

CIWP Team & Schedules

[Resources](#) 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Teneka Brooks	Principal	tjhorton@cps.edu
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Bridget Farmand	Inclusive & Supportive Learning Lead	baheppeler@cps.edu
Michelle Feltes	Connectedness & Wellbeing Lead	mcasey2@cps.edu
Dia Bennett	Teacher Leader	kavoorhees@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	4/24/23	4/24/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	5/29/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/16/23	5/29/23
Reflection: Connectedness & Wellbeing	5/30/23	6/13/23
Reflection: Postsecondary Success	5/30/23	6/13/23
Reflection: Partnerships & Engagement	6/8/23	6/22/23
Priorities	7/7/23	7/14/23
Root Cause	7/7/23	7/14/23
Theory of Acton	7/7/23	7/14/23
Implementation Plans	8/1/23	7/21/23
Goals	8/1/23	7/21/23
Fund Compliance	8/7/23	8/7/23
Parent & Family Plan	8/7/23	8/7/23
Approval	8/18/23	

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/24/2023
Quarter 2	1/16/2024
Quarter 3	3/19/2024
Quarter 4	5/14/2024

		Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Small group instruction was a large part of MTSS continuum.

Students with IEPs were serviced in their LREs according to data retrieved quarterly. IEP revision meetings were held in partnership with families if a change of setting was warranted.

- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 🍌

Teachers/Staff: need more training, development and guidance with MTSS practices and data collection tools such as Branching Minds.

Diverse Learner team (school psych, social work, case manager); Large influx of requests for evaluations post pandemic. Turn around times were more challenging to meet. Teachers and families need to be given a better understanding of what data collection is necessary at each step of the evaluation process.

Families:

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?

1. Universal mindset
2. Universal measures
3. Various co teaching models being used : addressing the needs of students with IEPs while supporting students in Tiers 2 and 3 without removing students from the general education space for intervention.

We need MTSS team (are now establishing) with MTSS lead to oversee input of MTSS data. We will incorporate that into PDP. Interventionists used Branching minds to input data on students that were receiving interventionist support. Interventionists pulled students with groups of 3-6+ to try to give support to the large number of tier 3 students, but it's not enough for only interventionists to do. (update this info to match what has been done and next steps)

Interventionists used V-Math math and REWARDS for interventions, both are research based.

Data collection: Some primary teachers used iReady data to support additional questioning techniques in the curriculum. They used the data to pull small groups of students. All teachers need to use exit tickets, assessment data to drive teaching lessons, small group instruction, and scaffolding of lessons.

We need to be doing small groups based on assessment/exit ticket data.

We need classroom teachers to do MTSS to address students in tier 2.

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups] 🍌

- Lack of universal language and use of BMC steps by teachers.
- Students access to support through MTSS/IEP/504 and use of evidence-based interventions.
- Primary students not receiving as much support as upper level grades.
- Inconsistent application of policies, practices, and expectations (grading, OST, academic support, SEL, increase staff buy-in)

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	[takeaways reflecting most students; takeaways reflecting specific student groups] 🍌 1. Staff need training on restorative practices 2. Chronic Absences are a major issue with connectedness 3. Lack of connection between grade levels 4. Behavioral Health Team should be used as a support in addition to the baseline supports that should be implemented into all classrooms NOT as the fix for all SEL related issues.	% 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
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 is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups] 🍌 1. Student Voice: We have student congress in place but do we need to redesign the selection process to make it more equitable. What are	Cultivate (Belonging & Identity)

	Other student interests and needs.	<p>to redesign the selection process to make it more equitable, what are the outcomes of these meetings and how can they be shared schoolwide</p> <p>2. How do the older students in our building create and build community outside of fundraising? Buddy rooms, 8th grade leaders, PEACE club. How do we remain consistent with these efforts?</p> <p>3. In need of more culminating activities throughout the entire year: OST showcases, PBL, deeper planning for OST programming and more buy in from all stakeholders.</p>	<p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

	<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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <ol style="list-style-type: none"> 1. Staff need training on implementing restorative practice. 2. Student voice and student congress. i.e. what happens from the meetings? 3. 8th grade presence besides fundraising, community hours within school. 4. OST showcases 5. Chronic absences 6. Mixed homerooms (with Regional Gifted and Boundary Students) 7. Lack of connect between grade levels 8. Increase student journals 		<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><i>[impact on most students; impact on specific student groups]</i></p> <ol style="list-style-type: none"> 1. Positive, connect community 2. Student buy in (intrinsic) 3. Student & staff accountability 4. Decrease the number of student journals 5. Improve attendance
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>The C4 curriculum for 8th grade will not be available until August 2023. When it becomes available, the 8th grade homeroom teachers or ELA teacher will implement it into the curriculum scope and sequence.</p> <p>ILPs are embedded into the student experience and carried out with fidelity and fervor by school counselor each academic year. This process has been practiced and molded to our school structure and is of high priority during 7th and 8th grade years.</p> <p>The WBL Toolkit is not of high priority for our K-8 students, however; we supplement some activities with high school fairs and would like to begin to prioritize some of the WBL activities in the future as time permits.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Work Based Learning Toolkit</p> <p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>These sectors of college and career readiness are an essential part of learning that is expected to be a part of NTA students' education.</p>	
N/A	<p>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).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>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).</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><i>[impact on most students; impact on specific student groups]</i></p> <p>Related improvement efforts are not at the forefront for this sector as much of it is not readily applicable to 6-8th grade students. However, what is applicable is well-managed and implemented at our school site. What is being newly introduced has already begun to be spearheaded amongst middle school team and middle school team teacher leaders.</p>	
N/A	<p>Alumni Support Initiative One Pager</p> <p>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).</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>		
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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Spectrum of Inclusive Partnerships</p> <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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <ol style="list-style-type: none"> 1. Weekly newsletters for each grade level. (These are shared with admin point person.) 2. Each homeroom will have a homeroom parent to facilitate communication in the grade level. 3. Teachers communicate using REMIND as the main platform. 4. Share parent group updates with community. 5. Quarterly family & community nights (academic night, fitness night, STEAM night, etc). (add report card data, 5e parent data,) 	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Reimagining With Community Toolkit</p> <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>Student Voice Infrastructure Rubric</p> <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><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <ol style="list-style-type: none"> 1. Low parental involvement 2. Parental engagement concentrated with RGC 3. Declining engagement with external patterns (someone dedicated to finding partners) 4. Irregular opportunities for parent engagement (schedule monthly incentives with partners) 5. Lack of consistent parental communicate (inaccurate contact information, multiple platforms) 	<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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <ul style="list-style-type: none"> - Since covid, Low parental involvement: students struggling to make the connection between school and home. -Parental engagement concentrated with RGC: Lack of equity as far as who is present in our building and who represents the voice for our school's parents -Declining engagement with external patterns : makes it more challenging for students to have a full, well rounded real world experience. School is looked at as a separate entity instead of a part of the community that works hand in hand with other parts of the community. -Lack of consistent parental communicate (inaccurate contact information, multiple platforms): Students and families miss important stakeholder information and often times only engage in communication with school for extreme circumstances or behavioral needs. 	<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>Quarterly family events took place last school year. This was the first time prior to covid that we have had families in the building to support events. Last school, teacher leaders did not lead this work. This was a barrier. Moving forward we will attach a teacher leader to all events to improve parent attendance.</p>	

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.
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.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

All students:

74% of K-2nd grade students are above/on/early grade level in Reading. 59% of K-2nd grade students are above/on/early grade level in Math.

iReady phonological awareness <60% meet grade level expectations in 1st grade, <75% meet grade level expectations in kindergarten. We purchased Heggerty program to address phonological awareness.

Star 360 (Grades 3-8) Math: Overall percentile rank BOY was 41st, MOY was 43rd and EOY was 43rd. From BOY to EOY, only 43% of all students met their anticipated growth goal in math.

Star 360 (Grades 3-8) Reading: Overall percentile rank BOY was 39th, MOY was 41st and EOY was 38th. From BOY to EOY, only 44% of all students met their anticipated growth goal in reading.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Teachers/Staff: Ask questions about how we can improve vertical alignment and begin to close gaps. They noticed that there was a deficit in grammar and writing mechanics. Teachers questioned if the pandemic affected how students are continuing to learn and process in a school setting. Teachers want more support around understanding Star360 data and how to use this in grouping students for small group instruction.

Students: Curriculum and class time needs to be more engaging. Teachers need to offer more support and help to students even when students don't express a need (consistent active monitoring coming from SE).

Families/Community members: LSC meetings happening throughout summer to gather more data and input. Families seek more understanding about iReady and Star360 assessment and how they align to daily instruction and curriculum.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

- Gaps in learning
- Lack of vertical alignment
- Engagement (teachers passion affects kids engagement in the curriculum)
- Curriculum adaptation (consistent use of supplemental resources)
- In school assessments (are students prepared to be successful)
- Percentage of students hitting Star360 goal is less than 50%

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

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

Collaborates to use data to create instructional small groups for in-class learning and interventionist pull-out sessions. Created useful plans to mitigate declining test scores and use class time to close learning gaps.

Our objectives that are multi-tiered systems of support directly address student individual needs and assess how our interventionists and classroom teachers can address gaps in both math and reading.

We need MTSS team (are now establishing) with MTSS lead to oversee input of MTSS data. We will incorporate that into PDP. Interventionists used Branching minds to input data on students that were receiving interventionist support. Interventionists pulled students with groups of 3-6+ to try to give support to the large number of tier 3 students, but it's not enough for only interventionists to do.

Interventionists used V-Math math and REWARDS for interventions, both are research based.

Data collection: Some primary teachers used iReady data to support additional questioning techniques in the curriculum. They used the data to pull small groups of students. All teachers need to use exit tickets, assessment data to drive teaching lessons, small group instruction, and scaffolding of lessons.

We need to be doing small groups based on assessment/exit ticket data and using frequent progress monitoring.

We need classroom teachers to do MTSS to address students in Tier 2 and Tier 3. We have an astounding number of students in Tier 3 and our interventionists can't do this alone. Classroom teachers need to support Tier 3 students more with scaffolding whole group instruction.

Determine Priorities

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

Students...

Students do not have opportunities for small group instruction in all classes.

Students do not have multiple opportunities to make adjustment to learning based on feedback given from teachers and peers.

Students do not have deep understanding of school-wide assessment

Students do not have opportunities to deeply engage with text, math problems nor SS & Science topics

Students do not have several opportunities to discuss classroom assessments with peers to deepen their understanding of learning

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not providing our students with differentiated high quality instruction

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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What is your Theory of Action?

If we....
 Provide content based professional development/learning to staff to support both the implementation of the school's curriculum and "just right" supports to students while also developing universal assessment and student work analysis protocols to monitor student progress and learning.

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.

then we see....
 Teachers determining specific shifts and supports in instructional practices in response to assessment data which will strengthen culturally relevant pedagogy and productive struggle amongst students

which leads to...
 An increase of the percentage of students earning Met or Exceeded Expectations in IAR Reading from 33% to 45% and in IAR Math from 24% to 35%. An increase in mastery of grade-level standards on curriculum-based assessments while reducing the performance gap between White and Black students.

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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

Dates for Progress Monitoring Check Ins

Q1	10/24/2023	Q3	3/19/2024
Q2	1/16/2024	Q4	5/14/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1, 100% of teachers will be turning in completed unit internalization plans with evidence of deep dive into standards and anticipated misconceptions fully completed.	Teachers	10/24	Completed
Action Step 1	Opening PD support for a deep dive into standards and completion of Module 1 assessment (with support of Allison and Jake)			Completed
Action Step 2	Complete learning cycle around understanding the depth of a standard and anticipating student misconceptions by annotating unit/module assessments			Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	By the end of quarter 2, 100% of teachers will identify their next steps in addressing student misconceptions in unit plan and there will be evidence of just in time supports in 60% of classrooms observed by the ILT.			Select Status
Action Step 1	Complete learning cycle around planning for how to address student misconceptions through analyzing assessment data and student work			Select Status
Action Step 2	Coaches support teachers in creating specific just in time supports that won't lower the rigor of the task			Select Status
Action Step 3	Train the ILT on how to conduct learning walks and analyze trends			Select Status
Action Step 4	School leaders will provide each teacher with feedback surrounding just in time supports at least once through unit plan feedback and classroom observations			Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of quarter 3, there will be evidence of just in time supports in 70% of classrooms and gradebooks will reflect retake/reteach opportunities given to 100% of off track students.			Select Status
Action Step 1	ILT does one learning walk focusing on identifying just in time supports and scaffolds provided to address planned for student misconceptions			Select Status
Action Step 2	School leaders will provide each teacher with feedback surrounding just in time supports at least once			Select Status

Action Step 3	Complete learning cycle around planning for how to address student misconceptions through analyzing assessment data and student work			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	By the end of quarter 4, there will be evidence of just in time supports in 80% of classrooms.			Select Status
Action Step 1	ILT does one learning walk focusing on identifying just in time supports and scaffolds provided to address planned for student misconceptions.			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	100% of teachers will use formative assessment data to organize students into small groups and deliver differentiated instruction. 📌
SY26 Anticipated Milestones	100% of teachers will use pre-assessments as a grade level screener to identify differentiated and specific support needed to give to students in order for them to access Tier 1 instruction. 📌

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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
An increase of Met or Exceeded Expectations in math from 24% to 50%.	Yes	IAR (Math)	Overall	24%	34%	44	50
			African American	11%	21%	31	41
An increase of African American students being identified as on track from 30% to 50% (attendance and grades)	Yes	3 - 8 On Track	Overall	42	50	55	62
			African American	30	40	45	50

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:5 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.	In 80% of classrooms, we will observe just in time supports implemented without degrading the complexity of the task. Walkthroughs will be completed twice a quarter using a walkthrough tool.	In 90% of classrooms, we will observe just in time supports implemented without degrading the complexity of the task	In 100% of classrooms, we will observe just in time supports implemented without degrading the complexity of the task
C&I:5 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.	Weekly principal directed prep will provide targeted professional learning on how to plan for next steps and just in time supports in instruction using assessment data.	Weekly principal prep will provide professional learning to teachers around creation of or utilizing existing curricular pre assessments. 70% of teachers will give pre assessments to students to determine specific and differentiated Tier 1 support needed.	100% of teachers will give pre assessments to students to determine specific and differentiated Tier 1 support needed.

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will progress monitor daily learning targets through formative assessments. Gradebook analysis will reflect the progression of student mastery with retake and reteach opportunities noted and given to 100% of students scoring a 65 or below.	80% of teachers will use formative assessment data to organize students into small groups to better differentiate the targeted needs and learning experiences of all students.	100% of teachers will use formative assessment data to organize students into small groups and deliver differentiated instruction.
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[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
An increase of Met or Exceeded Expectations in math from 24% to 50%.	IAR (Math)	Overall	24%	34%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		African American	11%	21%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
An increase of African American students being identified as on track from 30% to 50% (attendance and grades)	3 - 8 On Track	Overall	42	50	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		African American	30	40	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	In 80% of classrooms, we will observe just in time supports implemented without degrading the complexity of the task. Walkthroughs will be completed twice a quarter using a walkthrough tool.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:5 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.	Weekly principal directed prep will provide targeted professional learning on how to plan for next steps and just in time supports in instruction using assessment data.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will progress monitor daily learning targets through formative assessments. Gradebook analysis will reflect the progression of student mastery with retake and reteach opportunities noted and given to 100% of students scoring a 65 or below.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Partially	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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

1. Staff need training on restorative practices
2. Chronic Absences are a major issue with connectedness
3. Lack of connection between grade levels
4. Behavioral Health Team should be used as a support in addition to the baseline supports that should be implemented into all classrooms NOT as the fix for all SEL related issues.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

1. Student Voice: We have student congress in place but do we need to redesign the selection process to make it more equitable. What are the outcomes of these meetings and how can they be shared schoolwide
2. How do the older students in our building create and build community outside of fundraising? Buddy rooms, 8th grade leaders, PEACE club. How do we remain consistent with these efforts?
3. In need of more culminating activities throughout the entire year: OST showcases, PBL, deeper planning for OST programming and more buy in from all stakeholders.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

1. Staff need training on implementing restorative practice.
2. Student voice and student congress. i.e. what happens from the meetings?
3. 8th grade presence besides fundraising, community hours within school.
4. OST showcases
5. Chronic absences
6. Mixed homerooms (with Regional Gifted and Boundary Students)
7. Lack of connect between grade levels
8. Increase student journals

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

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

1. Positive, connect community
2. Student buy in (intrinsic)
3. Student & staff accountability
4. Decrease the number of student journals
5. Improve attendance

Return to Top Determine Priorities

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

Students...

Only a small percentage of students showing Tier 3 behaviors have access to a team to support their behavioral needs outside of the classroom.
 Students do not have clear universal systems consistently delivered or followed through by staff.
 Students do not have tools or skills needed to problem solve or self-regulate without the direct support of an adult.
 Students do not have trusting relationships with their teachers/staff. (learning condition language)

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...

ore not building trusting relationships with students through positive behavior support practices.

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....

Focus on staff-wide learning about how to create an anti-racist, anti biased school culture where all students feel affirmed and a strong sense of belonging

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
Teachers using anti-racist, anti-bias strategies to create strong classroom communities and using culturally relevant practices when enacting the curriculum, as well as teachers using restorative responses to student misbehavior



Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
An improvement of student connection with their teachers and schools and will be reflected in the 5E survey (The overall supportive Environment will increase from 33 to 60, student-teacher trust will increase from 31 to 60) as well as an overall increase in attendance from 92.2% to 95%.



[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

Student Support Team

Dates for Progress Monitoring Check Ins

Q1 10/24/2023 Q3 3/19/2024
Q2 1/16/2024 Q4 5/14/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of the year, 100% of teachers will have exposure to and modify the Restorative Conversation Protocol to fit the developmental parameters of their classroom.	Student Support team	5/30/2024	Select Status
Action Step 1	Director of Student Support will share the Restorative Conversation protocol that is being used in parent meetings with staff.	Syliva	9/15/2023	In Progress
Action Step 2	Director of Student Support or counselor will model the use of the Restorative Conversation protocol during a family meeting. Video will be shared with staff and viewed during Professional Development..	Syliva and Michelle	9/22/2023	Not Started
Action Step 3	Teachers will modify the Restorative Conversation protocol to fit their classroom environment from a developmental perspective.	Teachers	9/27/2023	Not Started
Action Step 4	Teachers will use the Restorative Conversation Protocol to help lead parent-teacher conferences.	Teachers	10/27/2023	Not Started
Action Step 5				Select Status
Implementation Milestone 2	By the end of the year, In at least 80% of classrooms, we see teachers building intentional classroom community using anti-racist, anti-bias practices and enacting the curriculum in culturally-responsive ways.	Langston/Bennett/Hausser	1/1/2024	Select Status
Action Step 1	Session 1: Participants connect with one another in understanding that there are identity pieces we see and those we don't see but they all shape us and it works around increasing empathy and compassion.	Langston/Bennett/Hausser	11/7/23	Select Status
Action Step 2	Session 2: In this session participants talk about ideologies (the -isms) and the connection and difference between discrimination and prejudice and oppression. We believe it is important for everyone to be using the same language to hold rich conversations. This session ends with connections to how -isms show up in your school.	Langston/Bennett/Hausser	11/28/2023	Select Status
Action Step 3	Session 3: In this session participants do a deeper dive into implicit and explicit bias. What is it? How do we understand it in ourselves? What is the role of systemic bias? We end by exploring 6 simple strategies to interrupt bias.	Langston/Bennett/Hausser	12/19/2023	Select Status
Action Step 4	Session 4: For this session we explore microaggressions so we hear them and see them and talk about the impact of them. Understand how the escalation of hate unchecked leads to a more dangerous environment.	Langston/Bennett/Hausser	1/9/2024	Select Status
Action Step 5	Session 5: session after participants further define their own	Langston/Bennett/Hausser	1/30/24	Select Status
Implementation Milestone 3	By the end of the year we will see an increase of student attendance from 92.2 rate to 96%	Teachers	05/30/2024	Select Status
Action Step 1	All students that have been chronically absence will have parent meeting/ attendance contract within the first quarter.	Brown/ Wells	10/2024	Select Status
Action Step 2	On hot attendance days we will have Sunshine pop up days to improve attendance.	Brown/ Wells	5/2024	Select Status
Action Step 3	Day of commitment: Students that arrive at school on time will be entered into a daily raffle. One winner will be drawn in the morning and one winner drawn in the afternoon.	Brown/Wells	05/30/2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status

Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Deepening work around elevating student voice within the school.
SY26 Anticipated Milestones	Student lead restorative conversations & report card pick-up conferences.

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
An increase of students who choose "strongly agree" on the metric measuring "My teachers treat me with respect" from 31% to 61%	Yes	5E: Supportive Environment	Overall	31	41	51	61
			African American	28	38	48	58
A reduction in the number of absences for priority students by connecting them to out of school time programs and additional resources. We should see an increase from 77% overall attendance to 85% for priority students.	Yes	Increased Attendance for Chronically Absent Students	Overall	77	80	82	85
			African American	77	80	82	85

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Using flex time, teachers will engage in anti-racist, anti-bias professional development to mitigate biases and racists practices when interacting with students, resulting in restorative conversations as an intervention for escalated discipline logs at a rate 70%	Using flex time, teachers will engage in anti-racist, anti-bias professional development to mitigate biases and racists practices when interacting with students, resulting in restorative conversations as an intervention for escalated discipline logs at a rate 80%	Using flex time, teachers will engage in anti-racist, anti-bias professional development to mitigate biases and racists practices when interacting with students, resulting in restorative conversations as an intervention for escalated discipline logs at a rate 90%
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	70% of chronically absent students have an active attendance contract that they are meeting their goals for.	80% of chronically absent students have an active attendance contract that they are meeting their goals for.	90% of chronically absent students have an active attendance contract that they are meeting their goals for.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	In at least 80% of classrooms, we see teachers building intentional classroom community using anti-racist, anti-bias practices and enacting the curriculum in culturally-responsive ways.	In at least 90% of classrooms, we see teachers building intentional classroom community using anti-racist, anti-bias practices and enacting the curriculum in culturally-responsive ways.	In at least 100% of classrooms, we see teachers building intentional classroom community using anti-racist, anti-bias practices and enacting the curriculum in culturally-responsive ways.

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
An increase of students who choose "strongly agree" on the metric measuring "My teachers treat me with respect" from 31% to 61%	5E: Supportive Environment	Overall	31	41	Select Status	Select Status	Select Status	Select Status
		African American	28	38	Select Status	Select Status	Select Status	Select Status
A reduction in the number of absences for priority students by connecting them to out of school time programs and additional resources. We should see an increase from 77% overall attendance to 85% for priority students.	Increased Attendance for Chronically Absent Students	Overall	77	80	Select Status	Select Status	Select Status	Select Status
		African American	77	80	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Using flex time, teachers will engage in anti-racist, anti-bias professional development to mitigate biases and racist practices when interacting with students, resulting in restorative conversations as an intervention for escalated discipline logs at a rate 70%	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	70% of chronically absent students have an active attendance contract that they are meeting their goals for.	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.	In at least 80% of classrooms, we see teachers building intentional classroom community using anti-racist, anti-bias practices and enacting the curriculum in culturally-responsive ways.	Select Status	Select Status	Select Status	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.

Supplies: Storage Bins for uniform exchange - \$ 250, Desk Office supplies- \$741.

Workshops: Anti bias anti racist education- \$991.50



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