## CIWP Team & Schedules

**Indicators of Quality CIWP: CIWP Team**

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

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

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

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

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

| Name | Role | Email |
|---|---|---|
| Brittany Hampton | Interventionist | bcherron@cps.edu |
| Mia Preston | Teacher Leader | mrpreston@cps.edu |
| Ja'Toya Sims | Teacher Leader | jlsims6@cps.edu |
| April Price | Curriculum & Instruction Lead | aprice17@cps.edu |
| Tawane Knox | Principal | trknox@cps.edu |
| Angela Harris | AP | adwinston@cps.edu |
| Arbra Gray | Teacher Leader | aegray2@cps.edu |
| Eunice Summers | Parent | eunicesummers42@gmail.com |
| Lakeisha Evans | Teacher Leader | lsevans2@cps.edu |
| Latoya Dameron | Connectedness & Wellbeing Lead | lddameron1@cps.edu |
| Joyce Cheatem | Teacher Leader | jcheathem@cps.edu |
| Jamesetta Scott | Teacher Leader | jcarlisle@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 | 5/31/23 | 5/31/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/5/23 | 6/7/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/5/23 | 6/7/23 |
| Reflection: Connectedness & Wellbeing | 6/5/23 | 6/7/23 |
| Reflection: Postsecondary Success | 6/5/23 | 6/7/23 |
| Reflection: Partnerships & Engagement | 6/5/23 | 6/7/23 |
| Priorities | 7/5/23 | 7/7/23 |
| Root Cause | 7/5/23 | 7/7/23 |
| Theory of Acton | 7/17/23 | 7/19/23 |
| Implementation Plans | 7/24/23 | 7/26/23 |
| Goals | 7/24/23 | 7/26/23 |
| Fund Compliance | 8/2/23 | 8/2/23 |
| Parent & Family Plan | 8/2/23 | 8/2/23 |
| Approval | 8/15/23 | 8/15/23 |

## SY24 Progress Monitoring Schedule

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

| CIWP Progress Monitoring Meeting Dates ✍ | |
|---|---|
| Quarter 1 | 11/3/2023 |
| Quarter 2 | 1/26/2024 |
| Quarter 3 | 4/12/2024 |
| Quarter 4 | 6/5/2024 |

| Indicators of a Quality CIWP: Reflection on Foundations | Resources 🚀 |
|---|---|
| Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.<br><br>Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.<br><br>Stakeholders are consulted for the Reflection of Foundations.<br><br>Schools consider the impact of current ongoing efforts in the Reflection on Foundation. | Reflection on Foundations Protocol |

## Curriculum & Instruction

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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 | 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 | * Between 1-5% growth on Reading and Math on Star 360; 66 students did not meet expectation in Written Expression and Language Conventions; There was a large # of students who were on Urgent Intervention in Math Star 360. There was significant growth in Reading and Math for K-2(I-Ready); Grades: We have 15-30 students each quarter has a D or an F, except 3rd quarter; ✍️ | IAR (Math)<br><br>IAR (English)<br><br>Rigor Walk Data (School Level Data)<br><br>PSAT (EBRW)<br><br>PSAT (Math)<br><br>STAR (Reading)<br><br>STAR (Math)<br><br>iReady (Reading)<br><br>iReady (Math)<br><br>Cultivate<br><br>Grades<br><br>ACCESS<br><br>TS Gold<br><br>Interim Assessment Data |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric<br><br>Teacher Team Learning Cycle Protocols<br><br>Quality Indicators Of Specially Designed Instruction | | |
| No | 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<br><br>Learning Conditions | **What is the feedback from your stakeholders?**<br><br>Test Taking Strategies, Get Parent Feedback... ✍️ | |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness<br><br>Distributed Leadership | | |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan<br><br>ES Assessment Plan Development Guide<br><br>HS Assessment Plan Development | | |
| No | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**<br><br>We are instituting our priority shifts (Standards/Student work alignment, Accountable Talk, Writing Integration), SGI, MTSS (Interventions and Acceleration) for students, Attendance Initiatives. As a result, we've seen students move tiers in a positive direction based on the results on Star 360, I-Ready, IAR Assessments. In regards to the attendance incentives, Neil's attendance has improved thus allowing more direct instruction for students and less make up instruction due to student's absences. ✍️ | |

**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 writing skills at every grade level and the need to intensify mathematical skills; lack of test taking skills, lack of trust amongst staff and students ✍️

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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<br><br>MTSS Continuum<br><br>Roots Survey | MTSS interventions were implementd with fidelty. However, documentation was delayed as not to see progression as it occurred. ✍ | Unit/Lesson Inventory for Language Objectives (School Level Data)<br><br>MTSS Continuum<br><br>Roots Survey<br><br>ACCESS<br><br>MTSS Academic Tier Movement<br><br>Annual Evaluation of Compliance (ODLSS)<br><br>Quality Indicators of Specially Designed Curriculum<br><br>EL Program Review Tool |
| 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 | **What is the feedback from your stakeholders?** | |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual | Teachers expressed not enough time to evaluate current plans in order to formulate new plans. Teacher felt that groups were rushed, difficult to progress monitor in order to determine students' mastery of current deficits. ✍ | |
| No | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES<br><br>EL Placement Recommendation Tool HS | **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?** | |
| No | There are language objectives (that demonstrate HOW students will use language) across the content. | | As a result of Neil MTSS practices, students have move tiers in a positive direction based on the results reflected in the Star 360, iReady, and IAR Assessments. However, there are students that continue to perform below grade level and others that may need to be referred due to deficit that can not be resolved through intentionally planned interventions. ✍ | |

**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 struggle with foundational and pre-requisite deficits that impacts their ability to learn grade level content. ✍

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## Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented? | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| Partially | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | BHT Key Component Assessment<br><br>SEL Teaming Structure | After looking at the data for the percentage of students Tier 2/3 interventions meeting their targets, we discovered that about 67% of students in Tier 3 and 68% of students Tier 2 have met their goal through our support services. These students met with our support specialst once a week for a 6 week span. They set goals with the students and they work towards that goal. At the end of the 6 week sessions, the specialist recommends if students still need services or if they can exit support services. Out of the students recieving services, 18% of tier 3 studets and 15% of tier 2 students did ✍ | % of Students receiving Tier 2/3 interventions meeting targets<br><br>Reduction in OSS per 100 |

| | | |
|---|---|---|

not make porgres towards their goals.

Reduction in OSS/100: If OSS declined from one school year to the next, why did the ISS decline to 0% What discipline structures are in place for all behaviors outside of teacher/in class managment? (i.e. detention, saturday school, in school suspension, and out of school)
-Wht are the OSS and ISS guidelines?

Reduction in repeated behaviors: a universal yet age/grade level appropriate system is needed in order to properly document and monitor behaviors throughout the building. Consistent implementation of this structure is vital. Cultivate Data-Learning Mindset Learning Strategies, and Motivation, Feedback for Growth, Affirming Identities, Teacher Caring, Learning Goals, Meaningful Work, Well Organized Classrooms

**Partially** — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

**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**

### What is the feedback from your stakeholders?

Students- Students felt that their voice was not respected; Limited instruction opportunities in Writing; Staff-Midweek Mindfulness Activities, Opportunities to reset, Communication, Cultivate Data-Learning Mindset Learning Strategies, and Motivation, Feedback for Growth, Affirming Identities, Teacher Caring, Learning Goals, Meaningful Work, Well Organized Classrooms

**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.

**Cultivate (Belonging & Identity)**

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

**Enrichment Program Participation: Enrollment & Attendance**

**Student Voice Infrastructure**

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

**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.

Students with extended absences or chronic absenteeism do not receive a re-entry plan. These students miss out on content and oftentimes regress academically, socially and emotionally. Students struggle with advocating for their needs and wants within the classroom community. Most cluster students are unable to engage in extracurricular activities due to transportation needs.

### 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?

Teachers and staff complete ongoing surveys related to academics and SEL to obtain direct input from stakeholders in order to continue to improve school's culture and climate. The Climate and Culture team as well as the BHT team have put structures in place to support tier 3 students SEL needs, such as **(Need examples)**. The Attendance Team has implemented intentional activities to promote school-wide attendance, for both cluster and non-cluster students, which has increased school-wide attendance approximately 5% overall for SY 23 from SY 22. One potential obstacle that continues to be faced by cluster students is providing Out of School program opportunities due to transportation limitations.

## Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.
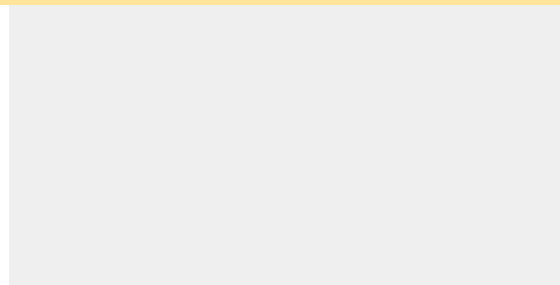
| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| **Yes** — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th). | College and Career Competency Curriculum (C4) | School-wide: 40% on track 21% almost on track 4% near 7% far from on-track 44% on-track Grades 6th-8th, Parents don't have a clear understanding of the application process. The students were able to select the types of high schools based on their interests, and platform questions in Success Bound. Success Bound is not geared towards the cluster students. | Graduation Rate  Program Inquiry: Programs/participation/attainment rates of % of ECCC |

| | | References | | Metrics |
|---|---|---|---|---|
| | | | | 3 - 8 On Track |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Learn, Plan, Succeed |
| | | | | % of KPIs Completed (12th Grade) |
| | | | | College Enrollment and Persistence Rate |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | | 9th and 10th Grade On Track |
| 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). | | | Cultivate (Relevance to the Future) |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | Freshmen Connection Programs Offered (School Level Data) |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

**What is the feedback from your stakeholders?**

The application and selection process is confusing for parents; Parents of cluster students stated that it is not fair process. Students are not able to select schools of their choice, ultimately, students were placed in schools. ✎

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

Provide informational sessions for Cluster and Non-Cluster parents/students on application process. ✎

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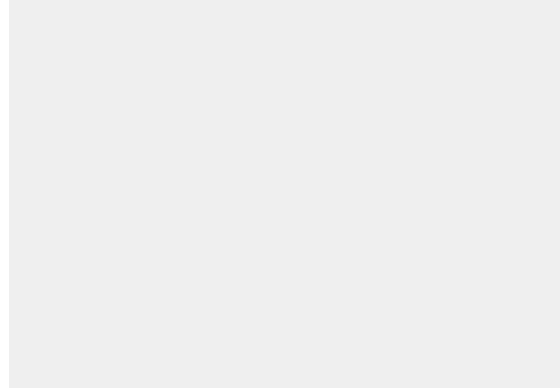If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

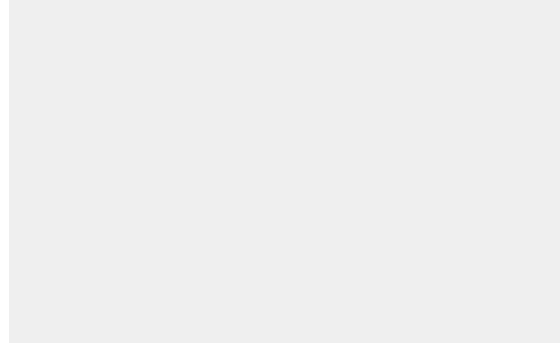Success Bound is not all encompassing for students. ✎

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## Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| | | Based on 5 Essential data from teachers they stated that parent influence and trust is neutral and parent involvement is weak. ✎ | Cultivate |
| Partially | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. | Spectrum of Inclusive Partnerships | 5 Essentials Parent Participation Rate |
| | | | 5E: Involved Families |

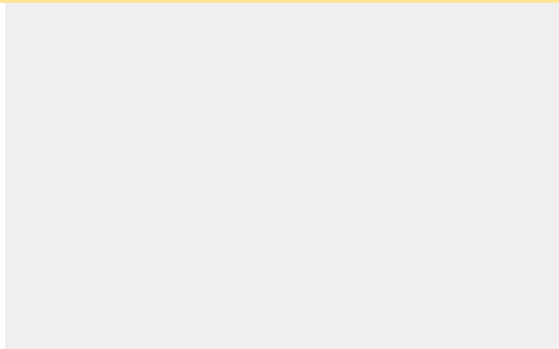| | | | | 5E: Supportive Environment |
|---|---|---|---|---|
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)  Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**  Parents communicate that they don't know how to support students at home with homework due to lack of knowledge workign with "new" curriculums. | Formal and informal family and community feedback received locally.  (School Level Data) |
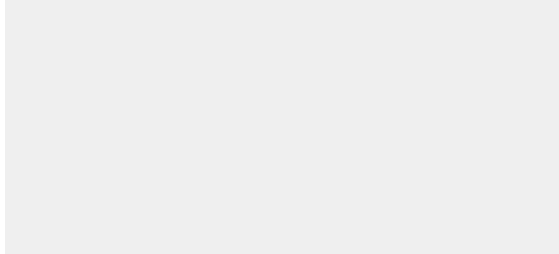
**What student-centered problems have surfaced during this reflection?**
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students can not receive support at home due to parents lack of understanding of the curriculum provided (i.e Eureka Math).  Students don't have access to many of the community partners to support their intervention and acceleration needs (SEL and academic).

**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 host curriculum nights and informational session.  While our

# Curriculum & Instruction

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

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

* Between 1-5% growth on Reading and Math on Star 360; 66 students did not meet expectation in Written Expression and Language Conventions; There was a large # of students who were on Urgent Intervention in Math Star 360.  There was significant growth in Reading and Math for K-2(I-Ready); Grades: We have 15-30 students each quarter has a D or an F, except 3rd quarter;

### What is the feedback from your stakeholders?

Test Taking Strategies, Get Parent Feedback...

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

Students writing skills at every grade level and the need to intensify mathematical skills; lack of test taking skills, lack of trust amongst staff and students

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

We are instituting our priority shifts (Standards/Student work alignment, Accountable Talk, Writing Integration), SGI, MTSS (Interventions and Acceleration) for students, Attendance Initiatives.  As a result, we've seen students move tiers in a positive direction based on the results on Star 360, I-Ready, IAR Assessments.  In regards to the attendance incentives, Neil's attendance has improved thus  allowing more direct instruction for students and less make up instruction due to student's absences.

## Determine Priorities

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

Resources: 🚀

Students...

Students struggling with foundational and pre-requisite deficits that impacts their ability to learn grade level content.

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

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

Resources: 🚀

As adults in the building, we...

lack training in UBD practices to effectively implement appropriate instructional strategies during whole and small group instruction to address students' areas of needs (intervention/acceleration)

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.

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

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

# Curriculum & Instruction

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

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### What is your Theory of Action?

**If we....**

Utilize the UBD framework to plan instruction, implement appropriate instructional strategies, progress monitor, identify needed resources, dedicate intentional time to provide differentiated instruction in whole and small group instruction ✏️

**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.

**then we see....**

teachers intentionally analyzing data to develop lesson plans with appropriate instructional strategies, progress monitoring, and evaluating the effectiveness of the interventions. Students demonstrating increased confidence in their academic abilities, demonstrating agency and authority in the learning process ✏️

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 increase in the percent of students performing at grade level as well as an improvement in student intervention data as evidence by reading and math scores on both practice and outcome data assessments ✏️

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## Implementation Plan

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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 | 11/3/2023 | Q3 | 4/12/2024 |
| Q2 | 1/26/2024 | Q4 | 6/5/2024 |

| | SY24 Implementation Milestones & Action Steps ✏️ | Who ✏️ | By When ✏️ | Progress Monitoring |
|---|---|---|---|---|
| **Implementation Milestone 1** | 80% of teachers will create lesson plans using the UBD framework | Teachers | May 2024 | Select Status |
| **Action Step 1** | Create a scope and sequence for the roll-out of the UBD framework | Instructional Coach | September 2023 | Select Status |
| **Action Step 2** | Provide training on each component of the the UBD framework following the scope and sequence | Instructional Coach | December 2023 | Select Status |
| **Action Step 3** | Review teachers lesson plans bi-weekly for evidence of components of the UBD framework | Instructional Coach | May 2024 | Select Status |
| **Action Step 4** | Implement 5 week cycle of peer collaboration, support, feedback and next steps | GLT | May 2024 | Select Status |
| **Action Step 5** | Evaluate teachers mastery of each component at the end of each 5 week cycle | Teacher Lead/IC | April 2024 | Select Status |
| **Implementation Milestone 2** | 80% of teachers will implement research based instructional strategies to deliver tier 1 differentiated instruction in both whole and small groups | ILT | May 2024 | Select Status |
| **Action Step 1** | Train teachers to utilize the Gradual Release Model implementing direct instruction and assessment techniques | Instructional Coach/AP | November 2023 | Select Status |

# Curriculum & Instruction

| | | | | |
|---|---|---|---|---|
| **Action Step 2** | Bi-weekly review of teachers' lesson plans to ensure components of instructional strategies is evident and feedback | Instructional Coach/LT | May 2024 | *Select Status* |
| **Action Step 3** | Conduct peer cycles of instructional walks every 5 weeks to view evidence of implementation of instrucitonal strategies identifeid in lesson plan | ILT/GLT | May 2024 | *Select Status* |
| **Action Step 4** | Train teachers to implement the LED instructional strategy during all math lesson | Instructional Coach | February 2024 | *Select Status* |
| **Action Step 5** | Implement 5 week cycle of peer collaboration, support, feedback and next steps | GLT | May 2024 | *Select Status* |
| | | | | |
| **Implementation Milestone 3** | | | | *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* |
| | | | | |
| **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** | 80% of teachers will demonstrate using a variety of assessments (i.e. exit tickets, DWA, State assessments, progress monitoring tools, etc.) to inform instruction |
| **SY26 Anticipated Milestones** | 80% of teachers will provide research based differentiated interventions/accelerations that address students' foundational and prerequisite deficits as well as progress monitor student progress |

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## Goal Setting

Resources: 🚀

**Indicators of a Quality CIWP: Goal Setting**

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

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

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

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

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

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

| IL-EMPOWER Goal Requirements |
|---|
| For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following: <br>-The CIWP includes a reading Performance goal <br>-The CIWP includes a math Performance goal <br>-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets <br>-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 |
| % of students who are on-track Grades for PK-2 | Yes | 3 - 8 On Track | African American | | | | |
| | | | Overall | | | | |

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

| Checkpoint for Gen Ed DLM/SANDI/Other for Cluster | Yes | Interim Assessment Data | Overall | | | | |
| | | | Students with an IEP | | | | |

## 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:2 Students experience grade-level, standards-aligned instruction. | Teachers will be able to plan lessons using the UBD framework selecting the instructional strategies most appropriate for content being delivered. Teachers will be ableto implement at least 1 instructional strategy with fidelity. | Teachers will plan and implement differentiated lessons using multiple instructional strategies, with fidelity. Teachers will be ableto implement at least 2 instructional strategies with fidelity. | Teachers will be able to plan and implement lessons using the UBD framework selecting the instructional strategies most appropriate for content being delivered. |
| 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. | Teachers will use at least one assessment data resource when planning for instruction. | Teachers will use multiple data assessment sources to inform instruction practices for both whole and small group. | Teachers will collect real time data to inform planning and 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. | Teachers will implement small group instruction focusing on foundational and pre-requistie deficits and enter intervention plans into Branching Minds. | Teacher will identify specific assessments to use to plan for instruction (i.e. exit tickets, bi-weely classroom assessments, etc.), implement small group instruction focusing on foundational and pre-requisite deficits and enter intervention plans in Branching Minds. | Teachers will implement small group instruction focusing on foundational and pre-requisite deficits as well as extensions of the lesson (to gauge student misconceptions in real time). Collect real time progress monitoring data to inform future instruction. |

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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % of students who are on-track Grades for PK-2 | 3 - 8 On Track | African American | | | Select Status | Select Status | Select Status | Select Status |
| | | Overall | | | Select Status | Select Status | Select Status | Select Status |
| Checkpoint for Gen Ed DLM/SANDI/Other for Cluster | Interim Assessment Data | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Students with an IEP | | | 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:2 Students experience grade-level, standards-aligned instruction. | Teachers will be able to plan lessons using the UBD framework selecting the instructional strategies most appropriate for content being delivered. Teachers will be ableto implement at least 1 instructional strategy with fidelity. | Select Status | Select Status | Select Status | Select Status |

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

# Curriculum & Instruction

| | | Select Status | Select Status | Select Status | 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. | Teachers will use at least one assessment data resource when planning for instruction. | Select Status | Select Status | Select Status | 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. | Teachers will implement small group instruction focusing on foundational and pre-requistie deficits and enter intervention plans into Branching Minds. | Select Status | Select Status | Select Status | Select Status |

# Partnership & Engagement

## Reflection on Foundation

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

| | |
|---|---|
| Partially | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). |

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

Based on 5 Essential data from teachers they stated that parent influence and trust is neutral and parent involvement is weak.

### What is the feedback from your stakeholders?

Parents communicate that they don't know how to support students at home with homework due to lack of knowledge workign with "new" curriculums.

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

Students can not receive support at home due to parents lack of understanding of the curriculum provided (i.e Eureka Math). Students don't have access to many of the community partners to support their intervention and acceleration needs (SEL and academic).

### 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 host curriculum nights and informational session. While our

## Determine Priorities

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Resources: 🚀

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

Students...

-do not attend school regularly because they do not always feel connected to the school and/or classroom community due lack of student voice and sense of belonging

[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

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Resources: 🚀

# Partnership & Engagement

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

**5 Why's Root Cause Protocol**

### As adults in the building, we...

- do not effectively build a sense of community school wide (i.e. communicate regularly with stakeholders, effectively address students intervention and acceleration needs regularly, or provide opportunity for student voice)

**Indicators of a Quality CIWP: Root Cause Analysis**

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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## Theory of Action

### What is your Theory of Action?

**If we....**

Provide staff and students with PDs on their specific roles in regards to student voice, establish a student voice committee in order to build classroom and school wide community, as well as design and implement a communication and attendance re-entry plan that identifies students who would benefit from supplement services

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.

**then we see....**

Teachers consistently reaching out to students and families who are absent, creating an environment inclusive of student voice, as well as students using their voice to express their SEL and academic needs and feeling a sense of belonging in the classroom and school

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

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

**which leads to...**

increase in students' attendance and sense of belonging as evaluated by an increase in the overall attendane rate, the percent of students on-track as well as a sense of belonging as evaluated by EOY attendance, CPS on-track dashboard results and cultivate survey data.

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## 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

Attendance Team

**Dates for Progress Monitoring Check Ins**

| Q1 | 11/3/2023 | Q3 | 4/12/2024 |
| Q2 | 1/26/2024 | Q4 | 6/5/2024 |

| SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|---|---|---|---|
| **Implementation Milestone 1** — Determine the specific area of the student voice pyramid to implement, using the Student Voice Infrastructure Rubric | ILT | September 29, 2023 | Not Started |
| **Action Step 1** — Meet with team leads to explain the Student Voice Infrastructure Rubric and Purpose | Counselor | September 8, 2023 | Not Started |
| **Action Step 2** — Every team meets to complete the SVIR, compile results, and submit for review | Team Leads | September 15, 2023 | Not Started |
| **Action Step 3** — Capture and disaggregate all teams SVIR data to produce summary of results | Counselor | September 15, 2023 | Not Started |

# Partnership & Engagement

| | | | | |
|---|---|---|---|---|
| Action Step 4 | Review results to determine where to begin implementation of the Student Voice Infrastructure Rubric | ILT | September 22, 2023 | *Select Status* |
| Action Step 5 | Share results with staff | ILT Designee | September 30, 2023 | *Select Status* |
| Action Step 6 | | | | *Select Status* |
| Action Step 7 | | | | *Select Status* |
| **Implementation Milestone 2** | Establish schoolwide listening structures that are fully leveraged. | ILT | January 8, 2024 | *Select Status* |
| Action Step 1 | Implement cultivate survey BOY and EOY to at least 85% of students 5th-8th | Counselor | 5/31/2024 | *Select Status* |
| Action Step 2 | Develop varied data collection tools (surveys and focus groups) to assess students input on their experience throughout the year. | ILT | 10/31/2023 | *Select Status* |
| Action Step 3 | Leverage data collected quarterly from surveys and focus groups to learn more about students and their experience throughout the year. | ILT | 5/31/2024 | *Select Status* |
| Action Step 4 | Create a tool for students to give feedback or suggestions on school community improvement | ILT | 11/30/2023 | *Select Status* |
| Action Step 5 | Train student body on how and where to give feedback or | GLT | December 2023 | *Select Status* |
| Action Step 6 | School teams will show how/where student perspective data has informed/shaped our improvement strategy. | ILT | May 2024 | *Select Status* |
| Action Step 7 | | | | *Select Status* |
| **Implementation Milestone 3** | Use student input to collectively address schoolwide initiatives and concerns that impact targeted groups | Culture and Climate | May 31, 2023 | *Select Status* |
| Action Step 1 | Review data and identify subgroups | Culture and Climate | September 29, 2023 | *Select Status* |
| Action Step 2 | Develop questionaire to identify classroom/student leader representative of (target) subgroups | Culture and Climate | October 18, 2023 | *Select Status* |
| Action Step 3 | Create and implement the Student Voice selection process | Culture and Climate | 11/30/2023 | *Select Status* |
| Action Step 4 | Establish SV Student Advisory team | SV Lead | 11/30/22 | *Select Status* |
| Action Step 5 | Set meeting dates/times and focuses | Student Advisory Team | December 2023 | *Select Status* |
| Action Step 6 | Collect student persepctive data from Student Advisory Team addressing targeted groups interests | Culture and Climate | January 2024 | *Select Status* |
| Action Step 7 | Devise/Revise school initiatives and policies based on student voice perspective data | ILT | May 2024 | *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* |
| Action Step 6 | | | | *Select Status* |
| Action Step 7 | | | | *Select Status* |

### SY25-SY26 Implementation Milestones

| | | |
|---|---|---|
| **SY25 Anticipated Milestones** | Teachers will establish classroom listening structures that are fully leveraged and use student input to collectively address classroom initiatives and concerns that impact targeted groups | ✏️ |
| **SY26 Anticipated Milestones** | Adults are responsive to student perspective, students feel heard. | ✏️ |

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## Goal Setting

Resources: 🚀

**Indicators of a Quality CIWP: Goal Setting**
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

# Partnership & Engagement

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.

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

## Performance Goals

|  |  |  |  | | Numerical Targets [Optional] | | |
| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | SY24 | SY25 | SY26 |
|---|---|---|---|---|---|---|---|
| % of students attendance rate increased for non-medically fragile students | Yes | Increase Average Daily Attendance | Overall |  |  |  |  |
|  |  |  | Students with an IEP |  |  |  |  |
| % of students demonstrate support by the school | Yes | 5E: Supportive Environment | Overall |  |  |  |  |
|  |  |  | FRL Eligble |  |  |  |  |

## 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 |
| P&E:3 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). | School teams should have listening structures in place as well as a student voice advisory committee to provide input and perspectives of targeted subgroups | Teachers should have listening structures in place as well as a student voice advisory committee to provide input and perspectives of targeted subgroups within the classroom setting | Adults respond to students perspectives through two way communication and ensures students feel heard. |
| Select a Practice |  |  |  |
| Select a Practice |  |  |  |

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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 |
|---|---|---|---|---|---|---|---|---|
| % of students attendance rate increased for non-medically fragile students | Increase Average Daily Attendance | Overall |  |  | Select Status | Select Status | Select Status | Select Status |
|  |  | Students with an IEP |  |  | Select Status | Select Status | Select Status | Select Status |

| | | | Select the Priority Foundation to pull over your Reflections here => | | | **Partnership & Engagement** | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| % of students demonstrate support by the school | 5E: Supportive Environment | Overall | | | Select Status | Select Status | Select Status | Select Status | |
| | | FRL Eligble | | | Select Status | Select Status | Select Status | Select Status | |

<center>**Practice Goals**</center>  <center>**Progress Monitoring**</center>

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|
| P&E:3 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). | School teams should have listening structures in place as well as a student voice advisory committee to provide input and perspectives of targeted subgroups | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

| If Checked: | ☑ | **Our school is a Title I school operating a Schoolwide Program** |
|---|---|---|
| Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | | This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| If Checked:<br><br>No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**<br>**(Continue to Approval)** |

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

*Curriculum and Instruction and Partnership and Engagment (priority areas): Curriculum & Reading workshops will be provied to parents from PreK - 8 to inform and train on support students with current curriculums, software and homework (instructional strategies). The funds will coverextended day pay for teachers, food, and supplies*

*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