CIWP Team & Schedules

Resources

CIWP Team Guidance

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name	Role	Email
Kimberly Denton-Hatcher	Principal	ktdenton@cps.edu
Pamela Alexander	AP	plalexander@cps.edu
Paula Martin	Curriculum & Instruction Lead	prmartin1@cps.edu
Dina Best	Curriculum & Instruction Lead	dmbest@cps.edu
Andrea Simpson	Teacher Leader	asimpson15@cps.edu
Tiffany Camara	Teacher Leader	tmgreen1@cps.edu
Gabrielle Williams	Teacher Leader	gwilliams39@cps.edu
Onreesha Ammons	Postsecondary Lead	oammons@cps.edu
Christopher Rule	Dean	crule1@cps.edu
Ms. Garrett	LSC Member	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/5/23	6/5/23
Reflection: Curriculum & Instruction (Instructional Core)	6/5/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/5/23	6/30/23
Reflection: Connectedness & Wellbeing	6/5/23	6/30/23
Reflection: Postsecondary Success	6/5/23	6/30/23
Reflection: Partnerships & Engagement	6/5/23	6/30/23
Priorities	6/19/23	7/10/23
Root Cause	6/19/23	7/10/23
Theory of Acton	6/19/23	7/10/23
Implementation Plans	8/15/23	9/15/23
Goals	8/15/23	9/15/23
Fund Compliance	8/15/23	9/15/23
Parent & Family Plan	8/15/23	9/15/23
Approval	8/15/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/11/2023
Quarter 2	12/12/2023
Quarter 3	3/13/2024
Quarter 4	5/22/2024

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

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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 ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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.

Student enter classrooms with various learning gaps.
Students are not mastering grade level standards.
Students are not exposed to a high level of tier one instruction.
Students struggle explaining or drawing conclusions without being prompted by the teacher.
Students do not have clear expectations during tier one instruction

What are the takeaways after the review of metrics?

High quality curriculum exists in grades K - 8 - (Skyline
Teachers do not feel comfortable with the curriculum.
All teachers do not align the lessson target with the CCSS
Some teachers have not fully mastered the knowledge of CCSS
Productive struggle does not exist in all classrooms
Teachers divide students into groups for assignments and projects
Student engagement is not consistent across grade levels

What is the feedback from your stakeholders?

Teachers are still mastering culturally responsive powerful practices Teachers and students should ensure that student voice exist in the classroom
Student discourse is important should be a daily part of instruction
Assessment systems are implemented such as Skyline but are not always implemented with fidelity.
Teachers feel overwhelmed with Skyline interim assessments
Progress monitoring is implemented however not consistent through various grade bands

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?

Currently, student discourse is a major initiative for the school, along with ensuring that small groups are happening in the classroom.

Metrics

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

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

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Students are not receiving consistent tier one and tier two supports
Students are not receiving quality small group instruction

What are the takeaways after the review of metrics?

MTSS is a major part of the systems and structures at Ninos. Teachers are expected to enter their interventions into Branching Minds. Students should be tiered from 1 - 3 with all students being addressed. DL students receive services in LRE. EL students receive appropriate services.

What is the feedback from your stakeholders?

Teachers also feel overwhelmed by entering interventions Teachers and staff feel that DL and EL teachers receive support.

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?

MTSS is being reviewed with the admin team and ILT to make improvements where needed and add a layer of support.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)
MTSS Continuum
Roots Survey
ACCESS
MTSS Academic Tier Movement
Annual Evaluation of Compliance (ODLSS)
Quality Indicators of Specially Designed Curriculum
EL Program Review Tool

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure

What are the takeaways after the review of metrics?

BHT and CC team meets bi-weekly. Students receive supports directly from teachers, social worker, dean, and counselor. Calm Classroom is practiced school-wide for all students.

Metrics

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

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Yes	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.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

What is the feedback from your stakeholders?

Most teachers feel supported, some teachers feel that they need more support with SEL

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

Problems that may need to be addressed in the CIWP is ensuring that the plan is being monitored an implemented for student success.

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?

Improvements or impact from these efforts are teachers having a better understanding of CCSS and instruction. Students having a better understanding and opportunities for learning and to perform on assessments.

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

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

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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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)	Success Bound that is utilized by the counselor is an excellent way to engage middle school students to become college and career ready.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

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
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
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What student-centered problems have surfaced during this reflection?

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

Ensuring that we have community support that includes parents, teachers, and students.

What is the feedback from your stakeholders?

Feedback from the stakeholders that they are excited to see the career experiences for all students.

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?

Not applicable

Metrics

- 3 - 8 On Track
- Learn, Plan, Succeed
- % of KPIs Completed (12th Grade)
- College Enrollment and Persistence Rate
- 9th and 10th Grade On Track
- Cultivate (Relevance to the Future)
- Freshmen Connection Programs Offered (School Level Data)

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships

What are the takeaways after the review of metrics?

ILT is working to proactively foster relationships with families through a sub-commitee that will reach out to community to assit and contribute with school goals.

Metrics

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

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

5E: Supportive Environment

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

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

Formal and informal family and community feedback received locally.
(School Level Data)

What is the feedback from your stakeholders?

After reviewing student trends and looking over data that represents student voice. The BHT and student council have partnered to give direction for student want and needs.

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

Problems that the school may address in the CIWP are to ensure that a monitoring plan in place for students.

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

As mentioned the partnership with BHT/CC and student council are in the works. The impact should improve student engagement that should directly impact attendance. Rviewing data such as attendance, off track an creating a startegic plan to address students farthest from the opportunity.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

High quality curriculum exists in grades K - 8 - (Skyline
Teachers do not feel comfortable with the curriculum.
All teachers do not align the lessson target with the CCSS
Some teachers have not fully mastered the knowledge of CCSS
Productive struggle does not exist in all classrooms
Teachers divide students into groups for assignments and projects
Student engagement is not consistent across grade levels

What is the feedback from your stakeholders?

Teachers are still mastering culturally responsive powerful practices Teachers and students should ensure that student voice exist in the classroom
Student discourse is important should be a daily part of instruction
Assessment systems are implemented such as Skyline but are not always implemented with fidelity. Teachers feel overwhelmed with Skyline interim assessments Progress monitoring is implemented however not consistent through various grade bands

What student-centered problems have surfaced during this reflection?

Student enter classrooms with various learning gaps.
Students are not mastering grade level standards.
Students are not exposed to a high level of tier one instruction.
Students struggle explaining or drawing conclusions without being prompted by the teacher.
Students do not have clear expectations during tier one instruction

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

Currently, student discourse is a major initiative for the school, along with ensuring that small groups are happening in the classroom.

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Determine Priorities

Resources:

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

Determine Priorities Protocol

Students...

Students are not mastering grade level standards.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

5 Why's Root Cause Protocol

As adults in the building, we...

Based off the 5Ws with teachers and staff
W - Lack of high quality tier one instruction
W - Lack or opportunity of knowledge in unpacking the standards
W - Lack of standard language, understanding (consistent student discourse, scaffolding of

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.

w - Lack of standard language, understanding (consistent student discourse, scaffolding of standards)
Root Cause - Need for training/PD on the mastery of CCSS standards (DDI, peer observations, set expectations and non-negotiables with a safe practice)Based

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....

If we provide professional development around high-quality, tier one, rigorous instruction using standards-aligned instructional materials (Skyline), research-based teacher practices that identifies assessment connected to learning targets. Learning Cycles for new currriclm to track implementation by instructional coach.

then we see....

teacher growth in use of high quality, tier one rigorous instruction that is standard aligned along with effective student learning maintaining high expectations for instructional effectiveness All teachers will be supported by walk throughs, conferring with teachers, and the use of improvement plans to support if needed.

which leads to...

muliple pathways to student achievemnet and more of our student population meeting their individual goals, grade level expectations and student growth on all assessments.

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.

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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

Admin/ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/13/2024
Q2	12/12/2023	Q4	5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% implementation of Tier One Instruction	Coach/ILT/Admin	May 2024	Select Status
Action Step 1	All teachers will engage in various PD to train for Skyline and tier one implementation strategies	Coach, ILT members, grade level members, teachers	CPS professional learning deadlines	Select Status
Action Step 2	Admin/ILT team will provide feedback through informal observations and lesson plans	Coach, Admin/ILT	October 2023	Select Status
Action Step 3	ILT members will conduct rigorwalks to observe, collect data, provide feedback during GLTs	Admin/ILT	November 8th, 2023	Select Status
Action Step 4	Tier 2 teachers identifed and assigned coaching suppport in development of learning cycles.,for rigorous tier one strategies, and curriculum implemementation	Coach/ILT Members	October 6th, 2023	Select Status
Action Step 5	Tier 3 teachers identified will be assigned to the instructional coach.	Coach/ILT Members	October 6th, 2023	Select Status
Implementation Milestone 2	All teachers will effectively unpack the CCSS for instruction to align with objectives	Coach,ILT, Admin	May 2024	Select Status

Action Step 1	Provide PD on unpacking CCSS for instruction	Coach, ILT, Admin, Team Leeaders	CPS professional learning deadlines	*Select Status*
Action Step 2	ILT Members, Coach, and Admin team will review unpacking standards and DDI model implementation	Coach, ILT, Admin, Team Leeaders	October 2023	*Select Status*
Action Step 3	Roll out DDI implementation to teachers that include observations, cycles of learning/Use feedback and DDI cycle to coach teachers concerning CCSS	Coach, ILT, Admin, Team Leeaders	November 2023	*Select Status*
Action Step 4	After DDI, come back for second observation to follow up on DDI feedback	Coach, ILT, Admin, Team Leeaders	December 21, 2023	*Select Status*
Action Step 5	Deliver second round of feedback for teacher to use for instruction to assist with tier one instruction	Coach, ILT, Admin, Team Leeaders	January 9, 2023	*Select Status*
Implementation Milestone 3	All teachers will effectively implement student discourse in classrooms	Admin, ILT, Coach, Team Leaders	May 2nd, 2024	*Select Status*
Action Step 1	All teachers will engage in various PD to engage in Student Discourse strategies with students	Admin ILT Coach, Team Leaders	CPS professional learning deadlines	*Select Status*
Action Step 2	Admin/ILT team will provide feedback through informal observations and lesson plans	Admin, ILT, Coach, Team Leaders	September 2023	*Select Status*
Action Step 3	ILT members will conduct rigor walk to observe, provide feedback	Admin, ILT, Coach, Team Leaders	October 2023	*Select Status*
Action Step 4	Tier 2 teachers will be assigned support for student discourse	Admin, ILT, Coach, Team Leaders	November 2023	*Select Status*
Action Step 5	Tier 3 teachers will be assigned support for student discourse	Admin, ILT, Coach, Team Leaders	November 2023	*Select Status*
Implementation Milestone 4	100% of general ed and special ed teachers with DL students are providing supports through Tier 1 instructions small groups. .	Admin, ILT, Coach, Team Leaders	May 2nd, 2024	*Select Status*
Action Step 1	Dive into Data with the ILT to identify school and student needs and Diverse Learning trends in teachers/grade levels/content areas for supporting students for tier one instruction	DL Case Manager, ILT Team	September 2023	*Select Status*
Action Step 2	BOY PD on Tier 1 DL student supports, using trends from outcomes	DL Case Manager, ILT Team	October 2023	*Select Status*
Action Step 3	GLT team/ DL teachers/ Case Manager to implement identified strategies for that teachers/grade level.	DL Case Manager, ILT Team	October 2023	*Select Status*
Action Step 4	Observe teachers DL supports, 3x per year	DL Case Manager, ILT Team	Sept 12, 2023, Feburary 9, 2024, April 24, 2024	*Select Status*
Action Step 5	Observe teachers DL supports, 3x per year	DL Case Manager, ILT Team	Weekly GLT beginning September 22, 2023.	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Diverse Learning Teachers will master the depth of knowledge of each standard, to provide tier one instruction that has been properly modified to increase mutliple pathways for success with our diverse learning poplution. DLT will collaberate with SECA's and case manager to create a professional learning community that will advocate data driven instruction that uses school wide strageties that support mastery of grade level standards.
SY26 Anticipated Milestones	Diverse Learning teachers will use the balanced assessments that are embedded in Skyline curriculm, Universal screeners, and state assessments to support mastery with accomendations for a 25% increase in student achievement for our Diverse Student Population.

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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 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

Numerical Targets [Optional]

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

Curriculum & Instruction

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Using Balance Assessments to informand planning for instruction.	Yes	STAR (Math)	Students with an IEP	7%	25%	42%	75%
			Overall	13%	35%	45%	75%
Increase collaberation between General Educcation Teachers and DL Teachers. led by the Interventionist to create a menu of researched based interventions used at Ninos Heroes. ie. I-ready toolkit, IXL, Freckle, Amira.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP	4%	25%	45%	75%
			Overall	11%	35%	50%	75%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The ILT team will tier teachers based on feedback from rigourous walk throughs, conferring with teachers about challenges and successes in Quarter 1 and Quarter 2. Learning Cycles for new Skyline curriculm to track implentation in classroom.	The coach will will create an improvement plan that includes a coaching cycle to identify the weakness and strengths of the teacher to support for rigorous tier one strategies, and curriculum implementation with fiedility.	ILT will create flow chart to follow specfic procedures to support interventions that support high quality instruction with interventions that will be implemnted in small groups, with progress monitoring non negiogatiobles. Lesson plans will be monitored with feedback from the I:LT.
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 complete the assessment tracker that identifies the student's progress, that will create a full picture of the student's performance. Allowing for the MTSS process to be more targeted and focused, yielding better results with interventions.	ILT will lead the PLC for Balanced Assessments. All teachers will use reflective pratice to study each type of assessments and why we use them. Teacher will identify the purpose of formative, interim, and summative assessments. Teachers will master how to determne assessments for learning and assessment of learning.	All staff will take a retreat before the opening of the school year to collaberate; backward plan using EOY data, MTSS tiering, Skyline Curriculm, and teacher observations. Staff will create a google sheet for each grade band with a tab for instrucgtion, assessments, and interventions. for each student. It will be reviewed Quartly and upadated until the end of the year.
I&S:3 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.	Diverse Learner Teachers lead the GLT to create a shift in pratice by provide a list of prequsites for anchor standards to support the general education teacher open up pathways of success by using school wide strageties that are agreed upon by the ILT.	Diverse Learning teachers will create a professional learning community that will explore inclusion and what it looks like in planning, implementation, and assessments. Teachers will meet monthly through GLT's.	Staff fully implenting a 100% Least Restrictive Environment to all for full inclusion, through planning, classroom enviornment, and meeting all accomadations.

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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Using Balance Assessments to informand planning for instruction.	STAR (Math)	Students with an IEP	7%	25%	Select Status	Select Status	Select Status	Select Status
		Overall	13%	35%	Select Status	Select Status	Select Status	Select Status
Increase collaberation between General Educcation Teachers and DL Teachers. led by the Interventionist to	% of Students receiving Tier 2/3 interventions	Students with an IEP	4%	25%	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

create a menu of researched based interventions used at Ninos Heroes. ie. I-ready toolkit, IXL, Freckle, Amira.	Tier 2/3 interventions meeting targets	Overall	11%	35%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The ILT team will tier teachers based on feedback from rigourous walk throughs, conferring with teachers about challenges and successes in Quarter 1 and Quarter 2. Learning Cycles for new Skyline curriculm to track implentation in classroom.	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 complete the assessment tracker that identifies the student's progress, that will create a full picture of the student's performance. Allowing for the MTSS process to be more targeted and focused, yielding better results with interventions.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Diverse Learner Teachers lead the GLT to create a shift in pratice by provide a list of prequsites for anchor standards to support the general education teacher open up pathways of success by using school wide strageties that are agreed upon by the ILT.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS is a major part of the systems and structures at Ninos. Teachers are expected to enter their interventions into Branching Minds. Students should be tiered from 1 - 3 with all students being addressed. DL students receive services in LRE. EL students receive appropriate services.

What is the feedback from your stakeholders?

Teachers also feel overwhelmed by entering interventions Teachers and staff feel that DL and EL teachers receive support.

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent tier one and tier two supports
Students are not receiving quality small group instruction

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

MTSS is being reviewed with the admin team and ILT to make improvements where needed and add a layer of support.

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Determine Priorities

Resources:

Determine Priorities Protocol

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

Students...

Students are not receiving consistent and adequate tiered support during small groups

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

5 Why's Root Cause Protocol

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

As adults in the building, we...

W - Skyline curriculm is not used with fidelty.
W - Small group/differinated instruction is not addressed on a consistent basis

Indicators of a Quality CIWP: Root Cause Analysis

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

Inclusive & Supportive Learning Environment

W - Small group/differinated instruction is not addressed on a consistent basis.
W- Tier one and Tier two students supports were infrequent.
W - Teachers fail to plan and use supports dagta driven instrustion is not being used to properly monitor students.

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....

effectively deliver tiered instruction and core curriculum, create high quality well-documented student supports/interventions and support plans, progress monitor small groups instruction , document progress monitoring in branching minds and interpret data through distributed leadership to adjust instruction

then we see....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

which leads to...

increasing tier one and two students while decreasing our tier three students, shifting the tiers reflected in Branching Minds.

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.

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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

Admin/ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/13/2024
Q2	12/12/2023	Q4	5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing MTSS	Coach/ILT/MTSS Teams	May 2nd, 2024	Select Status
Action Step 1	Support plans for interventions are developed and documented within BM	ILT respectively for grade levels	September 22, 2023	Select Status
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	ILT respectively for grade levels	October 26, 2023	Select Status
Action Step 3	Plans are being updated and shared with stakeholders	ILT respectively for grade levels	February 9, 2024	Select Status
Action Step 4	Intervention resources include math, literacy, SEL, and behavior health	ILT respectively for grade levels	October 26, 2023	Select Status
Action Step 5	Provide PD on documenting interventions in BMs	Interventionist	January 18, 2024	Select Status
Implementation Milestone 2	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	Interventionist	May 2nd, 2024	Select Status

Action Step 1	All teachers sign up for and attend ongoing training for curriculum implementation through Universal PL plan	MTSS Team, respectively for grade levels.	September 22, 2023	*Select Status*
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	MTSS Team, respectively for grade levels.	September 22, 2023	*Select Status*
Action Step 3	ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	MTSS Team, respectively for grade levels.	January 18, 2023	*Select Status*
Action Step 4	Tier 2 teachers identified, assigned supports for curriculum implementation	MTSS Team, respectively for grade levels.	October 26, 2023	*Select Status*
Action Step 5	Tier 3 teachers identified, assigned supports for curriculum	Interventionist	October 26, 2023	*Select Status*
Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention Progress Monitoring on MTSS Continum.	Interventionist	September 20th, 2023	*Select Status*
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team	September 28th, 2023	
Action Step 2	Lead GLTs on progress monitoring Check Point Interim Assessment for Skyline aligned to student skill deficits	MTSS Team, respectively for grade levels	October 19th, 2023	
Action Step 3	Observe progress monitoring for Check Point Interim and highlight teacher use aligned to student skill deficits	MTSS Team, respectively for grade levels	November 2nd, 2023	
Action Step 4	GLTs review BMs data monthly	MTSS Team, respectively for grade levels	November 9th, 2023	
Action Step 5	BMs data is widely shared in weekly staff newsletter	Interventionist	November 16th, 2023	
Implementation Milestone 4	100% of general ed and special ed teachers with DL students are providing supports through Tier 1 instructions small groups. .	DL Case Manager /Instructional Coach	October 26, 2023	*Select Status*
Action Step 1	Dive into Data with the ILT to identify school and student needs and Diverse Learning trends in teachers/grade levels/content areas for supporting students.	DL Case Manager, ILT Team in Grade Level	October 26, 2023	*Select Status*
Action Step 2	BOY PD on Tier 1 DL student supports, using trends from tool outcomes	DL Case Manager, ILT Team	October 27, 2023	*Select Status*
Action Step 3	GLT team/ DL teachers/ Case Manager to implement identified strategies for that teachers/grade level.	DL Case Manager, ILT Team/GLT	October 26, 2023	*Select Status*
Action Step 4	Observe teachers DL supports, 3x per year	DL Case Manager, ILT Team	Sept 12, 2023, Feburary 9, 2024, April 24, 2024	*Select Status*
Action Step 5	Check in with GLTs monthly using data to lead actions/next steps	DL Case Manager, ILT Team	Weekly GLT beginning September 22, 2023.	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

"-60% of teachers differentiating core instruction in small groups with inclusion of DL students.
-OPERATIONAL components of high quality, well-documented MTSS student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity.
-DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 80% of teachers regularly progress monitor and implement actions in BMs, using multiple data points.

SY26 Anticipated Milestones

"-100% of teachers effectively differentiating core instruction
-Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity
-FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data,
-FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum"

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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 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

Numerical Targets [Optional]

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

Inclusive & Supportive Learning Environment

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Students achievement growth will incre	Yes	iReady (Reading)	Overall	13%	38%	63%	88%
			Students with an IEP	8%	33%	58%	83%
Students in Tier 1 and Tier 2 will increase by at least 25% while tier 3 decreases by 75%.	Yes	STAR (Math)	Tier 1	63 students	86 students	109 students	121 students
			Tier 2	52 students	90 students	95 students	105 students

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Weekly Glt's and ILT monthly meetings to monitor the creationof groups and progress monitoring tool BM. 100% of staff will complete with fiedilty.	PLC willl be created for BM where teachers share successes and challenges. ILT will lead PLC's.	PLC will monitor and stragetically target Tier 3 students to move into Tier 2.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	General Ed and DL teachers will recieve ongoing Skyline Curriculm training through Co-Labs and Network 12.	Teacher led PLC's sharing challenges and success of Skyline using the Interim Assessments.	ILT team will roll out school wide strageties that will be universally used school wide for DL, EL, and all students to fill in the gaps and accelerate to grade level or above.
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.	All Teachers, tutors, SECAs, take 4 hour training with interventionist and instructional coach. Teachers create groups based on data and observations. Interventions will be selected from i-ready our selected personalized learning path for our students.	PLC will be created for progress monitoring. Teachers wil share challenges and succeses of interventions .	ILT team will create opportunities to celebrate everytime a student acclerates . We will have a physical representation to display the movement of the students weekly .

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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students achievement growth will increase by 25% for overall student populationn, speficially students that are diverse learners.	iReady (Reading)	Overall	13%	38%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	8%	33%	Select Status	Select Status	Select Status	Select Status
Students in Tier 1 and Tier 2 will increase by at least 25% while tier 3 decreases by 75%.	STAR (Math)	Tier 1	63 students	86 students	Select Status	Select Status	Select Status	Select Status
		Tier 2	52 students	90 students	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

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

Inclusive & Supportive Learning Environment

I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Weekly Glt's and ILT monthly meetings to monitor the creationof groups and progress monitoring tool BM. 100% of staff will complete with fiedilty.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	General Ed and DL teachers will recieve ongoing Skyline Curriculm training through Co-Labs and Network 12.	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.	All Teachers, tutors, SECAs, take 4 hour training with interventionist and instructional coach. Teachers create groups based on data and observations. Interventions will be selected from i-ready our selected personalized learning path for our students.	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:

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

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

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

If Checked:

No action needed

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Ninos' academic priority areas are Reading and Math, building on parent engagement and skills development of parents will be aligned to: School staff engaging in regular, two-way, meaningful communication with parents.
Ninos will provided professional development during parent meeting that will provide parents with a toolkit of skills to support academic growth at home.
We understand that parents play an integral role in assisting student learning, so during PAC and BAC meeting we will provide parents with parenting strategies and access to community support organizations.
Parents are welcome in the school as volunteers, and their support and assistance are sought out by school administration.
Community resources are used to strengthen schools, families and student learning.

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