CIWP Team & Schedules

Resources

CIWP Team Guidance

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
Talisa Moore	Principal	TLMartin@cps.edu
Barbara Appleberry-Tillman	Facilitator	Baappleberry@cps.edu
Stacy Stocker-Rybski	Teacher Leader	sastocker-sybski@cps.edu
Pamela Talbert	Curriculum & Instruction Lead	Pmtalbert@cps.edu
Nicole Crockett	Inclusive & Supportive Learning Lead	nmcrockett@cps.edu
Yolanda Walton	Connectedness & Wellbeing Lead	ymwalton1@cps.edu
Michele Myers	ESP Leader	mmyers9@cps.edu
Mickey Hoyle	Teacher Leader	mhoyle1@cps.edu
Joy Lewis	Teacher Leader	jplewis@cps.edu
Marlon Morgan	LSC Member	mjmorgan1@cps.edu
Stacey Whitsett	Teacher Leader	sdwhitsett@cps.edu
Vanessa Hunter	Parent/LSC	vlhunter1989@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/18/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	4/25/23	5/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/2/23	5/16/23
Reflection: Connectedness & Wellbeing	5/9/23	5/30/23
Reflection: Postsecondary Success	5/16/23	6/16/23
Reflection: Partnerships & Engagement	5/23/23	6/30/23
Priorities	5/30/23	7/15/23
Root Cause	6/13/23	7/31/23
Theory of Acton	6/30/23	8/15/23
Implementation Plans	7/15/23	9/1/23
Goals	7/31/23	9/15/23
Fund Compliance	8/15/23	9/15/23
Parent & Family Plan	9/1/23	9/15/23
Approval	9/15/23	9/15/23

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	11/07/23
Quarter 2	01/16/24
Quarter 3	4/16/24
Quarter 4	6/4/23

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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 Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
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
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	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
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

Our takeaways are we need to spend more time allowing students to engage in the lessons more quickly, such as ways for them to engage in discussions using Accountable Talks. We need to implement small groups for MTSS within as well outside of the classroom. Teachers need to practice and plan scaffolded lessons. K-2 students in the beginning of the year who score early mid or above grade level need to receive enrichment and those below immediate interventions within adn outside of the classroom. The BHT needs a schedule for students who are struggling behaviorally but not necessarily academically.

What is the feedback from your stakeholders?

On the Star Assessment, 3-8 grade students made little gains within Benchmarks from BOY to EOY n both reading and math. Intermediate students' attendance/tardiness prevents them from attending the entire first instructional period. We need to add incentives for students throughout the testing periods to motivate students to do their best. We need to engage parents in the educational process. Continue data conversations among students/teachers. We need school-wide data walls for 3-8 grade posted outside of the classroom.

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?

As a school, we have fully implemented MTSS through pull-out and tutoring by all available staff members. As a results, most students receiving these interventions improved and met their goals as indicated in Branching Minds. Scheduling obstacles prohibited the MTSS team from fully addressing the needs of our Middle School population.

Metrics

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

What student-centered problems have surfaced during this reflection?

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

Students wanted their voice to heard and less teacher presentations. They want to be college ready when they graduate. Teachers lecturing should decrease. Students feel that teachers have influence on their learning and they learn best in small groups and models and examples are the highest modes. Working independently 1/3 of the population. Earning great grades and passing is important to most students.

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
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
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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 I 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.	

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.

Problems: Communication between stakeholders regarding a child's EL status as well as Special Education plans. Transfer students need to be strategically and immediatel placed. We need to plan for EL learners from other countries.

What are the takeaways after the review of metrics?

Progress monitoring is effective for MTSS students and needs supported for Tier 1 and 2. Family engagement needs to be expanded upon to notify them of their engagement and process. We need a defined process for the students who need support in Tier 3 and referred to the problem solving team. We need forms to track their process. The forms will be created and tweaked by the Problem Solving Team.

What is the feedback from your stakeholders?

The support staff requires training on how to assist and support all students in the general education setting. Professional development will need to be provided for special education staff and students. Closer monitoring of special education students. Schedules need to be created for each student and all of their peers.

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?

Special education and general education teachers need to work together to develop IEPs. IEPs need to be created in a timely manner. It has to be a week before the meeting to occur. A calendar will be created to track the process of the IEP completion. Intake meeting for special education students enrolling at Madison with an IEP. We need to bring artifacts to the table along with progress monitoring. We need to improve our recordkeeping processs. Every quarter the emergency forms need updating. Better communication for ELs within the school and how information is spread.

Metrics

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

Return to Top

Connectedness & Wellbeing

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

What are the takeaways after the review of metrics?

Tier 2 and 3 intervention supports and groups: Rainbows, Relationship Series, Bounce Back, individual supports, small groups, peace circles. This type of program needs to be extended to primary students to support their well-being.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets
Reduction in OSS per 100

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.

Tier 1 students are receiving support from Calm Classroom and Second Step intervention. The fidelity level is unknown at this time.

What is the feedback from your stakeholders?

We need more consistent feedback from all areas under the MTSS umbrella to communicate with one another. There needs to be a support system in the primary buidling to support young learners' emotional needs. Their needs to be student interest surveys conducted to determine interest. Consider offering programming to all grade levels. There needs to be an enrollment process/intake to connect new parents and students to the school. A team will meet with the parent to discuss the school, offerings, and create an opportunity for the school to get background information on the child and his/her family.

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

The student-centered problems are the primary population requires more support with behavior/social-emotional supports and interventions.

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?

Our plan to create an intervention room for the primary students within the modular building. We are attempting to create space for the counselor or social worker to have a dedicated space. We need funding to create proper decor and furniture to setup a conducive environment.

Return to Top

Postsecondary Success

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**
Yes — 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)

What are the takeaways after the review of metrics?

We need to consider doing more with Work Based Learning Activities. to support students' career aspirations such as career day and job shadowing.

Metrics

Graduation Rate

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

Partially	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
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
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
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

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.

Consistent exposure to opportunities to college or careers post secondary options. Expose the sixth graders to opportunites what they need to prepare for high schools.

What is the feedback from your stakeholders?

Students need to be encourage to have high goals and focus on their grades in order to increase their options for higher learning.

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

We can improve in this area by exposing students to opportunities to explore careers and colleges throughout the year in grades 6-8. GoCPS needs to be explored with students so that they are aware of their options. Once students are accepted in a high school, they can have a signing day with their new school. We can also have a bulletin board to show where students have been accepted for high school.

Metrics

- 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)

Return to Top

Partnership & Engagement

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

What are the takeaways after the review of metrics?

We are performing well in this area but need to enhance the outreach and be more inclusive to incude primary students and their families.

Metrics

- Cultivate
- 5 Essentials Parent Participation Rate
- 5E: Involved Families

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

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)

What is the feedback from your stakeholders?

Sources considered: -5 Essentials Survey -School Report card -Student Council Agendas and Sign-in sheets -Photographic Artifacts -Madison's Facebook page. Madison has received the CPS SCORE program allow students to choose programs based on their various interests and/or talents. In addition to this Madison support student voice and interest through the following activities: Middle School Student council, Learning garden, Rock Band, Flag Football, Track, Sneaker Ball, Earth Day clean up, After-school basketball, Student Council Fundraising Events, Across Grade Level Peer Tutoring, and Science Club.

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.

Primary students were not included in the enrichment program.

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

We will reach out to more organizations for partnerships.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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?

Our takeaways are we need to spend more time allowing students to engage in the lessons more quickly, such as ways for them to engage in discussions using Accountable Talks. We need to implement small groups for MTSS within as well outside of the classroom. Teachers need to practice and plan scaffolded lessons. K-2 students in the beginning of the year who score early mid or above grade level need to receive enrichment and those below immediate interventions within adn outside of the classroom. The BHT needs a schedule for students who are struggling behaviorally but not necessarily academically.

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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 school, we have fully implemented MTSS through pull-out and tutoring by all available staff members. As a results, most students receiving these interventions improved and met their goals as indicated in Branching Minds. Scheduling obstacles prohibited the MTSS team from fully addressing the needs of our Middle School population.

Return to Top

Determine Priorities

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

Students...

will be provided standards-based aligned instruction that leads to the administration of evidence-based informative/formative assessments for learning practices that will be enacted daily in core subjects.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

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

As adults in the building, we...

1. need a better understanding of the common core state standards at all grade levels and how to implement them
2. need to utilize the big ideas that should be taught to determine whether students are being taught the body of knowledge

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.

being taught the body of knowledge
3. need to plan learning activities that will engage students in the learning process and allow for student ownership
4. need to supplement, when necessary, to fill in the gaps within the core curriculum
5. need to use questioning and discussions of technique to monitor student understanding
6. need to create standards-based informative and formative assessments to determine students' needs

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

If we use consistent internal walks that focus on high-quality instruction, evidence of curriculum planning, and multi-tiered levels of support.internal learning walks that focus on the alignment of high-quality, standards-based instructional resources across grade levels,

then we see....

teachers who are engaging students in high-quality, standards-based instruction and are equipped with qualitative/quantitative data to serve as evidence for next steps and improved curriculum based instruction

which leads to...

Students having access to standards aligned learning experiences that are rigorous and addresses all learning modalities. This will also then lead to an increase in student academic performance in which 100% of students achieving 1 years of growth per academic year. Finally, this will also lead to 75% of all students being at or above grade level on the i-Ready Reading and Mathematics assessments by the end of SY26.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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/Principal

Dates for Progress Monitoring Check Ins

Q1	11/07/23	Q3	4/16/24
Q2	01/16/24	Q4	6/4/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By September 2023, the ILT and CIWP teams will research and fund 100% core curriculum programs.	ILT and CIWP	8/31/23	In Progress
Action Step 1	Principal and ILT will meet to analyze EOY i-Ready and Star data to make decisions on which school-wide and tiered instructional digital/nondigital programs will be used for the SY24 using the SWOT analysis.	Principal and ILT	6/20/23	Completed
Action Step 2	Funding will be used to purchase core math and reading programs such as Common Core Progress (6th - 8th), Ready Common Core Reading and Writing (3rd-5th) Super Kids Reading Portal (Kdg-2nd) Eureka Math (K-8), i-Ready ELA and Math supplemental recources.	Principal	8/31/23	In Progress
Action Step 3	All grade level departments will meet to insure that instructional materials and resources are aligned to common core state standards and monitor student achievement in core subjcts (reading, math, and/or science)	Department Chair Principal All Teachers	9/8/23	In Progress
Action Step 4	Funding will be allocated to attain substitute teachers to support K-2 teachers during benchmark assessment administration periods.	Principal	9/15/23	In Progress

Action Step 5	The ILT will meet to revisit school year schedules to best meet students' instructional needs.	Principal	9/22/23	In Progress
Implementation Milestone 2	**By October 2023, the ILT and CIWP teams will research and fund 100% core curriculum programs.**	ILT and CIWP	10/27/23	In Progress
Action Step 1	Research and purchase computer based progress monitoring tool for K-8 for science.	ILT and CIWP	9/29/23	In Progress
Action Step 2	Purchase Social Studies and Science Weekly magazines for grades K-6.	Principal	9/29/23	In Progress
Action Step 3	Replenish consumable materials for Amplify Science K-8.	Principal	10/13/23	In Progress
Action Step 4	Funding to replenish/replace technology used by K-8 grade teachers to deliver instruction (Elmos, teacher iPads, Dell laptops, LCD projectors, and Smart Boards)	Principal	10/13/23	In Progress
Action Step 5	Funds will be used to expand the Reading A-Z subscriptions which includes K-2 Headsprout and IXL Reading, Math, Social Studies and Science for grades K-8.	Principal	10/27/23	In Progress
Implementation Milestone 3	**By the end of January 2024, the ILT will research and fund 100% core curriculum programs.**	Principal and ILT	1/26/24	In Progress
Action Step 1	Tutor Corps tutors will support K-8 Tier 3 students in Reading instruction, monitor their progress and input the results in Branching MInds.	MTSS Coordinator/POC	10/27/23	In Progress
Action Step 2	The City Year tutors wll support 3-8 Tiers 2-3 students in Reading and Math instruction, monitor their progress, and confer with teachers daily about students needs and results that will be logged into Branching Minds.	MTSS Coordinator/POC	10/31/23	In Progress
Action Step 3	Funds will be used to purchase multimedia visual arts materials for the development of a visual displays that support MTSS and instructional focus. Materials include but not limited to the following: Cold Press Laminator, computer program for the poster maker, field trips to art museums, and easels etc.	Principal	10/27/23	In Progress
Action Step 4	Purchase and utilize edpuzzle (K-8) and Flocabulary (3-8) to support Science and Social instruction.	Teachers	10/27/23	In Progress
Action Step 5	Replenish 7th grade materials for Constitution. (Federal and State)	Principal	1/26/24	In Progress
Implementation Milestone 4	**By June 2024, the school will be able to demonstrate the use of researched-based strategies selected by the ILT to improve student growth outcomes on benchmark assessments by 1.0 school years.**	Principal, ILT, and teachers	05/31/24	In Progress
Action Step 1	All classroom teachers, miscellaneous employees, and ancillary staff will be engaged in small group instruction for reading and math for Tier 2 and 3 students.	Teachers	02/08/24	In Progress
Action Step 2	The ILT will participate in ongoing leadership training geared towards supporting instructional practice that lead to higher student outcomes and equitable learning experiences.	Principal and ILT	06/05/24	In Progress
Action Step 3	Principal will meet with external partners throughout the year to discuss teacher professional development needs, student learning needs, and develop a schedule for teacher support that centers around better use of currently used curricular materials, teacher moves and instruction using digital/nondigital curriculum.	Principal	5/31/24	In Progress
Action Step 4	Review and revise reading, math, and science enrichment plans for students who are above grade level.	Principal	1/19/24	In Progress
Action Step 5	Using the current reading and math data, all Tier 1 students will have and follow an enrichment plan created by the teachers and City Year Tutors.	Principal teachers and City Year Tutors	10/6/23	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY25 we anticipate working towards having a solid instructional program in all core subject areas in which 75% of students are working towards their specific, data based goals.
SY26 Anticipated Milestones	In SY26 we anticipate working towards having a solid instructional program in all core subject areas in which 100% of students are working towards their specific, data based goals.

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 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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional] SY24	SY25	SY26
K-8 grade students will achieve at or above grade level status on the i-Ready Reading Assessment by the end of school year.	Yes	iReady (Reading)	Overall	16%	25%	35%	47%
			Students with an IEP	5%	10%	15%	20%
K-8 grade students will achieve at or above grade level status on the i-Ready Math Assessment by the end of school year.	Yes	iReady (Math)	Overall	15%	24%	34%	46%
			Students with an IEP	5%	10%	15%	20%

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:4 The ILT leads instructional improvement through distributed leadership.	During this school year, teacher members of the ILT will lead 50% of school-wide professional developments on the curriculum and SEL which will be monitored by agendas and sign-in sheets.	During this school year, teachers members of the ILT will lead 50% of the professional development on the curriculum and SEL and expand it to grade-level and department teams which will be monitored by agendas and sign-in sheets..	During the school year, the ILT will lead 50% of the grade-level teams, department teams, and data or inquiry teams, and teachers lead professional development which will be monitored by agendas and sign-in sheets..
C&I:2 Students experience grade-level, standards-aligned instruction.	Provide ongoing instructional coaching rather than traditional teacher training on effective planning and coherent support to teachers to improve student intsruction and outcomes. The progress will be monitored through weekly coaching logs and classroom observations.	Teachers will start with differentiating one activity. As confidence and experience grows, most lesson activities will be differentiated. The focus of intentional differentiation for process is based on students' content opportunities and challenges.	Teachers will receive coaching and support on making sure the objectives and assessments for the lesson plan are in sync. Progress will be assessed by monitoring lesson plans, coaching logs, and classroom instruction.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Create and implement a plan for collecting data to monitor student progress on classroom and district assessments. This process will be guided and monitored by the ILT and administration.	Create and administer standard aligned assessments and monitor the progress of the students and students and making adjustments as needed	ILTs will assess the progress of teachers and students and making adjustments as needed.

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

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

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
K-8 grade students will achieve at or above grade level status on the i-Ready Reading Assessment by the end of school year.	iReady (Reading)	Overall	16%	25%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	5%	10%	Select Status	Select Status	Select Status	Select Status
K-8 grade students will achieve at or above grade level status on the i-Ready Math Assessment by the end of school year.	iReady (Math)	Overall	15%	24%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	5%	10%	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:4 The ILT leads instructional improvement through distributed leadership.	During this school year, teacher members of the ILT will lead 50% of school-wide professional developments on the curriculum and SEL which will be monitored by agendas and sign-in sheets.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Provide ongoing instructional coaching rather than traditional teacher training on effective planning and coherent support to teachers to improve student intsruction and outcomes. The progress will be monitored through weekly coaching logs and classroom observations.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Create and implement a plan for collecting data to monitor student progress on classroom and district assessments. This process will be guided and monitored by the ILT and administration.	Select Status	Select Status	Select Status	Select Status

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?

Tier 2 and 3 intervention supports and groups: Rainbows, Relationship Series, Bounce Back, individual supports, small groups, peace circles. This type of program needs to be extended to primary students to support their well-being.

What is the feedback from your stakeholders?

We need more consistent feedback from all areas under the MTSS umbrella to communicate with one another. There needs to be a support system in the primary buidling to support young learners' emotional needs. Their needs to be student interest surveys conducted to determine interest. Consider offering programming to all grade levels. There needs to be an enrollment process/intake to connect new parents and students to the school. A team will meet with the parent to discuss the school, offerings, and create an opportunity for the school to get background information on the child and his/her family.

What student-centered problems have surfaced during this reflection?

The student-centered problems are the primary population requires more support with behavior/social-emotional supports and interventions.

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?

Our plan to create an intervention room for the primary students within the modular building. We are attempting to create space for the counselor or social worker to have a dedicated space. We need funding to create proper decor and furniture to setup a conducive environment.

Return to Top

Determine Priorities

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

Students...

behavioral and attendance problems, lack of exposure and availability to student-centered enrichment, and limited accessibility to school programs resulted in a minimal improvements in student outcomes.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

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

As adults in the building, we...

Resources:

5 Why's Root Cause Protocol

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

Connectedness & Wellbeing

1. need a better understanding of the MTSS process
2. need to utilize the Branching Minds system in documenting students needs
3. need to create plans to improve student attendance
4. need to supplement, when necessary, to fill in gaps in student knowledge
5. need to address student behaviors as they occur
6. need to utilize the BHT to assist in developing school-wide plans to address mental health challenges students are experiencing
7. need to use the Conscious Discipline method to develop a strong culture and climate environment

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

do a strategic utlization such as data systems, protocols and menus of intervention; and create the infrastructure such as teams to ensure that every student has access to high quality tier 1 core SEL instruction along with any needed targeted tier 2 and 3 support/interventions

then we see....

a culture and climate that supports risk taking and students engaged in interactive learning experiences

which leads to...

Improved overall quality of SEL instruction and student outcomes for all learners school-wide. This will also then lead to an increase in student academic performance. Finally, this will also lead to an increase in students at or above grade level on the i-Ready Reading and Mathematics assessments by the end of SY26.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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/Principal

Dates for Progress Monitoring Check Ins

Q1	11/07/23	Q3	4/16/24
Q2	01/16/24	Q4	6/4/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of Quarter 1, teachers and staff will begin training on Conscious Discipline and implement selected strategies throughout the year.	Nicole Crockett, Ms. Wesson, CCT Team	11/21/23	In Progress
Action Step 1	Take training on Conscious Discipline in June and July and shared with staff in August	Nicole Crockett, Ms. Wesson, CCT Team	08/01/23	Completed
Action Step 2	Creating and implementing professional development around the Conscious Discipline method.	Nicole Crockett, Ms. Wesson, CCT Team	08/15/23	Completed

Action Step 3	Implement School Wishing Well from the Conscious Discipline School Family building strategies by the end of SY 23/24	Nicole Crockett, Ms. Wesson, CCT Team	09/30/23	In Progress
Action Step 4	Implement School Kindness Tree from the Conscious Discipline School Family building strategies by the end of SY 23/24	Nicole Crockett, Ms. Wesson, CCT Team	10/30/23	In Progress
Action Step 5	Implement School Mantra from the Conscious Discipline School Family building strategies by the end of SY 23/24	Nicole Crockett, Ms. Wesson, CCT Team	11/21/23	Not Started
Implementation Milestone 2	Integrate connectiveness through school wide and community events.	CCT Team, BHT,	06/10/21	In Progress
Action Step 1	School wide Open House	All Staff Members	09/21/22	In Progress
Action Step 2	Harvest Fundraiser (Nachos, Taffy Apples, Soft Drinks)	Student Council, 8th Grade Committee, Mr. Morgan	10/31/23	In Progress
Action Step 3	Winter Programing implementing (Hot Cocoa with Santa, Community gift giving)	Ms. Hawkins, Arts Committee	12/30/23	Not Started
Action Step 4	Introduction to Live Theater (Stage production, set design, play writing, performing)	Ms. Hawkins, Arts Committee	3/30/23	Not Started
Action Step 5	Spring Events - Sneaker Ball, STEAM Night	City Year, Ms. Appleberry,	5/15/23	Not Started
Implementation Milestone 3	By the beginning of the 2nd Quarter teachers, tutors, and interventionists are meeting with Tier 2 and Tier 3 students in small groups, providing progress monitoring, and tracking their progress.	Appleberry, City year, Tutor Corps, and All Teaching Staff	12/30/23	In Progress
Action Step 1	Assess all students using i-Ready and analyze Quarter 1 Baseline Data	Appleberry, City year, Tutor Corps, and All Teaching Staff	9/22/23	In Progress
Action Step 2	Create small groups and develop plans of action	All Teaching Staff for Core Subjects	10/1/23	In Progress
Action Step 3	Create spaces and clerical systems to provide small group support	Appleberry, City year, Tutor Corps, and All Teaching Staff	10/1/23	In Progress
Action Step 4	Gather and organize materials and resources for small group instruction.	Martin, Appleberry, Whitsett	10/1/23	In Progress
Action Step 5	Implement intervention plans, monitor and track progress, review and adjust goals set for each indivdual student.	Appleberry, City year, Tutor Corps, and All Teaching Staff	12/30/23	Not Started
Implementation Milestone 4	By the end of SY24, teachers and staff will create and implement a plan to infuse the arts school-wide.	Hawkins, the Arts Committee, ILT	6/10/23	In Progress
Action Step 1	Develop a School-wide "Big Idea", focusing on exploring different forms of art.	Hawkins, the Arts Committee, ILT	10/30/23	In Progress
Action Step 2	Community event to connect to the focus on the "Big Idea". (parent engagement)	Hawkins, the Arts Committee, ILT	12/30/23	Not Started
Action Step 3	Performance where the community is invited by the end of the year.	Hawkins, the Arts Committee, ILT	6/10/23	Not Started
Action Step 4	Invite the community to participate in " Career in the Arts Activities".	Hawkins, the Arts Committee, ILT	3/30/23	Not Started
Action Step 5	Evidence of the "Big Idea" represented throughout the school.	Hawkins, the Arts Committee, ILT	2/16/23	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We plan to employ another Fine Arts Teacher such as a full time Music or Visual Arts teacher. We will continue expanding Conscious Discipline school-wide. We will build upon the community events and decide on the Big Idea in the Arts.
SY26 Anticipated Milestones	We plan to further infuse the arts into every aspect of the curriculum. We will fully implement Conscious Discipline school-wide. We will decide on a different Big Idea for the Arts program to implement school-wide.

Return to Top

Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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

Connectedness & Wellbeing

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional] SY24	SY25	SY26
We will decrease the amount of behavior referrals & increase student learning outcomes due to the implementation of Conscious Discipline, Fine Arts activities and school-wide Incentive programs.	Yes	Decrease the % of students receiving Tier 2/3 interventions by 10%	Overall	38%			
			FRL Eligble	38%			
We will improve student attendance and behavior & foster a welcoming and inclusive school environment where students feel valued and connected to their peers, teachers, and the school community.	Yes	Increase Average Daily Attendance	Overall	87.20%			
			Students with an IEP	84.04%			

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.	Form an attendance committee consisting of staff, parents, and students to brainstorm and ideas, track progress and ensure ongoing efforts to improve attendance.	Promote physical and mental health by offering programs that address students' well-being. this can include nutritious meals, counseling services and social emotional and physical activity opportunties.	Assign mentors or counselors to identified families and students who struggle with attendance. and behavior. These individuls will provide support, identify barriers to attendance, and work with studnts to overcome them. The individuals may be school based or a partner organization.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Conduct professional development to train teachers and staff in the selected SEL curricula. Incorporate SEL content into all subjects and lessons. Ensure that SEL instruction is woven into the daily classroom experience. Monitor the implementation and provide ongoing support to teachers.	Continue to actively involve students in SEL activities, discussions, and exercises. Encourage their participation and self-expression. Collect data on student progress in SEL. Use formative assessments, surveys, and observations to gauge the impact of SEL instruction.	Enhance SEL activities, discussions, and exercises to include community service projects. Collect data on student progress on all stakeholders using surveys, interviews, observations, and assessments.
C&W:3 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.	In order to improve attendance, promote after-school programs that interest students and encourge participation. Survey teachers and students to identify after-school needs and interest.	Enhance the after school programs with a focus on SEL based on the needs of the students through external partners.	Schedule feild trips that are based around experiences associated with SEL and academic enrichment.

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

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

Connectedness & Wellbeing

We will decrease the amount of behavior referrals & increase student learning outcomes due to the implementation of Conscious Discipline, Fine Arts activities and school-wide Incentive programs.	Decrease the % of students receiving Tier 2/3 interventions by 10%	Overall	38%		Limited Progress	Select Status	Select Status	Select Status
		FRL Eligble	38%		Limited Progress	Select Status	Select Status	Select Status
We will improve student attendance and behavior & foster a welcoming and inclusive school environment where students feel valued and connected to their peers, teachers, and the school community.	Increase Average Daily Attendance	Overall	87.20%		Limited Progress	Select Status	Select Status	Select Status
		Students with an IEP	84.04%		Limited Progress	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.	Form an attendance committee consisting of staff, parents, and students to brainstorm and ideas, track progress and ensure ongoing efforts to improve attendance.	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.	Conduct professional development to train teachers and staff in the selected SEL curricula. Incorporate SEL content into all subjects and lessons. Ensure that SEL instruction is woven into the daily classroom experience. Monitor the implementation and provide ongoing support to teachers.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	In order to improve attendance, promote after-school programs that interest students and encourge participation. Survey teachers and students to identify after-school needs and interest.	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:

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

☑ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

☐ **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 order to engage parents and families we will create programs to encourage in-person participation. If parents are actively involved in their childrens' school, then attendance rates and student achievement will increase. We will also provide parent training on various topics such as how to help your child at home with homework and how to improve your child's and family members mental and physcial health. We will have family and community night that promote engagement within the school. Engage outside partnership to assist parents with parenting skills and other supports that parents may need to support the family.

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