Math Night. The ILT launched a student survey for all students at Lloyd school to hear their experience in school and in their classrooms. The results of these surveys are then used by ILT and GLMs to explore ideas on how to improve the student	

one same to explore focus on how to improve the student
learning experience.
The PAC works with the school administration to offer
workshops for parents on different topics. These topics are
usually on how to support their children at home.

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

Students need a positive influence and examples of post secondary success. Some Lloyd
students need to have exemplars for how to hone in on their strengths. Offering
opportunities for students to engage in career research, hosting career days where
professionals come in to the school and present to students, and parternering with our
local middle school to allow for shadow days to assist with the transition.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Lloyd fosters relationships with families and community members by providing opportunities for training, classes, workshops, and numerous school events such as: a school picnic, open house, literacy night, math night, etc. These opportunities are organized and provided through the various school committees: homeschool connections, BAC, PAC, and LSC. Lloyd currently has a number of partnerships to provide community training including but not limited to: The Hispanic Health Coalition and University of Illinois-Illinois extension.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| No | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**
Lloyd fosters two way communication with our parents by having an open door policy and utilizing multiple methods of communication: website, email, school apps, google classroom, newsletters/calendar. | |

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.

Lloyd currently does not have a student council however has incorporated a cycle to
include student voice through student surveys thought

**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?**

Provide more clarity around the different committees and
their involvement in the school.

-Arrange to have informational tables during the picnic and
open house to provide information on how parents can be
more involved (BAC, PAC, LSC)

-Arrange to have robo calls made prior to events, meetings,
trainings to ensure parents take advantage of these
opportunities

-Maintain parent/community tab on the website current and
updated

-Provide more opportunities for student voice through more
surveys throughout the school year

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students have access to high quality curricular materials through the implementation of Skyline. However, the structure and fidelity of implementation varies per grade level. The lack of materials in Spanish prevented collaboration among teachers and implementation for our students who receive instruction in Spanish. The data from our rigor walk shows that students partially experience grade level, standards aligned instruction. The school has shown improvement in this area from BOY to EOY. This will be a continued focus for our building. Lloyd School's classrooms are partially 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. The areas that we would like to improve based on the Learning Conditions Guide Overview are: Feedback for Growth, Meaningful Work. We have some great examples of student-centered classrooms at Lloyd and we would like to work to make this the norm at Lloyd. Lloyd has had an ILT for a year now. Administrators and teachers have been working to create a distributive leadership model at our school. We will continue this work throughout the school year. There are still some grade level team leads that need to be established. Lloyd has an assessment plan that the classrooms follow. We rated ourselves as partially on this point. We do data dives for interim assessments (Star 360, IReady, IAR, F&P, etc.) but we are not consistently analyzing the checkpoint assessments. The ability to have the students use the computer based Skyline assessments and having that data transfer to Branching Minds is a practice that Lloyd will spend time to research how we can use that data effectively for our students. Lloyd will also need to work on the variety of assessments that we give students.

What is the feedback from your stakeholders?

-Textbooks were not culturally sensitive or relevant to our bilingual student population.
-Materials needed for ELA were difficult to translate into Spanish.Instructional practices became labored due to lack and limited resources for our EL learners.
-We will need more ILT teacher leaders to effectively create the distributed leadership model we desire.
-Training for teachers on aspects of Skyline and other varied assessments will be an ongoing process. Grade Level teams will have to align all assessments.

What student-centered problems have surfaced during this reflection?

Most students have access to the curriculum.
Lack of materials in Spanish for EL students and lack of implementation of modified assessments for DL students. All assessments need to be the same throughout the grade level to ensure equity.

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?

-Staff are participating in professional development opportunities to improve fidelity and quality of implementation.
-The district is in the process of making materials available in Spanish.
-The Lloyd ILT will add members from all grade levels to make sure we can achieve the desired distributed leadership model.

Determine Priorities

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

Students...

Bilingual students did not have grade level materials in Spanish for ELA. There is a need for students to have common assessments to ensure equity and to have uniform grading practices. There was a lack of student feedback to address their deficits. There was a deficit in equity and equality of tier 1 instruction and materials for all students.

Resources: 🚀

Determine Priorities Protocol

✏️ **Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

We lack the systems and structures to promote equity and equality in tier 1 delivery of instruction for all students. There has been a lack of collaboration in grade levels that has affected the quality and the delivery of tier 1 instruction. We lack the shared understanding and buy-in of the need for equity in curriculum and assessments. We need to shift our conversations from deficit-centered to solution-centered.

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.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

Curriculum & Instruction

plan strategically using high-quality curriculum and progress monitor to meet the learning needs of tier 1, 2 and 3 students ✍️

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.

then we see....

teachers assessing student achievement in tier 1, 2 and 3 instruction through standards-based learning objectives, task alignment, acceleration and differentiation ✍️

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...

delivery of high quality tier 1 instruction and improvement of student achievement growth in iReady, Star 360 and IAR by 20% every year ✍️

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 ✍️

Admin/Grade Levels

Dates for Progress Monitoring Check Ins

Q1	10/02/23	Q3	03/18/23
Q2	12/18/23	Q4	05/28/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Implementation of Common Formative Assessments from the curriculum by 100% teachers	Grade level teams	bi-weekly/ monthly	Select Status
Action Step 1	Create a scope and sequence of formative assessments	Grade level teams	SY24-26 quarterly	Select Status
Action Step 2	Provide PD on the Backwards Design Model to plan for instruction	Grade level teams	SY24-26	Select Status
Action Step 3	Analyze formative assessment monthly to determine areas of growth, area of need and acceleration	Grade level teams	SY24 - Q2 through 2026	Select Status
Action Step 4	Use common rubrics to calibrate grading practices	Grade level teams	On-going: intro SY24	Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of classrooms with Objective/ Task alignment			Select Status
Action Step 1	Providing professional development on how to write measurable learning objectives using CCSS	Administration & Teachers	SY24 Q1-Q2	Select Status
Action Step 2	Create expectations of task alignment with learning objectives using CPS Empowerment Tool to monitor	Teachers	SY24-26	Select Status
Action Step 3	Create expectation of posting learning objectives and standards using CPS Emp	Administration/ ILT/ Teachers	SY24-26	Select Status
Action Step 4	Create schedule of observations to give feedback on objective/task alignment for internal rigor walks conducted 1 per quarter		SY24	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will provide scaffolding opportunities within tier 1 instruction			Select Status
Action Step 1	Provide PD for all teachers on Tier 1 scaffolding strategies	Admin/ ILT/ Teachers	SY24-26	Select Status
Action Step 2	Teachers will show evidence of scaffolding in weekly lesson plans	Admin/ ILT/ Teachers	SY24-26	Select Status
Action Step 3	Progress monitor tier 1 instruction through monthly observations of tier 1 scaffolded instruction	Admin/ ILT	SY24-26	Select Status
Action Step 4	Feedback and coaching will be provided to teachers on tier 1 differentiated instruction	Admin/ ILT	SY24-26	Select Status
Action Step 5	Provide opportunities for teachers to do peer to peer observations			Select Status
Implementation Milestone 4	Strategic planning and implementation of instruction for all students and all tiers			Select Status
Action Step 1	Analyze universal screeners 3 times a year to determine growth, area of need and acceleration	Teachers/MTSS Coordinator/ Interventionist	SY24-26	Select Status
Action Step 2	Create targeted plans and deliver instruction for tier 1, 2 and 3	Teachers/MTSS Coordinator/ Interventionist	SY24-26	Select Status
Action Step 3	Progress monitor with fidelity student achievement and growth - Weekly	Teachers/MTSS Coordinator/ Interventionist	SY24-26	Select Status
Action Step 4	Record documentation of progress monitoring in Branching Minds - Weekly	Teachers/MTSS Coordinator/ Interventionist	SY24-26	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

<div align="right"><big>Curriculum & Instruction</big></div>

SY25 Anticipated Milestones	Implementation of Common Formative Assessments by 100% teachers 100% of classrooms with Objective/ Task alignment	✍️
SY26 Anticipated Milestones	-Progress Monitoring for all students with documentation in Branching Minds -100% of teachers implementing differentiation in tier 1 instruction	✍️

Goal Setting

Resources: 🚀

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.

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Implement tier 1 instruction and provide feedback to teachers with a focus on differentiation. Using the feedback data to inform decisions about differentiated professional development.	Yes	MTSS Academic Tier Movement	Overall				
			Other [Specify]				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will have access to grade level curriculum across languages. They will use curriculum to plan with grade level teams, using common assessments to check progress. This will be measured by monitoring scope & sequence, lesson plans and student work protocols in grade level team meetings.	Review and improve on the process of using the common assessments to analyze individual student data. Using student work protocols teachers will begin to develop tier 2 and 3 small group lesson plans. This will be measured by lesson plans, observations and feedback on small group instruction.	Using knowledge from previous year, teachers will use scope & sequence and lesson plans to plan and deliver differentiated small group instruction and be observed and offered feedback for growth
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

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Implement tier 1 instruction and provide feedback to teachers with a focus on differentiation. Using the feedback data to inform decisions about differentiated professional development.	MTSS Academic Tier Movement	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Other [Specify]			*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

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.	Teachers will have access to grade level curriculum across languages. They will use curriculum to plan with grade level teams, using common assessments to check progress. This will be measured by monitoring scope & sequence, lesson plans and student work protocols in grade level team meetings.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Status	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Lloyd launched a PBIS Team focusing on school-wide behavior expectations and a BHT focusing on reviewing and supporting Tier 2 and 3 behavior support in SY23. The establishment of a morning SEL block was created on the instructional schedule. The Second Step curriculum was implemented during this SEL block along with Calm Classroom strategies throughout the day as teachers deemed appropriate. A Culture & Climate Team that works with the SY24 School Culture Team (former PBIS Team) and BHT will continue to focus on SEL systems and practices to promote a positive school climate through a focus on: Relational Trust; Environment & Structures will be launched in SY24.

What is the feedback from your stakeholders?

-K-5 students have access to OST programing in the summer, fall and spring with an array of programing options that complement and supplement student learning
-Some families have a misconception of OST programing. There is a need for clarifying the purpose of OST programing
-We need a hard reset on communicating the value and importance and impact of attendance to all stakeholders, including clear procedures for two-way outreach
-Staff needs to be trained in restorative practices and then communicate with school community about the practice

What student-centered problems have surfaced during this reflection?

-Lack of re-entry plan for students with chronic absenteeism
-Individual support for families of students with chronic absenteeism
-Lloyd does not have a shared vision statement. A unified shared vision that drives implementation.
-Students missing instruction and causes anxiety and frustration
-Attendance impact eligibility decisions
-OST availability offerings are limited
-Consistent response to behavior across staff members
-Consistent response to the desired behavior

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?

-Lloyd has established the BHT and Climate and Culture Committee
-Second Step curriculum, Calm Classroom and SEL embedded in Skyline ELA and Social Science curriculum
-OST opportunities for students (extra curricular activities including SEL)
-Attendance incentives for classroom with perfect attendance
-Build capacity of restorative practices school-wide

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Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

have expressed the lack of connection with the adults in the building. Students need to develop relationships with the school community to value the importance of attending school. Student surveys affirm that they don't feel that they are a part of a larger community and that they matter.

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

Lack a school-wide plan for how to build connectedness in the school setting. Lack of a shared vision and plan for connecting with students. There is a lack of a school-wide strategy for chronic absences which impacts student achievement and engagement.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

provide opportunities for all students to connect with adults and peers, where students develop and maintain healthy relationships

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

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

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

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

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

then we see....

students and adults building community and mutual support amoungst classmates ✍

which leads to...

a well-rounded, all-inclusive student-centered school community as evidenced by improved feedback from students on the EOY Cultivate Survey. ✍

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 ✍

ILT, BHT, Teachers, Admin

Dates for Progress Monitoring Check Ins

Q1	10/02/23	Q3	03/18/23
Q2	12/18/23	Q4	05/28/23

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	100% of teachers will create classroom agreements and logical consequences with students	Classroom teachers	On-going	Select Status
Action Step 1	Implementation of Responsive Classroom The First Six Weeks with fidelity monitored through classroom observations and feedback sessions with teachers	Classroom teachers/ILT/Admin	SY24 Week 1-6	Select Status
Action Step 2	Evidence of Agreements posted in all classrooms	Classroom teachers	SY 24 Week 1	Select Status
Action Step 3	Teachers and students refer to Classroom Agreements consistently	Classroom teachers	On-going	Select Status
Action Step 4	Revisit and implement Lloyd behavior flow chart with fidelity	School community	On-going	Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers implement SEL in their daily schedule to foster an environment of trust	Classroom teachers and school community		Select Status
Action Step 1	Implement daily community building activities	Classroom teachers	SY24 Q1	Select Status
Action Step 2	Implementation of Second Step with fidelity	Classroom teachers	SY24 Q1	Select Status
Action Step 3	Consistently model expectations and desired behaviors throughout the school building	School community	SY24-26	Select Status
Action Step 4	Progress monitor an environment of trust through observations, student data from surveys, and physical environment	ILT/ Teachers	SY24 Q3 & Q4	Select Status
Action Step 5	Physical environments of classrooms providing support for students			Select Status
Implementation Milestone 3	100% of teachers will implement guided student discourse protocol so that students feel heard and develop agency using the 3 Principles of Student Voice	Admin and teachers		Select Status
Action Step 1	Learn and observe how to implement the 3 Principles of Student Voice	Admin and teachers	SY24	Select Status
Action Step 2	Evidence of student voice and feedback in instructional plan for whole and small group, including but not limited to 1-1 and small group	Grade level teams	SY24	Select Status
Action Step 3	Evidence of visuals for accountable talk, student choice and feedback posted for students to refer to	Classroom Teachers	SY24-26, on-going	Select Status
Action Step 4	Use of student discourse rubric and norms that promotes equity and equality in class discussions	Grade level teams	SY24-26, on-going	Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers will create a safe space for students' openness to feedback and improvement using the 3 Principles of Student Voice	Teachers		Select Status
Action Step 1	Shares affirming, supportive process feedback with students throughout the learning experience in small group or 1-1	Teachers	SY24 Q2	Select Status
Action Step 2	Facilitate conferencing and small group instruction to provide concrete and actionable feedback	Grade level teams	SY24	Select Status
Action Step 3	Devleop and implement a common school-wide communication tool	Admin and teachers	SY25	Select Status
Action Step 4	Provide meaningful feedback (on pre-determined key assignments) provided to students geared toward improvement and growth	Grade level teams	SY24-26: Intro SY24	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

Connectedness & Wellbeing

SY25 Anticipated Milestones	100% of teachers will create classroom agreements and logical consequences with students 100% of teachers implement SEL in their daily schedule to foster an environment of trust ✍️
SY26 Anticipated Milestones	100% of teachers will implement guided student discourse protocol so that students feel heard and develop agency 100% of teachers will create a safe space for students' openess to feedback and improvement during small or 1-1 meetings ✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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IL-EMPOWER Goal Requirements
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Performance Goals

					Numerical Targets [Optional] ✍️		
Specify the Goal ✍️	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍️	**SY24**	**SY25**	**SY26**
Students will feel that they are a part of the Lloyd Community and that their voices are heard. They will report that teachers and staff are working with them to achieve their learning goals and they feel safe at school.	Yes	Cultivate	Overall				
			Select Group or Overall				
Teachers will provide multiple opportunities to give respectful and meaningful feedback that honors the students' dignity and includes student attainment, growth and next steps	Yes	Other	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	**Specify your practice goal and identify how you will measure progress towards this goal.** ✍️		
	SY24	**SY25**	**SY26**
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Meet with teams with fidelity to continue to support students connectedness and well-being. We will measure progress through agendas and action plans.	Teachers trained in de-escalation techniques and able to implement learning. This will be measured by certification and observations.	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement with fidelity the restorative classroom practices. This will be measured by classroom observations.	Entire BHT trained in the Restorative Practices and able to implement learning. This will be measured through certifications.	
Select a Practice			

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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 the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

					Select Status	Select Status	Select Status	Select Status
Students will feel that they are a part of the Lloyd Community and that their voices are heard. They will report that teachers and staff are working with them to achieve their learning goals and they feel safe at school.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teachers will provide multiple opportunities to give respectful and meaningful feedback that honors the students' dignity and includes student attainment, growth and next steps	Other	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

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Meet with teams with fidelity to continue to support students connectedness and well-being. We will measure progress through agendas and action plans.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implement with fidelity the restorative classroom practices. This will be measured by classroom observations.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Parent & School Communication: Ensuring there is effective home and school communication and maintaining an "open-door" policy. Providing opportunities for parents to engage in school and community events and offer feedback for improvement.
Parent Involvement Opportunities: Maintaining school partnerships and providing opportunities for parents to engage in school and community events.
Parent Education: Maintaining school partnerships and providing parents with classes and workshops with highly educated instructors to enhance their own learning and academic success.
Parent Volunteer Program: Provide training and opportunities for parents to support student and school progress (support school programs).
Organization & Committees: Providing opportunities to participate in events and organization of the Local School Council, No Child Left Behind committee, Bilingual Advisory Committees.

NCLB monthly meetings

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