

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
Carrie Troy	Teacher Leader	cjcrumbaugh@cps.edu
Rula Garduno	Teacher Leader	remansour@cps.edu
Carrie King	Teacher Leader	caking@cps.edu
Pam Osorio	Curriculum & Instruction Lead	pnicandro@cps.edu
Laura Sleman	Teacher Leader	lasleman@cps.edu
Gab Rounbhele	Teacher Leader	grounbehler@cps.edu
Catherine Burkhardt	Curriculum & Instruction Lead	cdburkhardt@cps.edu
Liz Holzman	Teacher Leader	eholzman1@cps.edu
Claire Boyer	Teacher Leader	ceboyer@cps.edu
Dieu Nguyen	Teacher Leader	dvnguyen@cps.edu
Gerald Macon	AP	gjmacon@cps.edu
Maureen Wood	Principal	mswood@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/8/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/8/23
Reflection: Postsecondary Success	6/8/23	6/8/23
Reflection: Partnerships & Engagement	6/8/23	6/8/23
Priorities	6/8/23	7/6/23
Root Cause	6/8/23	7/6/23
Theory of Action	6/8/23	7/6/23
Implementation Plans	7/6/23	8/3/23
Goals	7/6/23	8/3/23
Fund Compliance	6/8/23	8/3/23
Parent & Family Plan	6/8/23	8/3/23
Approval	8/3/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/6/23
Quarter 2	12/15/23
Quarter 3	3/15/24
Quarter 4	5/24/24

What student-centered problems have surfaced during this reflection?

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 -Student Voice - Students have a greater need for opportunities to share their voice and to advocate for themselves.
 -Student Safety - Students have indicated a need to feel safer in and around our school. More concise student data is required to fully understand and interpret this need.

Attendance-what incentives can be implemented to increase student attendance to help them stay on track?
 Grit-As teachers, how to be consistent in modeling and teaching grit in a more real-world context throughout the year. For Students, how to help them persevere and work through productive struggle to reach a new level of understanding.
 Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress?
 Consistency in academic routines, expectations, and school language throughout the building

able to check out books in the library this year.**
 -WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.
 -Use of student perspective survey growing among staff members
 -Provision of student choice (pace, place, path) in blended learning
 -Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive.
 -Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects
 -Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized
 -Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities
 -Development of academic content teams for vertical planning


[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
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <ul style="list-style-type: none"> - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching. <p>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following:</p> <ul style="list-style-type: none"> -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below. -Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow) -32% yellow (one grade level below) - 9% red (two grade levels below) <p>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</p> <p>Celebrations: Overall: 76% on track By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. *By grades, 7th grade had the highest off-track/far off-track 39%, followed by 8th grade--29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</p> <p>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following:</p> <p>Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year. There was very little change overall in school years 20-21 to 22-23; scores remained about the same. Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting expectations was 44%. After 2020, that percentage increased to the 50s and 60s.</p> <p>After reviewing the STAR360 data (3-8), our takeaways are the following: *waiting for information on which data is for Reading and which data is for Math</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <ul style="list-style-type: none"> - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very weak zone. 	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		


Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</p> <p>Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways: Strengths: -Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.</p> <p>Some areas of improvement and are rated as neutral are: Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust</p> <p>Some areas of improvement and are rated as weak are: Collective Responsibility</p> <p>Supplemental Measures Areas of strength according to the 5Essentials would include: Academic Engagement and classroom rigor</p> <p>Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, calssroom distrutions, course clarity, student responsibility</p> <p>Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>*Improvement efforts in progress: -Calming corners in different parts of the building for all students -Use of Calm Classroom to help students focus and reduce stress and anxiety -Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building -Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.** -WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning. -Use of student perspective survey growing among staff members -Provision of student choice (pace, place, path) in blended learning -Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive. -Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects -Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized -Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities -Development of academic content teams for vertical planning</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>*After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <p>- Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</p> <p>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below.</p>	<p> % of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p>

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<p>students are 1-2 grade levels below.</p> <p>-Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow)</p> <p>-32% yellow (one grade level below)</p> <p>- 9% red (two grade levels below)</p> <p>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</p> <p>Celebrations: Overall: 76% on track By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. *By grades, 7th grade had the highest off-track/far off-track 39%, followed by 8th grade--29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</p> <p>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following:</p> <p>Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year.</p> <p>There was very little change overall in school years 20-21 to 22-23; scores remained about the same.</p> <p>Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting expectations was 44%. After 2020, that percentage increased to the 50s and 60s.</p> <p>After reviewing the STAR360 data (3-8), our takeaways are the following: *waiting for information on which data is for Reading and which data is for Math</p>	<p>Increased Attendance for Chronically Absent Students</p>
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.	<p>What is the feedback from your stakeholders?</p> <p>*After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <p>- Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit.</p> <p>-Academic Personalism data showed a 3 point drop from the previous school year (2021).</p> <p>-Student-Teacher-Trust showed a 4 point drop.</p> <p>-Peer support for academic work showed a 4 point drop.</p> <p>-Safety showed a 10 point drop. This was the largest drop.</p> <p>-Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone..</p> <p>Grit data showed a 3 point drop and continues to be in the very weak zone.</p> <p>-Additional areas for growth are Effective Leaders and Collaborative Teachers.</p> <p>-The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	<p>Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways:</p> <p>Strengths:</p> <p>-Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.</p> <p>Some areas of improvement and are rated as neutral are:</p> <p>Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust</p> <p>Some areas of improvement and are rated as weak are:</p> <p>Collective Responsibility</p> <p>Supplemental Measures</p> <p>Areas of strength according to the 5Essentials would include:</p> <p>Academic Engagement and classroom rigor</p> <p>Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, classroom disruptions, course clarity, student responsibility</p> <p>Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

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Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress?

Consistency in academic routines, expectations, and school language throughout the building

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?

Improvement efforts in progress:

- Calming corners in different parts of the building for all students
- Use of Calm Classroom to help students focus and reduce stress and anxiety
- Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building
- Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**
- WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.
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- Development of academic content teams for vertical planning

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: </p> <ul style="list-style-type: none"> - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching. 	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans	<p>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following:</p> <ul style="list-style-type: none"> -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below. -Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow) -32% yellow (one grade level below) - 9% red (two grade levels below) <p>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following:</p> <p>Celebrations: Overall: 76% on track By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. *By grades, 7th grade had the highest off-track/far off-track 39%, followed by 8th grade--29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</p> <p>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following:</p> <p>Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year. There was very little change overall in school years 20-21 to 22-23; scores remained about the same. Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting expectations was 44%. After 2020, that percentage increased to the 50s and 60s.</p> <p>After reviewing the STAR360 data (3-8), our takeaways are the following: *waiting for information on which data is for Reading and which data is for Math</p>	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
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders? </p> <p>After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <ul style="list-style-type: none"> - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.. Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching. 	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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).		<p>Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways:</p> <p>Strengths:</p> <ul style="list-style-type: none"> -Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as ""STRONG"" Performance and Ambitious Instruction. <p>Some areas of improvement and are rated as neutral are:</p> <ul style="list-style-type: none"> Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust <p>Some areas of improvement and are rated as weak are:</p> <ul style="list-style-type: none"> Collective Responsibility <p>Supplemental Measures</p> <p>Areas of strength according to the 5Essentials would include:</p> <ul style="list-style-type: none"> Academic Engagement and classroom rigor <p>Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, classroom disruptions, course clarity, student responsibility</p> <p>Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.</p>	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>"Improvement efforts in progress: </p> <ul style="list-style-type: none"> -Calming corners in different parts of the building for all students -Use of Calm Classroom to help students focus and reduce stress and anxiety -Safety: Hiring of a security guard for Middle School so that 	
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	Alumni Support Initiative One Pager		

winter/spring (12th-Alumni).

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 -Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities
 -Development of academic content teams for vertical

[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
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>Spectrum of Inclusive Partnerships</p>	<p>"After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following:</p> <p>- Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone. Grit data showed a 3 point drop and continues to be in the very weak zone. -Additional areas for growth are Effective Leaders and Collaborative Teachers. -The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.</p> <p>After reviewing the i-Ready (K-2) Assessment Data from the 22-23 school year, our takeaways are the following: -Reading: Students showed significant growth from BOY to EOY on K-2 i-Ready. Mid or above level; 37% increase; 66% of Students at or above grade level. Our concerns are that we have 33% of the students are 1-2 grade levels below. -Math: Students showed significant growth from BOY to EOY on K-2 i-Ready. Students 59% are Early On/Mid or Above Grade Level. Our concerns are that 41% of K-2 students are not at level (red or yellow) -32% yellow (one grade level below) - 9% red (two grade levels below)</p> <p>After reviewing the PPES (3-8) On-Track Data, our takeaways are the following: Celebrations: Overall: 76% on track By Attendance: 70% on track Concerns: Overall: 24% of our 3th-8th grade are off track. By Attendance: 30% of our 3th-8th grade are off track. *By grades, 7th grade had the highest off-track/far off-track 39%, followed by 8th grade--29% off track/far off track, followed by 3rd and 4th, both with 23% off track/far off track.</p> <p>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following: Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year. There was very little change overall in school years 20-21 to 22-23; scores remained about the same. Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>After reviewing the Preliminary IAR data Reading and Math (3-8), our takeaways are the following: Only 3 students (in grades 3-8) exceeded expectations in MATH IAR this past school year. There was very little change overall in school years 20-21 to 22-23; scores remained about the same. Prior to 2020 (Covid), students not meeting or partially meeting expectations in Math was 45%, but after 2020, that percentage has increased to low to mid-60s. For Reading, prior to 2020 (Covid), students not meeting or partially meeting</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>"After reviewing the Winter Cultivate Prioritized Learning Conditions and the 5 Essentials Survey Data from the 22-23 school year, our takeaways are the following: - Within the area of Supportive Environments the data shows there is a consistent need for improvement of Academic Personalism, Peer support for academic work, Student-Teacher-Trust, Safety, Parent Supportiveness, and Grit. -Academic Personalism data showed a 3 point drop from the previous school year (2021). -Student-Teacher-Trust showed a 4 point drop. -Peer support for academic work showed a 4 point drop. -Safety showed a 10 point drop. This was the largest drop. -Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

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Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways:

Strengths:
 -Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.

Some areas of improvement and are rated as neutral are:
 Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust

Some areas of improvement and are rated as weak are:
 Collective Responsibility

Supplemental Measures
 Areas of strength according to the 5Essentials would include:
 Academic Engagement and classroom rigor

Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, classroom disruptions, course clarity, student responsibility

Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.

What student-centered problems have surfaced during this reflection?

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

Student-centered problems that have surfaced during this reflection are:
 -Student Voice - Students have a greater need for opportunities to share their voice and to advocate for themselves.
 -Student Safety - Students have indicated a need to feel safer in and around our school. More concise student data is required to fully understand and interpret this need.



Attendance-what incentives can be implemented to increase student attendance to help them stay on track?
 Grit-As teachers, how to be consistent in modeling and teaching grit in a more real-world context throughout the year. For Students, how to help them persevere and work through productive struggle to reach a new level of understanding.
 Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress?
 Consistency in academic routines, expectations, and school language throughout the building

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?

"Improvement efforts in progress:
 -Calming corners in different parts of the building for all students
 -Use of Calm Classroom to help students focus and reduce stress and anxiety
 -Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building
 -Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**
 -WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.
 -Use of student perspective survey growing among staff members
 -Provision of student choice (pace, place, path) in blended learning
 -Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive.
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

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Determine Priorities

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

Students...

- do not have sufficient opportunities to share their voice, reflect on their own education and hold leadership roles
- need to be empowered critical thinkers who feel safe to take risks and question their surroundings and see themselves in roles as historians, mathematicians, readers, writers, etc.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

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

As adults in the building, we...

Need ongoing intensive training on high-level questioning techniques, the development of standards based learning goals, and creating a student-centered classroom community with support and opportunities for safe instructional practice. Within this structure, we will afford daily experiences for students to share their voice and take the lead.



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 ongoing intensive training on high-level questioning techniques, the development of standards based learning goals, and creating a student-centered classroom community through - Marzano Training, Focused School-Wide Action Research, Creation of a culture to allow for strong classroom communities which affirms student identities and supports students being comfortable with feedback for growth.



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....

- Teachers utilizing high-level questioning techniques
- Teachers/students utilizing standards based learning goals
- Well-organized classrooms that are student-centered/led
- Classroom cultures that honor and affirm diverse identities and prioritize student voices
- Teacher shift in pedagogical practices



which leads to...

- Student centered/led classrooms
- Increase in student/teacher trust
- Improved collaboration among teachers
- Increasingly supportive environments
- Safe and empowering classroom communities



[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

ILT

Dates for Progress Monitoring Check Ins

Q1	10/6/23	Q3	3/15/24
Q2	12/15/23	Q4	5/24/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers trained on Standards based grading / learning goals.	Marzano	February 2024	In Progress
Action Step 1	Schedule Marzano training for Zero Week.	Marzano	8/14/2023	In Progress
Action Step 2	Provide A Teacher's Guide to Standards-Based Learning and facilitate sch	Admin	8/14/2023	In Progress
Action Step 3	Purchase Marzano's The New Art and Science of Teaching Framework bo	Admin	8/14/2023	In Progress
Action Step 4	ILT provides resources and information on higher order questioning and st	ILT	ongoing	In Progress
Action Step 5	Create and print posters for all teachers to have in classrooms with questio	ILT/Staff Members	8/25/2023	In Progress
Implementation Milestone 2	100% of teachers implement and analyze a student focused survey at least 3-4 times a year.	All Teachers	BOY/MOY/EOY	In Progress
Action Step 1	Teacher teams create or choose a developmentally appropriate student pe	ILT/Staff Members	9/1/2023	In Progress
Action Step 2	Teacher teams designate times to meet to discuss data from student persp	Staff Members	TBD	In Progress
Action Step 3	ILT meets to review data from school-wide student perspective surveys.	ILT/Staff Members	TBD	In Progress
Action Step 4	Admin provides professional development time for the whole school to mee	Admin	TBD	In Progress
Action Step 5				In Progress
Implementation Milestone 3	100% of teachers work in a collaborative structure with student leaders and the larger student body.	All Teachers	10/1/23	In Progress
Action Step 1	Establish a rep from each classroom and student leadership groups that w	Staff Members	10/27/2023	Completed
Action Step 2	Staff members and admin provide information and resources and opportun	Admin/Staff Members	TBD	In Progress
Action Step 3	After surveys are given, teachers/students designate a time to discuss sur	Staff Members	TBD	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status

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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	25% of teachers have piloted standards based grading in at least 1 content area. At least 70% of teachers are developing standards based learning goals aligned with newly adopted Skyline Curriculum. 100% of teachers are continuing to implement and analyze student focused surveys at least 3-4 times a year. 100% of teachers continue to work in a collaborative structure with student leaders and the larger student body.	
SY26 Anticipated Milestones	50% of teachers have piloted standards based grading in at least 1 content area. 100% of teachers are developing standards based learning goals. 100% of teachers are continuing to implement and analyze student focused surveys at least 3-4 times a year. 100% of teachers continue to work in a collaborative structure with student leaders and the larger student body.	

[Return to Top](#)

Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -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
The percentage of students feeling safe, valued and supported increases by at least 10% from the BOY baseline as reflected in the Student Perspective Survey data.	Yes <input type="checkbox"/>	Cultivate <input type="checkbox"/>	Overall <input type="text"/>				
			Overall <input type="text"/>				
The percentage of teachers' knowledge and comfort in using higher level questioning techniques will increase by at least 10% from the BOY baseline as reflected in the Teacher Higher Level Questioning Survey.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				

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: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.	100% of teachers will implement and analyze a student-focused survey at least 3-4 times a year.	100% of teachers will implement and analyze a student-focused survey at least 3-4 times a year.	100% of teachers will implement and analyze a student-focused survey at least 3-4 times a year.
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.	100% of teachers are given access to resources and on-going training for higher order questioning and standards based grading.	50% of teachers are implementing higher order questioning skills. 25% of teachers are implementing standards based grading and learning goals for at least 1 core subject area.	At least 80% of teachers are implementing higher order questioning skills. 25% of teachers are implementing standards based grading and learning goals for more than 1 core subject area.
Select a Practice <input type="text"/>			

[Return to Top](#)

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
The percentage of students feeling safe, valued and supported increases by at least 10% from the BOY baseline as reflected in the Student Perspective Survey data.	Cultivate	Overall			On Track	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
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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Yes	The ILT leads instructional improvement through distributed leadership.
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- Academic Personalism data showed a 3 point drop from the previous school year (2021).
- Student-Teacher-Trust showed a 4 point drop.
- Peer support for academic work showed a 4 point drop.
- Safety showed a 10 point drop. This was the largest drop.
- Parent Supportiveness data showed a 13 point drop and continues to be in the very weak zone.
- Grit data showed a 3 point drop and continues to be in the very weak zone.
- Additional areas for growth are Effective Leaders and Collaborative Teachers.
- The Winter Cultivate Data showed that our prioritized learning conditions are Student Voice, Classroom Community, and Supportive Teaching.

Within the Area of Assessment for Learning on the 5Essentials, we have the following takeaways:

Strengths:

- Math Instruction, Reading Instruction, Quality Discussions, and Academic Press are rated by students as "STRONG" Performance and Ambitious Instruction.

Some areas of improvement and are rated as neutral are:

Collaborative Practices, Academic Personalism, Peer Support for Academic Work, Teacher-Teacher Trust

Some areas of improvement and are rated as weak are:

Collective Responsibility

Supplemental Measures

Areas of strength according to the 5Essentials would include: Academic Engagement and classroom rigor

Supplemental Measures areas that are neutral are: Student peer relationships, inquiry-based science instruction, calssroom distruptions, course clarity, student responsibility

Supplemental Measures Areas rated as weak and very weak: emotional health and rigorous study habits, and grit.

What student-centered problems have surfaced during this reflection?

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?

Student-centered problems that have surfaced during this reflection are:

- Student Voice - Students have a greater need for opportunities to share their voice and to advocate for themselves.
- Student Safety - Students have indicated a need to feel safer in and around our school. More concise student data is required to fully understand and interpret this need.

Attendance-what incentives can be implemented to increase student attendance to help them stay on track?

Grit-As teachers, how to be consistent in modeling and teaching grit in a more real-world context throughout the year. For Students, how to help them persevere and work through productive struggle to reach a new level of understanding.

Student Ownership and Accountability: In what ways can we increase student ownership of their learning, behavior, goal-setting, and reflection on their progress?

Improvement efforts in progress:

- Calming corners in different parts of the building for all students
- Use of Calm Classroom to help students focus and reduce stress and anxiety
- Safety: Hiring of a security guard for Middle School so that the Dean is able to focus more on student relationship building
- Schoolwide Read-a-Thon was successful. More students were able to check out books in the library this year.**
- WIN or Intervention blocks: This coming school year, will be implemented in grades 5-8. This past school year, implemented in 7th/8th--these blocks allowed for Blended Learning, Small Group and 1:1 Intervention Time, Providing Feedback to Students, Homework Help, and Social-Emotional Learning.
- Use of student perspective survey growing among staff members
- Provision of student choice (pace, place, path) in blended learning
- Culturally Responsive Pedagogy Team is examining and building upon ideas on how to make

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Ownership of their learning, behavior, goal-setting, and reflection on their progress.
Consistency in academic routines, expectations, and school language throughout the building

Culturally responsive pedagogy teams examining and building upon ideas on how to make our instructional practice, student tasks/activities, and curriculum materials more culturally responsive.
-Implementation of The Nora Project which promotes disability inclusion through instruction, practices, and projects
-Built in Social-Emotional Learning Time in which evidence-based SEL curriculums such as Sanford-Harmony and Second Step are utilized
-Arts integration is built into units across core subject areas which allows students to approach the curriculum in unique ways and enables choice of varied learning modalities
-Development of academic content teams for vertical planning

[Return to Top](#) **Determine Priorities**

Resources:

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

[Determine Priorities Protocol](#)

Students...

are not consistently taught the grit or stamina skills to persevere when learning becomes challenging for them.

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**

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

do not consistently give students opportunities to learn strategies to take ownership of their learning and behavior through the assessment for learning approach, which includes goal-setting, peer conferencing, and reflection on their progress.

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?

Resources:

If we....

consistently use standards-based learning to provide students the opportunities to take ownership of their learning and behavior through the assessment for learning strategies

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

then we see....

students helping to define success criteria for their learning goals, setting goals, persevering through challenging work, planning ahead to complete their work, getting meaningful feedback from teachers and peers, reflecting on their progress toward the learning goals, and taking action on the feedback to improve their learning

which leads to...

improvement in the following areas: teacher-student relationships, peer support for academic work, grit, and academic outcomes.

[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

ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/6/23	Q3	3/15/24
Q2	12/15/23	Q4	5/24/24

SY24 Implementation Milestones & Action Steps

	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers trained on Standards based grading / learning goals.	All Teachers	SY24 In Progress
Action Step 1	Schedule Marzano trainings for the school year.	Marzano	8/14/2023 Completed

Action Step 2	Provide A Teacher's Guide to Standards-Based Learning and facilitate scheduled discussions for all teachers. Purchase Marzano's The New Art and Science of Teaching Framework workbook and accompanying dvd set.	Admin	8/14/2023	In Progress
Action Step 3	ILT provides resources and information on assessment for learning during PLTs	ILT	ongoing	In Progress
Action Step 4				In Progress
Action Step 5				Select Status
Implementation Milestone 2	Establish a system of ongoing support of assessment for learning through peer observation and peer feedback cycles.	ILT/Staff Members	2x/quarter	In Progress
Action Step 1	Training and providing resources in the form of professional development, reading materials, videos, observation of teachers who are proficient in A for L strategies.	ILT/Staff Members	ongoing	In Progress
Action Step 2	Use ILT created rubric to assist with peer observations and feedback	ILT/Staff Members	September 22nd PD Day?	In Progress
Action Step 3	Set time on PD days for collaboration with other teachers implementing A for L	Admin	ongoing	In Progress
Action Step 4	Use of consistent feedback through rubric	ILT/Staff Members	ongoing	In Progress
Action Step 5	Introduce teachers to A for L during 8/16 PD	ILT/Staff Members	8/16/23	Completed
Implementation Milestone 3	Teachers create unit plans that implement standards based learning.	ILT/Staff Members	4th Quarter SY24	In Progress
Action Step 1	Teachers identify priority standards for units throughout the year.	ILT/Staff Members	ongoing	In Progress
Action Step 2	Teachers create proficiency scales and instruct class on how to use the proficiency scales for units throughout the year.	ILT/Staff Members	ongoing	In Progress
Action Step 3	Teachers and students establish success criteria together.	Staff Members/Students	ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers use assessment data to know students' levels of understanding and for goal setting with students.	Staff Members	10/1/23	In Progress
Action Step 1	Teachers give assessments for diagnostic and screening purposes (i-Ready K-2 and STAR360 (3-8))	Staff Members	BOY and EOY	In Progress
Action Step 2	Teachers give pre/mid/post unit assessments.	Staff Members	Per unit	In Progress
Action Step 3	Teachers discuss student data in grade-level meetings.	Staff Members	Monthly	In Progress
Action Step 4	Teachers discuss student data with students, help students set goals and track progress, and provide ongoing feedback.	Staff Members	ongoing per unit	Select Status
Action Step 5	Students self-monitor their progress toward their goals, reflect on their progress, and take action to improve.	Staff Members/Students	ongoing per unit	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	50% of teachers will utilize Assessment for Learning strategies as a part of Standards-Based Learning and continue supporting one another through observations and feedback.	
SY26 Anticipated Milestones	Cultivate and 5 Essentials survey data will trend Strong to Very Strong in Teacher-Student Relationships, Peer Support for Academic Work, and Grit. On Track data will improve to 80%. Students will take ownership of their learning and student-driven assessments for learning will be observed in 100% of classrooms.	

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
All classroom teachers are implementing standards-based learning with fidelity for all students	Yes	Other	Overall	0	25	50	100
			Select Group or Overall				
Improvement in the following areas: teacher-student relationships, peer	Yes	Cultivate	Overall	Very Weak or Neutral	Neutral or Strong	Strong	Strong to Very Strong

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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubric and Rigor Walks	Rubric and Rigor Walks	Rubric and Rigor Walks
Select a Practice			
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
All classroom teachers are implementing standards-based learning with fidelity for all students	Other	Overall	0	25	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improvement in the following areas: teacher-student relationships, peer support for academic work, and grit.	Cultivate	Overall	Very Weak or Neutral	Neutral or Strong	On Track	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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubric and Rigor Walks	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
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 academic priority area for parent engagement and skill development is literacy in addition to social emotional development. Parents want to learn ways to help their children success in school. and these two areas are the focal entry points for most parents. Parents have a Literacy Night and Read a thon. They have social activities that engage parents with their children, learning ways to support thier child's social-emotional development. Our school has been given 3,394.31 for Parent Involvement.



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