

### 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
Phil Yasenak	Principal	payasenak@cps.edu
Anne Berenguer	AP	acberenguer@cps.edu
Erin McDonald	Teacher Leader	ekmcdonald@cps.edu
Jen McSurley	Curriculum & Instruction Lead	jmcsurley@cps.edu
Ted Morgan	Teacher Leader	thmorgan@cps.edu
Elizabeth Hillyer	Connectedness & Wellbeing Lead	ehillyer@cps.edu
Elaine Ratajczak	LSC Member	eratajczak@hotmail.com
Mirna Perez	LSC Member	yurietaperez@gmail.com
Elsa Pimentel	Inclusive & Supportive Learning Lead	ejpimentel@cps.edu
Monica Ochoa	Inclusive & Supportive Learning Lead	mmochoa@cps.edu
Yessenia Trejo	Parent	yestrejo04@gmail.com

### Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/15/23	5/19/23
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	5/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/2/23	6/9/23
Reflection: Connectedness & Wellbeing	6/12/23	6/16/23
Reflection: Postsecondary Success	6/12/23	6/16/23
Reflection: Partnerships & Engagement	6/19/23	6/23/23
Priorities	6/19/23	6/23/23
Root Cause	6/26/23	6/30/23
Theory of Acton	6/26/23	6/30/23
Implementation Plans	7/3/23	7/7/23
Goals	7/10/23	7/14/23
Fund Compliance	7/17/23	7/21/23
Parent & Family Plan	7/24/23	7/28/23
Approval	8/30/23	8/30/23

### SY24 Progress Monitoring Schedule

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

**CIWP Progress Monitoring Meeting Dates**

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

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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>
Partially	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>

Student responses for the 5 Essentials indicate the majority do not feel supported in the school environment. According to iReady data, about 50% of K-2 are reading at or above level, and our STAR data is about the same.

**What is the feedback from your stakeholders?**  
 Parents are concerned about the low ratings for supportive environment in the 5 Essential Survey. They are also concerned about the percentage of students NOT meeting grade level in Language Arts.

**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?**  
 The IB has been working hard to make sure that units are culturally relevant and, as a result, students are engaging more. Our Wilson reading program is helping with foundational reading skills and building those skills for students with learning gaps. The Wilson program addresses our student groups furthest from opportunity as well.

- [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 in the K to 2nd grade general education program do not have consistent access to daily instruction in foundational skills.   
 Students do not have consistent access to rigorous literacy objectives and tasks aligned to CCSS.

[Return to Top](#)

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>


ACCESS scores are not showing the projected progress we should be making (less than 50% of students met their growth in EL proficiency). Speaking and Writing scores are historically low and the lowest of the 4 domains. However, our Listening and Reading scores are higher.

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


Yes	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>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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


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

Students are not consistently receiving instruction aligned to language objectives in order to increase their English language proficiency. Students continue to struggle with Tier 1 instruction even after receiving Tier 2 and 3 interventions. Diverse Learners do not receive consistent support in accessing the general education curriculum. 

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

Parents would like to know how they can be more supportive, but their is concern for ELs and their scores. Students show frustration with language barriers. 

**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?**


Our ELPT has been able to establish more systems and structures for our teachers and students to improve on ACCESS. The MTSS team lead has guided teachers through the technical aspects of Branching Minds. All designated Tier 2 and 3 students had logged goals, interventions and progress monitoring. 

- [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>
Partially	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

According to Dashboard data, 25 % of tier 2 SEL interventions and 50% of tier 3 SEL Interventions were completed this year. 98% of Pickard students received an SEL intervention. Priority group participation rate was 74% for OST programs. Attendance for OST programs was 69%. OST offerings included 12 academic, 14, enrichment and 6 mentoring programs. Attendance for chronic absentees decreased for 25% to 19% from 2021 to 2023. In 2019/20 chronic absenteeism was 4%. According to the 5 essentials survey in the category of school connectedness about 25% of students do not feel a part of their school, that other students take their opinion seriously and do not feel included in lots of activities at school. 

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

Some parents have expressed the desire that the school participate in more competitive sports. Students express feelings of anger toward peers and adults. Students also report higher levels of anxiety when it comes to school and home responsibilities. Teachers report having to separate students in the classroom who have trouble working together productively or getting along socially. 

**Metrics**

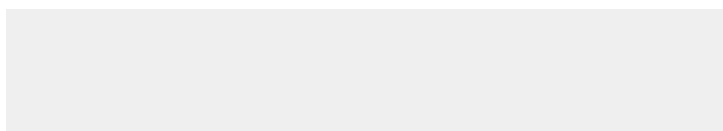
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
- [Reduction in OSS per 100](#)
- [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
- [Access to OST](#)
- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)
- [Reconnected 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](#)
- [Student Voice Infrastructure](#)



**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 consistently participating in weekly SEL lessons. (Seconds Step).  
Students with chronic absenteeism are not consistently supported with a re-entry plan that encourages future attendance.



**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 our IB MYP 6th, 7th and 8th grade classes, positive learner profile traits and successful approaches to learning are integrated into all units of study across content areas. This has given more opportunity for SEL support and instruction in the 6th, 7th and 8th grade classroom. OST programs have been offered to students in every grade-level and participation increases each year. Our Behavioral Health Team and Climate and Culture team meet weekly. The BHT plans interventions and supports for referred students. The Climate and Culture Team organized five school-wide events for students and their families.



[Reduction in number of students with dropout codes at EOY](#)

[Return to Top](#)

**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**

No	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).	<a href="#">College and Career Competency Curriculum (C4)</a>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
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).	<a href="#">Work Based Learning Toolkit</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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

According to Cultivate Survey Data, there has been an increase in student agency and motivation. However, 5Essential student responses are low in the area of Supportive Schools. At the end of SY 22/23, 52% of Pickard students were On Track, 20% Almost On Track, 12% Near On Track, 11% Far From On Track and 5 % Off Track. Having half of the school's students not On-Track at the end of the school year could be a lack of motivation on the part of the student caused by limited exposure to a variety of future opportunities for highschools and beyond.



[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[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)

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

Some 7th grade students have expressed a desire to apply to selective enrollment schools even though they would unlikely meet the criteria. Other 7th graders lose motivation when they realize they do not meet the criteria for the highschool of their choice. The school counselor believes that students' knowledge of opportunities beyond Lane Tech and Whitney Young are limited. The IB Program Coordinator and District IB Coordinator believe that students from our school have an opportunity to succeed in the neighborhood highschool IB program now that we are close to being authorized as an MYP school.



**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?**

One immediate improvement for students is to encourage 8th graders to enroll in Algebra at the middle school level. This will prepare students to high school courses; while at the same time provide opportunities to a variety of high school programs.



**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 in 6th through 8th grade do not have sufficient knowledge about secondary and post-secondary opportunities within and outside of CPS.



[Return to Top](#)

**Partnership & Engagement**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>	According to the 5Essentials survey Pickards performance was weak in the area of supportive environment. Students responded neutral in the area of teacher student trust and weak in student to student support. According to 5essentials teacher parent trust and parent involvement in school is rated very strong by teacher respondents in the involved families category. Parent influence on decision making in school was rated strong by teachers. School level data such as parent-teacher conference participation is above 90%. 	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a>  Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)  Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	<a href="#">Student Voice Infrastructure Rubric</a>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> <p>Positive feedback has been received from stakeholders regarding various student voice committees. The LSC student representative implemented for the 1st time in the district has been received well. The student representative led various student initiatives and corresponded with the LSC effectively. Additionally, student voice has taken more leadership roles and established positive partnerships with stakeholders. </p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p style="text-align: center;"><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The challenge that has surfaced is having more students interested in student-voice committees; but not enough organized committees, events and/or opportunities to involve students. </p>		<p style="text-align: center;"><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>Currently the school elected its new LSC student representative for the upcoming school year. This effort was made possible by the student body along with LSC support. Additionally, an established mentoring group has been involved in organizing various events throughout the school year. The mentoring group also participates with stakeholders such as the Culture Climate and Culture Committee. </p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
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?

Student responses for the 5 Essentials indicate the majority do not feel supported in the school environment. According to iReady data, about 50% of K-2 are reading at or above level, and our STAR data is about the same.

What is the feedback from your stakeholders?

Parents are concerned about the low ratings for supportive environment in the 5 Essential Survey. They are also concerned about the percentage of students NOT meeting grade level in Language Arts.

What student-centered problems have surfaced during this reflection?

Students in the K to 2nd grade general education program do not have consistent access to daily instruction in foundational skills. Students do not have consistent access to rigorous literacy objectives and tasks aligned to CCSS.

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?

The IB has been working hard to make sure that units are culturally relevant and, as a result, students are engaging more. Our Wilson reading program is helping with foundational reading skills and building those skills for students with learning gaps. The Wilson program addresses our student groups furthest from opportunity as well.

[Return to Top](#)

Determine Priorities

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

Students...  
Students in the K to 2nd grade general education program do not have consistent access to daily instruction in foundational skills. Students do not have consistent access to rigorous literacy objectives and tasks aligned to CCSS.

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

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

As adults in the building, we...  
...do not always provide instruction based in rigorous objectives and tasks. ...do not have specific criteria for evaluating the quality of lesson/unit plans. ...we were limited during the pandemic and hybrid learning environments in terms of providing intense interventions for struggling students. ...we need more PD for effectively implementing the Wilson Reading (Fundamentals) lessons.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....  
...provide all teachers with professional development in coaching around the Wilson fundamentals program and engage them in the development of math and literacy unit/lesson plans with rigorous objectives and tasks.

Resources:



Indicators of a Quality CIWP: Theory of Action

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

then we see....  
 ...daily foundational skill instruction in K-2nd grade, math and literacy units/lessons across all grade levels aligned to CCSS and IB MYP standards for 6th - 8th grade, with tasks that involve the taxonomy levels of comprehension, analysis and knowledge utilization .

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

which leads to...  
 ...increased student engagement, higher levels of reading fluency and comprehension and a deeper understanding of mathematical concepts.

[Return to Top](#) **Implementation Plan**

[Resources:](#)

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

**Team/Individual Responsible for Implementation Plan**   
 Pickard's ILT

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

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of all Kindergarten-2nd grade General and Special Education teachers will be trained in the Wilson fundamentals program.	The Case Manager	12/22/2023	Select Status
<b>Action Step 1</b>	Needs survey for teachers	Case Manager & AP	08/21/23	Select Status
<b>Action Step 2</b>	Formulate the PLC	Case Manager & AP	08/28/23	Select Status
<b>Action Step 3</b>	Implement PLC	Teacher Leaders	09/04/23	Select Status
<b>Action Step 4</b>	Peer observation with feedback	Teacher Leaders	11/06/23	Select Status
<b>Action Step 5</b>	Gather feedback and re-evaluate the program	Case Manager & AP	12/11/23	Select Status
<b>Implementation Milestone 2</b>	100% of 6th-8th grades Reading and Math teachers will complete 4 units of study, while K-5th grades will also complete weekly lesson plans aligned to CCSS and IB that include rigorous activities and performance assessments.	School Administration and the IB Coordinator	6/7/2024	Select Status
<b>Action Step 1</b>	Create a rubric for evaluating Unit Plans	School Administration and the IB Coordinator	8/18/2023	Select Status
<b>Action Step 2</b>	Share criteria with all staff and retool with feedback	School Administration and the IB Coordinator	10/30/23	Select Status
<b>Action Step 3</b>	Formulate the PLC	IB Coordinator/Teacher Leaders	10/30/23	Select Status
<b>Action Step 4</b>	Implement the PLC	IB Coordinator/Teacher Leaders	11/6/23	Select Status
<b>Action Step 5</b>	Gather feedback and evaluate unit plans with rubric	School Administration and the IB Coordinator	06/07/24	Select Status
<b>Implementation Milestone 3</b>	100% of Reading and Math teachers will include daily collaborative conversations in their instruction.	The ILT and Teacher Leaders	12/22/23	Select Status
<b>Action Step 1</b>	Create a learning cycle for collaborative conversations	The ILT and Teacher Leaders	9/15/23	Select Status
<b>Action Step 2</b>	Learning various best practices for collaborative conversations	IB Coordinator and Teacher Leaders	10/6/23	Select Status
<b>Action Step 3</b>	Implementation and Peer Observations	Teachers	11/6/23	Select Status
<b>Action Step 4</b>	Feedback for teachers	ILT and Teacher Leaders	11/17/23	Select Status
<b>Action Step 5</b>	Reflect and re-evaluate on the Learning Cycle	Everyone	12/22/23	Select Status
<b>Implementation Milestone 4</b>	100% of Reading and Math teachers will engage their students in rigorous activities that align with taxonomy levels of comprehension, analysis, and knowledge utilization in their instruction.	The ILT and Teacher Leaders	4/1/2024	Select Status
<b>Action Step 1</b>	Develop a learning cycle for taxonomy levels of learning objectives student tasks.	ILT and Teacher Leaders	09/25/23	Select Status
<b>Action Step 2</b>	Learn, understand, and practice activities using the taxonomy levels	Teacher Leaders	11/17/23	Select Status
<b>Action Step 3</b>	Implementation and Peer Observations	ILT and Teachers	03/15/24	Select Status
<b>Action Step 4</b>	Feedback for teachers	ILT and Teacher Leaders	03/18/24	Select Status
<b>Action Step 5</b>	Reflect and re-evaluate on the Learning Cycle	Everyone	04/01/2024	Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 We anticipate working towards utilizing Skyline in our K-5 classrooms; therefore, a milestone will involve a percentage of teachers being trained and being able to implement Skyline by the end of the school year. As an IB school, by the end of SY25, we would like a percentage of students to be able to lead collaborative conversations.

**SY26 Anticipated Milestones**

A milestone for this year would be to expand the Wilson Reading program from 3rd-5th grades. The MYP IB program should be fully implemented by the end of this year, including all GRASPS assessments and IB Report Cards.



**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
Students will show growth in literacy as measured by an increase in the percentage of students meeting and exceeding standards on the Illinois Assessment of Readiness.	No	IAR (English)	Overall	34% meeting/exceeding	37%	40%	43%
			English Learners	20% meeting	23%	26%	29%
Students will show growth in math as measured by an increase in the percentage of students meeting and exceeding standards on the Illinois Assessment of Readiness.	No	IAR (Math)	Overall	20% meeting	27%	32%	35%
			English Learners	8% meeting	11%	14%	17%

**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.**

	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.	We will measure progress towards the goal of students experiencing grade-level, standards-aligned instruction by analyzing the feedback from peer observations and outcomes from quarterly Instructional Learning Walks. We are looking for moderate implementation here.	We will measure progress towards the goal of students experiencing grade-level, standards-aligned instruction by analyzing the feedback from peer observations and outcomes from quarterly Instructional Learning Walks. We are looking for the program to be mostly implemented during this year.	We will measure progress towards the goal of students experiencing grade-level, standards-aligned instruction by analyzing the feedback from peer observations and outcomes from quarterly Instructional Learning Walks. We are looking for complete implementation here.
C&I:4 The ILT leads instructional improvement through distributed leadership.	We will measure progress towards the ILT leading instructional improvement through distributed leadership by monitoring the effectiveness of teacher-led trainings, Professional Learning Community attendance, agendas and minutes and the ILT effectiveness rubric. We are looking for moderate implementation.	We will measure progress towards the ILT leading instructional improvement through distributed leadership by monitoring the effectiveness of teacher-led trainings, Professional Learning Community attendance, agendas and minutes and the ILT effectiveness rubric. We are looking for the program to be mostly implemented at this point.	We will measure progress towards the ILT leading instructional improvement through distributed leadership by monitoring the effectiveness of teacher-led trainings, Professional Learning Community attendance, agendas and minutes and the ILT effectiveness rubric. We are looking for complete implementation.
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
Students will show growth in literacy as measured by an increase in the percentage of students meeting and exceeding standards on the Illinois Assessment of Readiness.	IAR (English)	Overall	34% meeting/exceeding	37%	Select Status	Select Status	Select Status	Select Status
		English Learners	20% meeting	23%	Select Status	Select Status	Select Status	Select Status
Students will show growth in math as measured by an increase in the percentage of students meeting and exceeding standards on the Illinois Assessment of Readiness.	IAR (Math)	Overall	20% meeting	27%	Select Status	Select Status	Select Status	Select Status



percentage of students meeting and exceeding standards on the Illinois Assessment of Readiness.	IAAR (MATH)	English Learners	8% meeting	11%	Select Status	Select Status	Select Status	Select Status
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**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.	We will measure progress towards the goal of students experiencing grade-level, standards-aligned instruction by analyzing the feedback from peer observations and outcomes from quarterly Instructional Learning Walks. We are looking for moderate implementation here.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	We will measure progress towards the ILT leading instructional improvement through distributed leadership by monitoring the effectiveness of teacher-led trainings, Professional Learning Community attendance, agendas and minutes and the ILT effectiveness rubric. We are looking for moderate implementation.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

According to Dashboard data, 25 % of tier 2 SEL interventions and 50% of tier 3 SEL Interventions were completed this year. 9.8% of Pickard students received an SEL intervention. Priority group participation rate was 74% for OST programs. Attendance for OST programs was 69%. OST offerings included 12 academic, 14, enrichment and 6 mentoring programs. Attendance for chronic absentees decreased for 25% to 19% from 2021 to 2023. In 2019/20 chronic absenteeism was 4%. According to the 5 essentials survey in the category of school connectedness about 25% of students do not feel a part of their school, that other students take their opinion seriously and do not feel included in lots of activities at school.

What is the feedback from your stakeholders?

Some parents have expressed the desire that the school participate in more competitive sports. Students express feelings of anger toward peers and adults. Students also report higher levels of anxiety when it comes to school and home responsibilities. Teachers report having to separate students in the classroom who have trouble working together productively or getting along socially.

What student-centered problems have surfaced during this reflection?

Students are not consistently participating in weekly SEL lessons. (Seconds Step). Students with chronic absenteeism are not consistently supported with a re-entry plan that encourages future attendance.

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?

In our IB MYP 6th, 7th and 8th grade classes, positive learner profile traits and successful approaches to learning are integrated into all units of study across content areas. This has given more opportunity for SEL support and instruction in the 6th, 7th and 8th grade classroom. OST programs have been offered to students in every grade-level and participation increases each year. Our Behavioral Health Team and Climate and Culture team meet weekly. The BHT plans interventions and supports for referred students. The Climate and Culture Team organized five school-wide events for students and their families.

Return to Top **Determine Priorities**

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

Students...  
Students are not consistently participating in weekly tier 1 SEL lessons. Students do not consistently engage in restorative practices to mend relationships after conflicts with peers or adults.

[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...  
do not always provide time for reflection on our SEL instruction and implementation on a consistent quarterly schedule. We are limited with time to meet with students to facilitate Restorative Practices. Additionally, we need PD on Restorative Practices.

[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....  
provide all teachers with professional development in the Tier 1 Second Step program and Restorative Practices and ensure consistent implementation of both these SEL experiences along with providing our students with an OST breadth of programming that matches their interests and academic needs.

**Indicators of a Quality CIWP: Theory of Action**  
Theory of Action is grounded in research or evidence based practices.

Resources:

then we see....  
 ...improved student to student and student to adult relationships and a more unified approach to how we deal with conflict, anxiety and lack of motivation.

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

which leads to...  
 ...improved student attendance daily and in after school programs, fewer conflicts among students, and a greater sense of connectedness and well-being within our school community.

[Return to Top](#) **Implementation Plan**

Resources:

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


**Team/Individual Responsible for Implementation Plan**   
 Behavioral Health Team

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

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of staff is trained in Second Step.	School Counselor	10/27/23	Select Status
<b>Action Step 1</b>	Identify staff that require initial training or review/refresh of Second Step Program and check before and after school availability.	School Counselor	8/15/23	Select Status
<b>Action Step 2</b>	Plan the Second Step training for new and existing teachers and acquire all resources.	Behavioral Health Team	8/18/23	Select Status
<b>Action Step 3</b>	Provide professional development for Second Step SEL program before, during and after school as necessary.	Behavioral Health Team	9/22/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers are implementing weekly Second Step lessons with moderate fidelity based on a "Look For" tool.		12/22/23	Select Status
<b>Action Step 1</b>	Identify Tuesday as the day of the week all teachers will teach a Second Step lesson. School-wide Second Step Day.	Administration	8/22/23	Select Status
<b>Action Step 2</b>	Data collection and observations completed for accountability.	Behavioral Health Team	12/22/23	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	100% of teachers will be utilizing a tier 1 restorative practice strategy.	Behavioral HealthTeam	12/22/23	Select Status
<b>Action Step 1</b>	Prepare professional development materials and agendas	Behavioral HealthTeam	8/18/23	Select Status
<b>Action Step 2</b>	Provide professional development on the Restorative Practice tier 1 strategy before, during and after school as necessary.	Behavioral HealthTeam	10/27/23	Select Status
<b>Action Step 3</b>	Observe class meetings and provide feedback.	Behavioral HealthTeam	12/22/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	The Behavioral Health Team (BHT) will utilize a "Look For" tool to observe Second Step lessons and the implementation of Restorative Practice strategies.		12/22/23	Select Status
<b>Action Step 1</b>	Create a "Look For" tool to observe Second Step lessons and the implementation of a Restorative Practice strategy.		9/15/23	Select Status
<b>Action Step 2</b>	Collect data from classroom observations.		11/30/23	Select Status
<b>Action Step 3</b>	Analyze data from classroom observations and share analysis with staff.		12/17/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status


**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Continue SEL instruction observations and give teachers opportunity to observe each other. Prioritize IB learner profile traits across all grade levels through grade level meeting discussions and in unit planning. All culminating OST events will include parent participation.




**SY26 Anticipated Milestones** Increase parent awareness and knowledge of our Tier 1 instructional program and how the school uses the restorative practices with the students in response to discipline issues. Provide an OST program that will connect our students with other IB schools and possible entry to IB highschools. 

[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
Students will experience an improved sense of connectedness and well-being as measured by an average daily attendance of 95% in 2023/24 SY, 96% in 2024/25 SY and 97% in the 2025/26 SY.	Yes	Increase Average Daily Attendance	Overall	94%	95%	96%	97%
			Students with an IEP	92%	93%	94%	95%
Students will experience an improved sense of connectedness and well-being as measured by an increase from being scored Weak in SY 2022/23 to Neutral in SY 2023/24 and to Strong in SY 2024/25 to Very Strong in SY 2025/26.	No	5E: Supportive Environment	Overall	Weak	Neutral	Strong	Very Strong
			Students with an IEP				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will implement the Second Step curricula weekly as measured by second step platform data and utilize the restorative practice focus strategy with moderate fidelity based on a Pickard "Look-For" tool, as measured by ILT/BHT observations data.	Teachers will implement the Second Step curricula weekly as measured by second step platform data and utilize the restorative practice focus strategy with a fidelity level of mostly based on a Pickard "Look-For" tool, as measured by ILT/BHT observations data.	Teachers will implement the Second Step curricula weekly as measured by second step platform data and utilize the restorative practice focus strategy with complete fidelity based on a Pickard "Look-For" tool, as measured by ILT/BHT observations data.
C&W:3 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.	The Behavioral Health Team and the OST Lead will engage priority students in after school programs and activities that match their interests as well as academic needs as measured by the data in the dashboard.	The Behavioral Health Team and OST will development new/revised programs for priority students based on data collected during the prior year indicating causes for non-participation.	By 2026, all priority students are participating in at least 1 extra-curricular activity that matches their interests and academic needs.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The Behavioral Health Team and Climate Committee will monitor student attendance weekly and develop re-entry plans for students with chronic absences as measured by attendance in Branching Minds reports.	Based on prior year Branching Minds data, the Behavioral Health Team and Climate Committee will implement a Chronic Absence Prevention Plan for all identified students.	The Student Council will work in collaboration with the Behavioral Health Team and Climate Committee to make any necessary revisions to the prior year Chronic Absence Prevention Plans and assist in the implementation of those plans.

[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
Students will experience an improved sense of connectedness and well-being as measured by an average daily attendance of 95% in 2023/24 SY, 96% in 2024/25 SY and 97% in the 2025/26 SY.	Increase Average Daily Attendance	Overall	94%	95%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	92%	93%	Select Status	Select Status	Select Status	Select Status
Students will experience an improved sense of connectedness and well-being as measured by an increase from being scored Weak in SY 2022/23 to Neutral in SY 2023/24 and to Strong in SY 2024/25 to Very Strong in SY 2025/26.	5E: Supportive Environment	Overall	Weak	Neutral	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status



Identified Practices	Practice Goals		Progress Monitoring			
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Teachers will implement the Second Step curricula weekly as meas	Select Status	Select Status	Select Status	Select Status
C&W:3 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.		The Behavioral Health Team and the OST Lead will engage priority	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		The Behavioral Health Team and Climate Committee will monitor stu	Select Status	Select Status	Select Status	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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
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## 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 funds will be spent on reimbursing parent workshop vendors for presenting information during parent meetings that focus on student achievement and well-being. The funds will also be spent on any necessary supplies and refreshments for these workshops/meeting.*



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