

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Jaclyn Delaney	Principal	jdelaney@cps.edu
Jose Moreno	AP	jmoreno@cps.edu
Allison Qualkinbush	AP	aqualkinbus@cps.edu
Joe Romeo	LSC Member	romeo.joe@gmail.com
Hector Valencia	Parent	alfoncitochinito@gmail.com
Mark Donlin	Teacher Leader	mdonlin1@cps.edu
Quyen Phan	Teacher Leader	qphan1@cps.edu
Julia Rowe	Teacher Leader	jrowe@cps.edu
Pam Gady	Teacher Leader	psgady@cps.edu
Dennis Guerrero	Teacher Leader	dguerrero13@cps.edu
Luisana Argueta	Teacher Leader	leargueta@cps.edu
Bridget Dougherty	Teacher Leader	bdougherty@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/9/2023	5/23/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/2023	6/27/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/23/2023	6/27/2023
Reflection: Connectedness & Wellbeing	5/23/2023	6/27/2023
Reflection: Postsecondary Success	5/23/2023	6/27/2023
Reflection: Partnerships & Engagement	5/23/2023	6/27/2023
Priorities	6/1/2023	6/27/2023
Root Cause	6/27/2023	7/13/23
Theory of Acton	6/27/2023	7/13/23
Implementation Plans	7/19/23	8/7/23
Goals	8/7/23	8/7/23
Fund Compliance	8/7/23	8/7/23
Parent & Family Plan	8/7/23	8/7/23
Approval	9/14/23	9/14/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	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
Partially	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
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We also generally follow standardized curricula that may or may not necessarily relate to the needs of our student body and or their individuality. Subjects are generally taught in isolation without significant connection or relevance to other subjects or the 'real world'. Additionally, teachers may feel overburdened with continual mandates from the state, district, and school outside of their expected responsibilities. In many cases, these mandates limit planning and collaboration time between staff and stifle the ability to creatively develop and or supplement curricula that allows students to connect to learning through subject areas across content and across the grade levels in a way that honors students' cultural norms, identities, and interests.

What is the feedback from your stakeholders?

The response from our stakeholders has been overwhelmingly positive. They have expressed the importance of engaging our students in a learning environment that encompasses all subject areas and ties them into culturally responsive teaching. They have also stated that it is important for them to have students connected to a learning environment that puts them front and center and most importantly, gives them choice as to what type of learning they want to engage in. They feel that PBL, when done properly, will elevate student voice and engagement and empower all learners as members of their community.

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 continue to engage with partnerships that help support PBL at all levels of engagement. We have surveyed staff for their levels of expertise and comfortability with PBL. We are using this feedback to engage our partners so that we may provide proper resources, scaffolding, scaffolding, and professional development support.

- [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.

Cultural relevance / connections in Curriculum. Not all students are engaged in cultural responsive instruction.

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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
		MTSS Integrity Memo


We have identified several growth areas that we will be focusing on for SY23 - 26. Beginning SY23-23, we will be more intentional about supporting all our EL newcomers. We have assigned our Bilingual Lead and Curriculum Coach to focus on supporting these students in a small group setting. We have restructured our MTSS protocols and supports as it pertains to our tiered instruction. We are now more intentional about screening students who test below the 3.5 metric in benchmark assessments. We have also invited our EL Network Specialist, Karen Larue to support us in the implementation of EL structures and supports.

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


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.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	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.

Not all students are receiving consistent progress monitoring and intervention that matches their plan. 

What is the feedback from your stakeholders?

Our stakeholders have stated that they would like to continue seeing additional supports for all students. They have stated that it has been difficult to support EL newcomers, especially those who have never had any formal schooling prior to arriving at Mosaic. Teachers have stated that it was difficult to focus on any particular focus group as the assessments we administered identified many students as needed Tier 3 levels of supports. A more intentional screening process has eliminated these discrepancies. 

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?


A more intentional screening process has eliminated these discrepancies. We have identified several growth areas that we will be focusing on for SY23 - 26. Beginning SY23-23, we will be more intentional about supporting all our EL newcomers. We have assigned our Bilingual Lead and Curriculum Coach to focus on supporting these students in a small group setting. We have restructured our MTSS protocols and supports as it pertains to our tiered instruction. We are now more intentional about screening students who test below the 3.5 metric in benchmark assessments. We have also invited our EL Network Specialist, Karen Larue to support us in the implementation of EL structures and supports. 

- [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
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	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.

What are the takeaways after the review of metrics?

During SY22-23, Mosaic prioritized connectedness and wellbeing for all students and staff. We administered a survey to staff and offered individual check-ins in relation to their responses. We brought in Alternatives to provide ongoing PD on restorative practices. We also focused on Identity, Diversity, Justice and Action by continuing to implement the Learning for Justice standards for all grade levels K - 8. 

What is the feedback from your stakeholders?

The office staff makes phone calls daily to the families of students who are absent. Our BHT team along with security make home visits when students that show a history of chronic absenteeism. We will continue to explore ways to engage students to attend school in order to reduce the number of absences and tardies. 

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
Cultivate Survey responses highlighted the desire for students to connect holistically and more organically with their learning. Students communicated a disconnect between what they are learning in school and their daily living. They stated that their learning should annex other subject areas while being interconnected with their experiences outside of the academic setting.	In Spring of 2023 our ILT implemented a practice shift. Real world connections became a focus for staff when lesson planning and implementing lessons. Also, elevating student voice and choice so students can make meaning during learning opportunities.		

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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Counseling team has a plan to grow college and career opportunities for students next year. Also, as Ex-Arts team members lead staff conversations during GLMs around arts integration quarterly, we will add the opportunity for volunteers to come in and highlight careers that are connected with units and lessons.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Partially	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders? Our stakeholders have stated that the priorities selected are a shared belief within the Mosaic Community. They feel that the practice shifts we have selected will inherently contribute to higher levels of student engagement. They also feel that it is important for students to become involved in learning that directly engages them in the betterment of the community. Our stakeholders are in accord with how these priorities empower students through action.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	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	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	As Ex-Arts team members lead staff conversations during GLMs around arts integration quarterly, we will add the opportunity for volunteers to come in and highlight careers that are connected with units and lessons. Additionally, some ILT members have initiated project based learning units during SY22-23. These member will continue to engage in PBL with the added benefit of being part of a Lesson Study group where they will mentor teachers in the planning, observation, and feedback phases of PBL.	

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

Students are not receiving consistent or equitable interventions that watch their individualized learning plans throughout the school year. Staff will be given time (enter time) and opportunity to work with small groups for progress monitoring. Staff will also be given time (enter time) for team planning, set goals, and analyze data.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Mosaic partners with several organizations to bring resources to our school community. Here are some partnerships that have positively impacted our community. -Asian Human Services (Trellus), -Lutheran Social Services, YMCA, FORA, Indo-American Center, West Ridge Community Response Team 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Based on student survey feedback, students feel their voices are heard and that their voice matters. Student voice is front and center. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Some partners referenced the lack of cultural relevance and or responsiveness of curriculum and or lessons. They stated that they would like their students to engage in lessons that take a deeper dive into culturally responsive teaching that encompasses and represents everyone at Mosaic. 🍌</p>		<p>We are involving more staff and grade levels in the planning process of preparing culturally responsive activities, lessons, and units for our students. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	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.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We also generally follow standardized curricula that may or may not necessarily relate to the needs of our student body and or their individuality. Subjects are generally taught in isolation without significant connection or relevance to other subjects or the 'real world'. Additionally, teachers may feel overburdened with continual mandates from the state, district, and school outside of their expected responsibilities. In many cases, these mandates limit planning and collaboration time between staff and stifle the ability to creatively develop and or supplement curricula that allows students to connect to learning through subject areas across content and across the grade levels in a way that honors students' cultural norms, identities, and interests.

What is the feedback from your stakeholders?

The response from our stakeholders has been overwhelmingly positive. They have expressed the importance of engaging our students in a learning environment that encompasses all subject areas and ties them into culturally responsive teaching. They have also stated that it is important for them to have students connected to a learning environment that puts them front and center and most importantly, gives them choice as to what type of learning they want to engage in. They feel that PBL, when done properly, will elevate student voice and engagement and empower all learners as members of their community.

What student-centered problems have surfaced during this reflection?

Cultural relevance / connections in Curriculum. Not all students are engaged in cultural responsive instruction.

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

We continue to engage with partnerships that help support PBL at all levels of engagement. We have surveyed staff for their levels of expertise and comfortability with PBL. We are using this feedback to engage our partners so that we may provide proper resources, scaffolding, scaffolding, and professional development support.

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Determine Priorities

Resources: 

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

Students...

Cultivate Survey responses highlighted the desire for students to connect holistically and more organically with their learning. Students communicated a disconnect between what they are learning in school and their daily living. They stated that their learning should annex other subject areas while being interconnected with their experiences outside of the academic setting.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

As adults in the building, we...

generally follow standardized curricula that may or may not necessarily relate to the needs of our student body and or their individuality. Subjects are generally taught in isolation without significant connection or relevance to other subjects or the 'real world'. Additionally, teachers may feel overburdened with continual mandates from the state, district, and school outside of their expected responsibilities. In many cases, these mandates limit planning and collaboration time between staff and stifle the ability to creatively develop and or supplement curricula that allows students to connect to learning through subject areas across content and across the grade levels in a way that honors students' cultural norms, identities, and interests.



[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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Theory of Action

Resources: 

What is your Theory of Action?

If we....

[implement Project Based Learning across all grade levels \(PBL Intro for Staff\)](#) by intentionally scheduling professional development, planning and peer observation time and providing resources that are culturally and systemically relevant to the interests and identities of our students. Arts integration will be a fundamental component of PBL.



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.

then we see....

vertical and horizontal alignment within the grade levels and subject areas. We see increased student voice, engagement and participation in all subject areas, including the arts. We see learning environments that have a strong influence on students' learning mindsets, behaviors, and learning strategies. We also see balanced, common assessments that establish a standard of learning for all stakeholders.

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

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

increased attendance, strong academic performance and engagement, identity development, and social emotional well-being and community building. It leads to an integration of real-world learning experiences connected across grade levels and content areas. It leads to common assessments that effectively measure the depth and breadth of student learning and monitoring of student progress toward civic engagement, college, career and or entrepreneurial readiness.

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Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

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

Implementation Milestone 1	All grade levels will participate in professional development in PBL.	Mosaic teachers	End of SY24	In Progress
Action Step 1	Professional Development For Staff (Staff complete teacher self assessment, goal setting)	ILT members	1st quarter-2023	In Progress
Action Step 2	Teachers attend training provided by Margie Smagacz through GLM (presentation based on teacher self assessment)	Mosaic Teachers	School year 2023-2024	Not Started
Action Step 3	Assess teacher comfort and needs assessment	Mosaic Teachers	School year 2023-2024	Completed
Action Step 4	Identify staff that will pilot PBL-Peer observations of staff piloting PBL will be scheduled	ILT / PLC members	1st quarter-2023	Completed
Action Step 5	Create student focus groups after a PBL project.	Mosaic Teachers	End of SY24	Not Started
Implementation Milestone 2	Implement one project based learning project by the end of SY24. At the end of the school year explore possible arts integration, peer opportunities and visits of PBL	ILT	End of SY24	Not Started
Action Step 1	Conduct a grade level survey on issues and topics students want to investigate	Teachers	School year 2024-2025	Not Started
Action Step 2	Teachers will be provided planning time.	ILT / PLC members	School year 2024-2025	Not Started
Action Step 3	Explore possible community involvement in steps 2 and 3 of classroom PBL	ILT / PLC / Mosaic Teachers	2nd quarter 2024	Not Started
Action Step 4	Schedule PBL Lesson Study (planning sessions, observations, feedback, next steps)	ILT	SY 2025	Not Started
Action Step 5	Complete PBL portfolio to document inquiry unit/utilize ILT assessment protocol	Mosaic Teachers	SY 2025	Not Started
Implementation Milestone 3	Implement project based learning units with community involvement and arts integration	ILT/LSC/BAC/PAC	SY2025	Not Started
Action Step 1	Conduct student surveys and collect data for future inquiry based units	ILT / PLC members	School year 2025-2026	In Progress
Action Step 2	Planning time for arts integration	ILT / PLC / Mosaic Teachers / Community?	School year 2025-2026	In Progress
Action Step 3	Teachers will access student engagement through the established student engagement rubric.	Mosaic Teachers	School year 2025-2026	Not Started
Action Step 4	Provide coaching as needed for staff	ILT	School year 2025-2026	Not Started
Action Step 5	utilize ILT assessment protocol	ILT/MTSS/Mosaic Teachers	School year 2025-2026	Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
By this school year, teachers are expected to implement at least one project based learning unit in their classrooms. Teachers will create final portfolios to highlight their inquiry based units that will be shared with the school.

SY26 Anticipated Milestones	Teachers will implement at least one project based learning unit with arts integration and community involvement.
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Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Teachers will receive training in Project Based Learning practices, and be given time to plan to incorporate PBL into their instruction	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="checkbox"/>	Initial staff survey given September 2023			
			Overall <input type="checkbox"/>	Initial staff survey given September 2023			
Teachers will implement at least one project based learning unit in their classrooms by the end of School Year 2024.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="checkbox"/>	PD will be provided to staff in SY 24 to prepare for this opportunity			
			Overall <input type="checkbox"/>	PD will be provided to staff in SY 24 to prepare for this opportunity			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will receive professional development in PBL and provided time to observe PBL units being taught by peers in the building, lead by ILT members	Teachers will implement at least one project based learning unit in their classrooms. Teachers will create final portfolios to highlight their inquiry based units that will be shared with the school and participate in lesson studies to further build their understanding of inquiry centered instruction.	Teachers will implement at least one project based learning unit with arts integration and community involvement.
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Teachers will receive training in Project Based Learning practices, and be given time to plan to incorporate PBL into their instruction	Other	Overall	Initial staff survey given September 2023		Select Status	Select Status	Select Status	Select Status
		Overall	Initial staff survey given September 2023		Select Status	Select Status	Select Status	Select Status
Teachers will implement at least one project based learning unit in their classrooms by the end of School Year 2024.	Other	Overall	PD will be provided to staff in SY 24 to prepare for this opportunity		Select Status	Select Status	Select Status	Select Status
		Overall	PD will be provided to staff in SY 24 to prepare for this opportunity		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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will receive professional development in PBL and provided time to observe PBL units being taught by peers in the building, lead by ILT members	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have identified several growth areas that we will be focusing on for SY23 - 26. Beginning SY23-23, we will be more intentional about supporting all our EL newcomers. We have assigned our Bilingual Lead and Curriculum Coach to focus on supporting these students in a small group setting. We have restructured our MTSS protocols and supports as it pertains to our tiered instruction. We are now more intentional about screening students who test below the 3.5 metric in benchmark assessments. We have also invited our EL Network Specialist, Karen Larue to support us in the implementation of EL structures and supports.

What is the feedback from your stakeholders?

Our stakeholders have stated that they would like to continue seeing additional supports for all students. They have stated that it has been difficult to support EL newcomers, especially those who have never had any formal schooling prior to arriving at Mosaic. Teachers have stated that it was difficult to focus on any particular focus group as the assessments we administered identified many students as needed Tier 3 levels of supports. A more intentional screening process has eliminated these discrepancies.

What student-centered problems have surfaced during this reflection?

Not all students are receiving consistent progress monitoring and intervention that matches their plan.

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?

A more intentional screening process has eliminated these discrepancies. We have identified several growth areas that we will be focusing on for SY23 - 26. Beginning SY23-23, we will be more intentional about supporting all our EL newcomers. We have assigned our Bilingual Lead and Curriculum Coach to focus on supporting these students in a small group setting. We have restructured our MTSS protocols and supports as it pertains to our tiered instruction. We are now more intentional about screening students who test below the 3.5 metric in benchmark assessments. We have also invited our EL Network Specialist, Karen Larue to support us in the implementation of EL structures and supports.

Return to Top **Determine Priorities**

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

Students...
 Students are not receiving consistent or equitable interventions that watch their individualized learning plans throughout the school year. Staff will be given time (enter time) and opportunity to work with small groups for progress monitoring. Staff will also be given time (enter time) for team planning, set goals, and analyze data.

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...
 strive to recognize and engage student learners through providing individualized interventions and embedding (using) curriculum that meets the needs of students academically and socially. Teachers ensure that student interventions are consistent with their needs and regularly progress monitor to restructure groupings and interventions.

Resources: [5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....
 provide teachers with adequate time embedded into their team planning time to set goals and analyze data and student artifacts, in addition to professional development for all teachers, we will be able to provide consistent and meaningful interventions to our students, consistently implement their individualized learning plans, and use systematic progress

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

Inclusive & Supportive Learning Environment

During this time student goal setting plans will also be discussed and incorporated into planning. Support needed for staff to continue implementation will be discussed to ensure all feel supported with the process. Specific scheduling that allots time for Interventions in small group settings will also be provided as a suggested framework.

then we see...
considerable progress based on the intervention given. We'll also see students self monitoring their progress towards meeting their learning goals, improving their academic performance in their foundational and core academic skills and increased social emotional skills from continual improvement in the classroom instructional activities.

which leads to...
Successful and efficient implementation of interventions, resulting in robust academic growth and empowerment for all students. Students have more autonomy and strengthen their voice, by fully participating in all aspects of curriculum, including arts integration projects and PBL, and social emotional opportunities, gaining confidence while feeling more connected to their school community.

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	Dates for Progress Monitoring Check Ins
ILT	Q1 10/27/2023 Q3 4/1/2024 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers will strengthen Tier 1 knowledge of curriculum and instructional practices.	Mosaic Teachers	End of SY24	In Progress
Action Step 1	ILT will review the resources and capacity for professional learning and create a needs assessment related to curriculum, instructional practices, etc.	ILT	Year 1 (SY23-24) Week 4	Completed
Action Step 2	ILT will review the data from the needs assessment and create support groups for professional learning	ILT	Year 1 (SY23-24)	Completed
Action Step 3	Develop individual PD support plan for at least one content area per year for each teacher	Mosaic Teachers	Year 1-3 (SY23-26)	In Progress
Action Step 4	Align MTSS assessments to small group instruction	Mosaic Teachers	Year 1	Completed
Action Step 5				Select Status
Implementation Milestone 2	Tier 2/3 Intervention Groups	Mosaic Teachers	Year 1-3 (SY23-26)	In Progress
Action Step 1	MTSS team will review and distributute 'best practices' for tiered intervention group timing, structures, and scheduling.	MTSS Team	Year 1 (SY23-24) Week 4	Completed
Action Step 2	Progress monitoring resources will be shared with teachers.	MTSS/ILT	Year 1 (SY23-24) Q1	Completed
Action Step 3	MTSS GLM time will be provided to create interventions based on grad	MTSS/Mosaic Teachers	Year 1 (SY23-24) Q1	Completed
Action Step 4	Small group instruction and assessments will be effectively integrated into instruction, including Project Based Learning unit	Mosaic Teachers	Year 2 (SY24-25) Q4	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Tier 2/3 Assesments			Select Status
Action Step 1	Students will be responsible for their own goal setting and progress monitoring.	Mosaic Teachers/Students	Year 1	In Progress
Action Step 2	Establish schedule for small group intervention time in each allotted class	Mosaic Teachers	Year 1-3 (SY23-26)	Completed
Action Step 3	Provide structured Grade Level time for staff every 5 weeks	MTSS/ILT	Year 1-3 (SY23-26)	In Progress
Action Step 4	Interventions will be modeled to show teachers how they can be implemented in instructional method	Mosaic Administration and Teachers	Year 1 (SY23-24)	Completed
Action Step 5	Triangulate MTSS, District, Classroom assessments in order to support small group instruction	MTSS/ILT	Year 1-3 (SY23-26)	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones	Tier 2/3 Intervention Groups: Students will be responsible for their own goal setting and progress monitoring. Progress monitoring resources will be shared with all staff. MTSS GLM time will be provided to create interventions based on grade level standards and recommended skills. Small group instruction and assessments will be effectively integrated into instruction, including Project Based Learning unit	
SY26 Anticipated Milestones	Teachers will triangulate MTSS Tier 2/3, District and classroom assessments in order to support small group instruction.	

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

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Teachers will establish consistent Small Group Intervention schedules (with specified times) to be shared with staff.	Yes	5E: Supportive Environment	Overall	TBD			
			Select Group or Overall				
Teachers are provided time and support to analyze student data to modify intervention groups as needed on an ongoing basis.	Yes	5E: Supportive Environment	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
I&S:1 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.	Teachers will strengthen their understanding and delivery of Tier 1 curriculum and content.	Teachers will create Tier 2/3 intervention groups based on available assessments and will provide ongoing interventions and assessments. Student progress towards their goals will be monitored by the teacher and student.	Teachers will triangulate MTSS Tier 2/3, District and classroom assessments in order to support small group instruction.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS team will review and distribute 'best practices' for tiered intervention group timing, structures, and scheduling.	Small group instruction and assessments will be effectively integrated into instruction.	Small intervention groups will be effectively integrated into instruction including, Project Based Learning Units.
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			

Inclusive & Supportive Learning Environment

Teachers will establish consistent Small Group Intervention schedules (with specified times) to be shared with staff.	5E: Supportive Environment	Overall	TBD		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Teachers are provided time and support to analyze student data to modify intervention groups as needed on an ongoing basis.	5E: Supportive Environment	Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	Teachers will strengthen their understanding and delivery of Tier 1 curriculum and content.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS team will review and distributute 'best practices' for tiered intervention group timing, structures, and scheduling.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Select a Practice		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We will continue to partner and consult with parents and families to plan parent engagement and skills development aligned with curriculum and instruction and inclusive and supportive learning environments. A few suggestions our school plans to partner with families are listed here: -Families have opportunities to learn more about content (parent mornings) -Opportunities to build relationships with various supports in the building with scheduled Q&A quarterly sessions -Grade levels will identify one family outreach event



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