

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Kay Hermanas	LSC Member	rkhermanas@cps.edu
Francisca Galindo	LSC Member	fgalindo@cps.edu
Elizabeth Armstrong	Teacher Leader	earmstrong3@cps.edu
Heather Pedzwiatr	Teacher Leader	hapedzwiatr1@cps.edu
Joann Skokal	Teacher Leader	Jmroethle@cps.edu
Jessica Johnson	Principal	jjohnson18@cps.edu
Ana Garcia Baker	Other [Resident Principal]	amgarcialopez@cps.edu
	Select Role	
	Select Role	
	Select Role	
	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	5/1/23	5/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/9/23
Reflection: Connectedness & Wellbeing	6/1/23	6/9/23
Reflection: Postsecondary Success	6/1/23	6/9/23
Reflection: Partnerships & Engagement	6/1/23	6/9/23
Priorities	8/1/23	9/1/23
Root Cause	8/1/23	9/1/23
Theory of Action	8/1/23	9/1/23
Implementation Plans	8/1/23	9/1/23
Goals	8/1/23	9/1/23
Fund Compliance	9/1/23	9/7/23
Parent & Family Plan	9/1/23	9/7/23
Approval	9/7/23	9/7/23

## 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	10/19
Quarter 2	12/14
Quarter 3	3/14
Quarter 4	5-16-23

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

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

**References**

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

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

After review of the metrics and artifacts there are several takeaways. First, there is inconsistency in the curriculum being used in math and ELA. The ELZ curriculum does not meet the high quality curriculum and a ELA curriculum committee has been established. The student data shows that the majority of students are not meeting state expectations based on IAR. ACCESS testing shows that only 2 students exited from the Bilingual program, which shows an area of growth in supporting multilingual learners. In addition, there is a need for growth with distributed leadership based on the ILT rubric and teacher leadership indicators. The review shows need for continued work on instruction for Tier 1 EL and differentiation based on staff unit plans and knowledge base.

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

The ILT noticed a trend of variation in unit planning and standard alignment. In addition, ILT and grade levels noticed a need for continued learning for multilingual learners. The ratings on 5 essentials show an area of improvement in teacher-teacher collaboration.

**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, the curriculum committee is looking at ELA curriculum to implement. The team is comparing 4 curricular options to implement to ensure high quality curriculum is being used. The CIWP team is mapping out a 4 year plan for implementing and ensuring high quality curriculum along with professional learning. The team has completed 1 year of full foundational skills in K-3 and phonemic awareness in PK-3. One of the barriers is identifying a strong foundational curriculum for grades 4-8 and supporting students below grade level.

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

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

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

Students are receiving a variety of curriculum throughout K-8. The alignment vertically and horizontally is an area of growth to ensure students have similar experiences and standards are aligned.

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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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

The review of artifacts showed a need to continue the work around MTSS and instruction for multilingual learners. The EL audit tool showed major areas of growth, the MTSS rubric showed areas of growth in consistency. There is strong support for diverse learners and schedules ensure there support. The primary need is to ensure students receive grade level instruction with differentiated supports.

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
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.

Multilingual learners are experiencing a lack of instructional support and scaffolding for them to access grade level materials. Multilingual learners lack resources and instruction in their native language. Students may feel ostracized or left out as a multilingual learner. 🗨️

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

The feedback from LSC was that a focus for multilingual learners is needed. In addition, the ILT and grade level bands mentioned their need in learning and professional development to support multilingual learners. 🗨️

**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?**

Professional learning has been implemented and begun to support Tier 1 EL instruction. The professional learning cycle started in summer 2023 and is progressing for the upcoming 2 school years. This professional learning would support teachers instruction for scaffolding and differentiated to ensure there are multi tiered systems of support. 🗨️

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

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
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.

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


The 5 essentials shows a strong environment based on student responses. There is a culture and climate that has been meeting regularly to implement structures. There are out of school programming options that cover K-8th grade levels at no cost to parents to ensure accessibility. programming targets student populations for additional support and funding has been allocated or identified by partnerships to support (power hour, OLCE tutoring). The BHT has been meeting and monitoring referrals and student support. There are tiered supports provided with external partners. 🗨️

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

Attendance has been an area where there have been declines post pandemic. This is an area of growth for targeting chronic absenteeism and tardiness, which impacts student learning and success. 🗨️


**Metrics**

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


Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Student belonging and inclusivity has been a student centered problem that has surfaced. Students need support around bias based behavior, coping skills, and relationship building with peers.	 There have been numerous efforts in place to support student belonging and voice. This has included implementing student voice and partnerships to support equitable and welcoming classrooms.		

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	 Reviewing the materials, there is some evidence for this domain. There have been efforts to support high school enrollment and career goal setting. However, there are opportunities for growth in supporting 6-8th grade students.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>
Yes	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>
N/A	<a href="#">Work Based Learning Toolkit</a>  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).		<a href="#">College Enrollment and Persistence Rate</a>  <a href="#">9th and 10th Grade On Track</a>
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	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		<a href="#">Cultivate (Relevance to the Future)</a>
N/A	<a href="#">PLT Assessment Rubric</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).		Freshmen Connection Programs Offered (School Level Data)
N/A	<a href="#">Alumni Support Initiative One Pager</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).	<b>What is the feedback from your stakeholders?</b>  Stakeholders would like to have more opportunities for career fairs, college visits, and opportunities to connect middle school with future goal setting.	

**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 need more exposure to the opportunities that exist for post secondary. Increasing opportunities to learn about college, visit colleges, and having exposure to the possibilities is needed 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?**

In SY24 there will be a committee identified for college visits and planning for students to goal set. A second committee will include planning for the career fair, which will occur annually. The school will continue its work around high school visits, high school fairs, and continued partnerships with universities (Northwestern). 

## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The school has many partnerships to support parent and family engagement. The partners include Resurrection Project, Frida Kahlo, and Parent University. Parent university has been a strong partner in supporting workshops and leveraging assets. The school partnered with the ward, alderman office, and community organizations to support newcomer families. The attendance of parent engagement is an area of growth. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Stakeholders would like to have more communication provided to school community. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Parent Engagement and community partnership directly impacts student success. Increasing parent involvement has impact on student emotional well being and on academic success. Continuing to strengthen communication and partnerships will only help student success. 🍌</p>		<p>The school is implementing and starting P.O.P again in SY24. This was a previous organization and is being re-developed. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

After review of the metrics and artifacts there are several takeaways. First, there is inconsistency in the curriculum being used in math and ELA. The ELZ curriculum does not meet the high quality curriculum and a ELA curriculum committee has been established. The student data shows that the majority of students are not meeting state expectations based on IAR. ACCESS testing shows that only 2 students exited from the Bilingual program, which shows an area of growth in supporting multilingual learners. In addition, there is a need for growth with distributed leadership based on the ILT rubric and teacher leadership indicators. The review shows need for continued work on instruction for Tier 1 EL and differentiation based on staff unit plans and knowledge base.

What is the feedback from your stakeholders?

The ILT noticed a trend of variation in unit planning and standard alignment. In addition, ILT and grade levels noticed a need for continued learning for multilingual learners. The ratings on 5 essentials show an area of improvement in teacher-teacher collaboration.

What student-centered problems have surfaced during this reflection?

Students are receiving a variety of curriculum throughout K-8. The alignment vertically and horizontally is an area of growth to ensure students have similar experiences and standards are aligned.

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, the curriculum committee is looking at ELA curriculum to implement. The team is comparing 4 curricular options to implement to ensure high quality curriculum is being used. The CIWP team is mapping out a 4 year plan for implementing and ensuring high quality curriculum along with professional learning. The team has completed 1 year of full foundational skills in K-3 and phonemic awareness in PK-3. One of the barriers is identifying a strong foundational curriculum for grades 4-8 and supporting students below grade level.

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Determine Priorities

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

Students...

will receive instruction using high quality curriculum in all content areas. The curriculum will be standards aligned supporting all learners with focused assessments to measure student data and growth. Curriculum will ensure students are receiving a continued alignment of learning in K-8 that builds and supports their growth with diverse perspectives and a focus on student voice and agency.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...

have been implementing inconsistent curriculum across grade bands. The inconsistent grade bands results in disjointed and misaligned standards learning and assessments. As adults, it is important that there is a consistent curriculum to ensure cohesiveness and student academic success.



[5 Whys Root Cause Protocol](#)

Resources:

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....

adopt high quality curriculum in all content areas that is standard aligned, rooted in student voice, agency, and diverse perspectives



[Indicators of a Quality CIWP: Theory of Action](#)

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

Resources:

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

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

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

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

then we see....

authentic student engagement with standard aligned work that centralizes their voice and leadership around standards based learning



which leads to...

students having agency and voice, a sense of belonging in the school community, and academic growth and attainment.



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[Resources:](#)

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/19

Q3 3/14

Q2 12/14

Q4 5-16-23

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	Identify an ELA curriculum that meets the criteria for high quality curriculum.	Curriculum Committee	June 2023	<i>Select Status</i>
<b>Action Step 1</b>	Curriculum committee identifies 3-4 ELA curriculum to review	Curriculum Committee	January 2023	<i>Select Status</i>
<b>Action Step 2</b>	Identify the top priorities in a curriculum that align to Perez mission/vision.	Curriculum Committee	February 2023	<i>Select Status</i>
<b>Action Step 3</b>	Create or identify a rubric that will be used to evaluate ELA curriculum.	Curriculum Committee	May 2023	<i>Select Status</i>
<b>Action Step 4</b>	Evaluate the identified potential curriculums using the rubrics and reports on effectiveness for ELA.	Curriculum Committee	June 2023	<i>Select Status</i>
<b>Action Step 5</b>	Identify and propose a curriculum to all teachers in grade level meetings.	Curriculum Committee	June 2023	<i>Select Status</i>
<b>Implementation Milestone 2</b>	Implement and provide professional learning with cycles of learning and collaboration for a new ELA curriculum that meets the criteria in a high quality rubric.	ILT	June 2024	<i>Select Status</i>
<b>Action Step 1</b>	Participate in ELA curriculum planning and build capacity around components of the curriculum.	Teachers	July 1	<i>Select Status</i>
<b>Action Step 2</b>	Teachers will backwards map each quarter during professional learning with support to implement.	Teachers	Ongoing 2023	<i>Select Status</i>
<b>Action Step 3</b>	Revision of ELA curriculum each quarter with unit plans to adapt for year 2 implementation	Teachers	Ongoing 2023	<i>Select Status</i>
<b>Action Step 4</b>	Year 2 implementation of ELA curriculum will include adjustments to ensure a focus on student voice and differentiation.	Teachers	Ongoing 2024	<i>Select Status</i>
<b>Action Step 5</b>	Learning cycles and peer group planning to implement year 3 of ELA	Teachers	Ongoing 2025	<i>Select Status</i>
<b>Implementation Milestone 3</b>	Build consensus and team decision making to select a high quality math curriculum that is research based and supports student voice and agency.			<i>Select Status</i>
<b>Action Step 1</b>	Identify a math curriculum committee, schedule out a plan for selection, decision making, and implementation	Math Committee	Q3 2024	<i>Select Status</i>
<b>Action Step 2</b>	Professional learning provided on a new math curriculum that is best suited for 5-8th grade. The professional learning includes planning time and math content professional learning to enhance teacher practice.	5-8th grade math teachers	July 2024	<i>Select Status</i>
<b>Action Step 3</b>	The math committee reviews and selects a curriculum that is high quality for K-4 grade levels. Professional learning begins being provided to support teacher planning and practice.	Math committee	June 2025	<i>Select Status</i>
<b>Action Step 4</b>	A high quality math curriculum has been selected and is being implemented in all classrooms K-8 by math teachers.	Math teachers	August 2025	<i>Select Status</i>
<b>Action Step 5</b>	Professional learning cycles are being implemented to support math best practices, curriculum planning, and differentiated to support all learners.	Math teachers	January 2026	<i>Select Status</i>
<b>Implementation Milestone 4</b>	Implementation of foundational skills in grade levels K-5 and intervention support available for students in 6-8th grade that show area of growth in foundational skills.			<i>Select Status</i>
<b>Action Step 1</b>	Identify foundational skill curriculum for primary grades and have consistent implementation.	PK-3	July 2023	<i>Select Status</i>

<b>Action Step 2</b>	Coaching and professional learning around the foundations curriculum, feedback loops, and opportunity to collaborate and learn from peers on implementation. Quarterly review of student assessment data to differentiate and support instruction and intervention	PK-3 teachers	Quarterly SY24	Select Status
<b>Action Step 3</b>	Implementation of foundational skills curriculum in 4th-5th grade that aligns with the K-3 implementation.	4-5th grade teachers	Quarterly SY24	Select Status
<b>Action Step 4</b>	Coaching and professional learning calendar for PK-5 on foundational skills curriculum that has opportunity for feedback, peer collaboration, and planning to enhance teacher practice.	Pk-5th teachers	2024-2025	Select Status
<b>Action Step 5</b>	Data cycles on student progress on foundational skills that is completed with consistency and teacher practice is informed by student data.	Teachers	Semester 2 2025	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	At the end of 2025 there will have been 2 years of implementation of a new ELA Curriculum. It will be fully integrated in K-8th grade and there will be visible accommodation and differentiation for EL and DL students. In mathematics, the teachers will be on year 1 of implementation for a math curriculum that is rated high quality on the CPS rubric. In science, the committee will have met to discuss the planning for Y26 and begin identifying curriculum.	
<b>SY26 Anticipated Milestones</b>	A ELA high quality ELA curriculum will be fully implemented with alignment and consistency in grades K-8th grade. Teachers will show confidence in implementation through qualitative measures. All teachers will be using the same curriculum to ensure vertical and horizontal alignment. The alignment will result in student academic growth and attainment in quantitative data. This will be year 2 of a math curriculum that will show alignment for all grade bands.	

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

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

**Resources:**

[IL-EMPOWER Goal Requirements](#)

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
In SY 24, there will be an increase of 15% of students meeting the criteria identified by access and scoring above a 4.2.	Yes	ACCESS	English Learners <i>Select Group or Overall</i>				
In SY24, the I-ready assessment will show an increase of students on grade level from BOY to EOY by 30% in ELA.	Yes	Other	Overall <i>Select Group or Overall</i>				

**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.	Students receive instruction from a high quality ELA curriculum that is consistent in K-8th grade and implemented by all teachers	Students receive instruction from a high quality ELA instruction that shows deliberate teacher moves for student voice and differentiation.	
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.	A high quality ELA curriculum has been selected and the budget has aligned to supply classrooms with necessary materials to successfully implement the curriculum.		
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.	The ELA curriculum is implemented and teachers use assessments to monitor student progress. The benchmark assessments are used in the curriculum as one measure for student growth.	The ELA assessments have been differentiated for multilingual learners and diverse learners for each quarter assessment. Assessment data is used to adjust teacher practice and quarterly goals are set and monitored.	The ELA assessments are used for a full data analysis cycle with consistency each quarter. The data is used to inform practice and adjust skills that are being focused and retaught.



[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
In SY 24, there will be an increase of 15% of students meeting the criteria identified by access and scoring above a 4.2.	ACCESS	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
In SY24, the I-ready assessment will show an increase of students on grade level from BOY to EOY by 30% in ELA.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			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.	Students receive instruction from a high quality ELA curriculum that is consistent in K-8th grade and implemented by all teachers	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.	A high quality ELA curriculum has been selected and the budget has aligned to supply classrooms with necessary materials to successfully implement the curriculum.	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.	The ELA curriculum is implemented and teachers use assessments to monitor student progress. The benchmark assessments are used in the curriculum as one measure for student growth.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The review of artifacts showed a need to continue the work around MTSS and instruction for multilingual learners. The EL audit tool showed major areas of growth, the MTSS rubric showed areas of growth in consistency. There is strong support for Diverse learners and schedules ensure there support. The primary need is to ensure students receive grade level instruction with differentiated supports.

What is the feedback from your stakeholders?

The feedback from LSC was that a focus for multilingual learners is needed. In addition, the ILT and grade level bands mentioned their need in learning and professional development to support multilingual learners.

What student-centered problems have surfaced during this reflection?

Multilingual learners are experiencing a lack of instructional support and scaffolding for them to access grade level materials. Multilingual learners lack resources and instruction in their native language. Students may feel ostracized or left out as a multilingual learner.

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?

Professional learning has been implemented and begun to support Tier 1 EL instruction. The professional learning cycle started in summer 2023 and is progressing for the upcoming 2 school years. This professional learning would support teachers instruction for scaffolding and differentiated to ensure there are multi tiered systems of support.

Return to Top Determine Priorities

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

Students...

Survey results from 5 essentials, cultivate, and informal qualitative data from school walkthroughs show that student engagement is low. There is minimal student dialogue and conversation in the classroom. In addition, the trend of REACH in domain 3 shows low student engagement and low discussion amongst students. The priority is to have student centered instruction that builds students oracy skills and instruction that focuses on student critical thinking.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we...

must collaborate and develop strong teams that focus on instruction and rigor. Building a strong collaborative environment that includes feedback loops, observation cycles, and laser focused goals will ensure there are shifts in instructional practice. It is necessary that all staff are committed to a student centered learning environment. This will require learning, feedback, and continued to development to build best practices that support critical thinking, oracy, and a cognitive load on students.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

implement strong Tier 1 instruction that emphasizes professional learning cycles and an asset based growth mindset



[Indicators of a Quality CIWP: Theory of Action](#)

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

Resources:

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....  
classrooms with students who are engaged, have choice and agency, there is collaboration of adults focused on instructional practices and continued growth



which leads to...  
an increase in student academic growth and social emotional well-being, connectedness, and leadership.



### Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>				
ILT	<table border="0"> <tr> <td>Q1 10/19</td> <td>Q3 3/14</td> </tr> <tr> <td>Q2 12/14</td> <td>Q4 5-16-23</td> </tr> </table>	Q1 10/19	Q3 3/14	Q2 12/14	Q4 5-16-23
Q1 10/19	Q3 3/14				
Q2 12/14	Q4 5-16-23				

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Professional Development for teachers around linguistic scaffolds and student voice.	Teachers	June 2024	<i>Select Status</i>
<b>Action Step 1</b>	Provide linguistic scaffolding professional learning.	Admin	September 2023	<i>Select Status</i>
<b>Action Step 2</b>	PLC on linguistic scaffolds	Teacher Group	November 2023	<i>Select Status</i>
<b>Action Step 3</b>	Coaching Cycle with Team on building an environment that supports multilingual learners.	Admin Team	November 2023	<i>Select Status</i>
<b>Action Step 4</b>	Provide step 2 of linguistic scaffolds.	Admin	December 2023	<i>Select Status</i>
<b>Action Step 5</b>	PLC #2 on linguistic scaffolds	Teacher Group	January 2024	<i>Select Status</i>
<b>Implementation Milestone 2</b>	Insstructional Learning Cycle focused on linguistic scaffolds and student oracy.	Teachers	June 2024	<i>Select Status</i>
<b>Action Step 1</b>	Professional Development provided around learning cycles.		November 2023	<i>Select Status</i>
<b>Action Step 2</b>	ILT identifies learning cycle and process. Implements a learning cycle with collection of data.		November 2023	<i>Select Status</i>
<b>Action Step 3</b>	Two cycles of learning are implemented and completed		June 2024	<i>Select Status</i>
<b>Action Step 4</b>				<i>Select Status</i>
<b>Action Step 5</b>				<i>Select Status</i>
<b>Implementation Milestone 3</b>	Implement 3 instructional strategies school wide with 85% implementation that support biliteracy and multilingual learners	Teachers	June 2024	<i>Select Status</i>
<b>Action Step 1</b>	Professional learning around biliteracy strategies.	Admin	Quarter 1 2023	<i>Select Status</i>
<b>Action Step 2</b>	ILT identifies the 1 implementation strategy for Quarter 1 and Quarter 2 that will support learners.	ILT	Quarter 1 2023	<i>Select Status</i>
<b>Action Step 3</b>	Implementation in classrooms is visible in a walkthrough at MOY.	ILT	January 2024	<i>Select Status</i>
<b>Action Step 4</b>				<i>Select Status</i>
<b>Action Step 5</b>				<i>Select Status</i>
<b>Implementation Milestone 4</b>				<i>Select Status</i>
<b>Action Step 1</b>				<i>Select Status</i>
<b>Action Step 2</b>				<i>Select Status</i>
<b>Action Step 3</b>				<i>Select Status</i>
<b>Action Step 4</b>				<i>Select Status</i>
<b>Action Step 5</b>				<i>Select Status</i>

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	The milestones that are needed to achieve in SY25 include: professional learning cycles that include cycles of feedback around linguistic scaffolds. 2) Mindset shift that all teachers are teachers of multilingual learners. 3) 3-5 consistent scaffolds in each classroom. 4) Increase of student talk shown by classroom walkthroughs and data collection.	
<b>SY26 Anticipated Milestones</b>	Linguistic scaffolds are present in each classroom and visible through the environment and student learning. The student voice is the dominant part of the instruction and every teacher knows how to scaffold for multilingual learners.	

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

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

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
IN SY4, the EOY data (compared to BOY) will show an increase in student talk and discourse using the rigor tool and Perez walkthrough tool.	Yes	Learn, Plan, Succeed	English Learners				
			Overall				
The ILT will complete a minimum of two learning cycles annually focused on student dialogue and oracy.	Yes	Other	Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead an instructional cycle focused on student learning and real time data that is representative of classrooms. The cycle includes data collection, analysis, and action items for improvement. The ILT will have a focus of improvement and collect data to analyze growth.		
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Professional learning for scaffolds and oracy are implemented with 85% teacher attendance. Will track with attendance, feedback, and exit slips. Teachers are using oracy strategies to increase student voice and conversation.	Bilingual scaffolds are present in 80% of classrooms at an instructional walkthrough using a feedback tool. Will be measured using a feedback/observation tool. Oracy has increased and is collected by class observations and cycles of walkthroughs.	
Select a Practice			

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

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
IN SY4, the EOY data (compared to BOY) will show an increase in student talk and discourse using the rigor tool and Perez walkthrough tool.	Learn, Plan, Succeed	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
The ILT will complete a minimum of two learning cycles annually focused	Other	Overall			Select Status	Select Status	Select Status	Select Status

### Inclusive & Supportive Learning Environment

Select Group or Overall

#### Practice Goals

#### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead an instructional cycle focused on student learning and real time data that is representative of classrooms. The cycle includes data collection, analysis, and action items for improvement. The ILT will have a focus of improvement and collect data to analyze growth.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Professional learning for scaffolds and oracy are implemented with 85% teacher attendance. Will track with attendance, feedback, and exit slips. Teachers are using oracy strategies to increase student voice and conversation.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Select a Practice		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:  
Complete  
IL-Empower  
Section below

**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:  
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).  
(Continue to Parent & Family Plan)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

The Parent and Family Engagement budget will be focused on the of supporting student social emotional learning. The parent workshops will center around supporting and learning about coping skills, supporting students at home, and learning skills to talk about feelings and emotions. The priority will support student mental well being to ensure they can be successful in school, but also have healthy peer relationships. The parents will learn about different topics to better support their child's growth and well being.



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