

### CIWP Team & Schedules

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**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 
Keviyona Ray	Principal	Ktsmith1@cps.edu
Keisha Gue	AP	Ktbrooks@cps.edu
Theresa Dorsey	Curriculum & Instruction Lead	ttdorsey2@cps.edu
Kimberly Gibson	Other [MTSS Lead/ Interventionist]	Kygibson@cps.edu
Amy Haley	Connectedness & Wellbeing Lead	aehaley@cps.edu
Janice Harper	Teacher Leader	Jdharper@cps.edu
Tasha Hall	Parent	thallgilbert@cps.edu
Ericka Yarn	Connectedness & Wellbeing Lead	edyarn@cps.edu
Lauren Dixon	Teacher Leader	laddixon2@cps.edu
Eden Artidiello	Teacher Leader	eartidiello@cps.edu
Victoria Wicks	Parent	vwicks1@cps.edu
	Select Role	

### Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	3/24/2023	3/24/23
Reflection: Curriculum & Instruction (Instructional Core)	7/5/2023	7/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/2/23	8/2/23
Reflection: Connectedness & Wellbeing	8/4/23	8/8/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	7/7/23	7/7/23
Priorities	8/1/23	8/2/23
Root Cause	8/2/23	8/2/23
Theory of Acton	8/2/23	8/8/23
Implementation Plans	8/2/23	8/8/23
Goals	8/1/23	8/9/23
Fund Compliance	8/25/23	8/25/23
Parent & Family Plan	8/28/23	8/29/23
Approval	9/7/23	9/7/23

### SY24 Progress Monitoring Schedule

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

**CIWP Progress Monitoring Meeting Dates** 

Quarter 1	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 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](#)

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Curriculum & Instruction


Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics


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>
Yes	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>
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.	<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>

3/18 classes had at least 70% reach their goal on iReady Reading and Math.   
 Data shows large gaps in both student achievement of grade level content, and student growth goals.  
 .5% growth for IAR math over the years

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

Need to implement consistent vertical alignment to ensure gaps can be filled.   
 PD needed for curricula.  
 Strategic intervention and PD for intervention (for example: primary for foundational skills)  
 Consistent progress monitoring, analyzing data and instruction  
 All teachers need feedback from rigor walks, as an ILT develop next steps with grade level teams to implement changes  
 Tier 1 small group vs. intervention  
 Some students find that they are not engaged in class


**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 progress: dedicated interventionists and coaches; math curriculum aligned K-8 but PD necessary to implement,   
 EL training for K-4, annotating lessons, grade level restructured to look at student data, and focusing on student engagement through feedback and teacher talk.

- [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 inability to access grade level instruction due to lack of appropriate scaffolds.   
 Students not being motivated due to low engagement in the classroom.

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Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	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>


iReady was used less efficiently in the past. How iReady is used will be reframed as a meaningful intervention tool, not a separate program. Domains on iReady will be aligned to the curriculum taught in the classroom so that students can work on grade-level standards at their level. Lessons pulled from iReady will be used to teach and reinforce intervention. Branching Minds will be used to create and track a goal, and iReady will be the tool for collecting data. 

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


Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	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>
Partially	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 on grade level. Most students who worked on i-Ready were working on lessons based on their adaptive placement, and most were three or more grade levels behind. 

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

Feedback: How can we improve interventions? Intervention is necessary to close learning gaps of where students are currently the the grade level they need to be at. 

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


Improvements: iReady will be used as a meaningful intervention tool. Domains will be turned on and off to align to what is being taught in the classroom. This allows students to be exposed to grade level standards while meeting them where they are. Branching minds will be used to create a goal and track progress, and iReady will give the data. 

- [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.
No	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.
No	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?**

All classrooms are not implementing restorative practices. We have adopted Second Step, however it is not monitored and is not visibly present in classrooms. In terms of attendance, students need a plan. Attendance is monitored, but we need help finding meaningful ways to engage with students and staff on attendance. 

OST programs have had limited availability and do not appeal to our middle school students. Interest surveys are necessary to get our older students to be included and involved.

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

Teachers do not have buy-in concerning restorative practices. They need to believe it is an effective method for our students. We need a clear behavior system of accountability. Students believe OST programs cater to younger students. Everyone in the building feels they need to be more responsible for attendance. Many teachers believe they do not have time to address attendance, which should be handled in the main office. Students don't feel respected by staff and teachers. 

- 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 do not feel safe and included which results in absenteeism and disciplinary issues. Students felt like they weren't receiving adequate teacher feedback on tasks that would help them master skills and lessons. Students are not motivated due to the loss of family members and other things going on in the neighborhood. Students don't come to school due to lack of motivation. Students don't feel respected by staff and teachers. 🍌

**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?**

Planning a meeting with OST to discuss the specific needs of our students to increase participation. We have allocated money in the budget for attendance incentives—partner with the Healing Center to receive support for RP and tier 2 and 3 behavior interventions. We are working on creating clear school-wide behavior expectations for all common areas throughout the building. We have hired a professional developer to come and support staff with mindfulness and healing. We also allocated funds to hire a Student Special Service Advocate to support staff and students with behavior. 🍌

[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**

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).	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	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>

On Track was trending at 40%. Our graduation rate was 100% for all students. Our cultivate data revealed students wanted more feedback from their teachers. 🍌

- [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](#)

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

We must do more to help students understand on track and how it connects to post-secondary success. Create more opportunities for students to think about post-secondary life. Help them see the possibilities of what their futures could look like. Bring in guest speakers who they can relate to. Students felt they couldn't trust the staff based on the 5E survey. Students felt they needed to be supported by teachers during instruction. 🍌

[Cultivate \(Relevance to the Future\)](#)  
Freshmen Connection Programs Offered (School Level Data)

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





Teachers taught their Success-bound lessons. This change allowed both homeroom teachers and students to see how post-secondary success is not isolated but is a part of daily instruction. Having students implement success bund lessons will help 6th graders to be able to make more informed decisions about high school, which leads to post-secondary success. 🍌

**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.

Majority of students do not see the true importance of post secondary success. Students struggled to see the connection of post secondary success and their current lives. Our students need more experiences with goal setting. 🍌

[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	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>	The school has hosted events that present opportunities for parents to engage with the staff and admin(Town Hall meetings, Back To School events, Donuts with Dad, as well as other "open door" opportunities. Also, the school offers fun as well as informational sessions for stakeholders to participate in. On a weekly basis, our CSI coordinator offered opportunities to bring parents/communities into the school. Most recently, There was a paint-and "sip" opportunity where the school hosted a fun event, and information about the PAC was shared with stakeholders. Our admin has an open email policy where students can freely email admin with cares and concerns and the admin usually responds within two days. Also, there is a student rep on the LSC who voices the student body's concerns. She meets with students and brings info back to the LSC table.	 <a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>
Yes	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)
Yes	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> The BAC and PAC feel we don't offer enough programs for parents. They also feel the only times parents are invited in is for an assembly, parent-teacher- conference, or parent-teacher conference. 	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> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.  Students feel as if some of the partnerships that are offered don't interest them and/ or what does interest them is not offered in their grade- level. 		<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> Currently, CSI has recruited vendors based on the needs of our students. We have partnered with Urban Initiatives to offer Soccer for our intermediate students. We also have partnered with Teamwork Englewood to offer a Parent Volunteer program at Randolph and VOCEL for our preschool and primary parents. 	



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

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

3/18 classes had at least 70% reach their goal on iReady Reading and Math. Data shows large gaps in both student achievement of grade level content, and student growth goals.  
.5% growth for IAR math over the years

What is the feedback from your stakeholders?

Need to implement consistent vertical alignment to ensure gaps can be filled. PD needed for curricula. Strategic intervention and PD for intervention (for example: primary for foundational skills) Consistent progress monitoring, analyzing data and instruction All teachers need feedback from rigor walks, as an ILT develop next steps with grade level teams to implement changes Tier 1 small group vs. intervention Some students find that they are not engaged in class

What student-centered problems have surfaced during this reflection?

Students inability to access grade level instruction due to lack of appropriate scaffolds. Students not being motivated due to low engagement in the classroom.

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 progress: dedicated interventionists and coaches; math curriculum aligned K-8 but PD necessary to implement, EL training for K-4, annotating lessons, grade level restructured to look at student data, and focusing on student engagement through feedback and teacher talk.

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

Students...  
Students are not accessing grade-level instruction due to a lack of scaffolds, lack of motivation, and feedback from teachers.

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...  
Adults lack knowledge on providing scaffolds, feedback and do not provide re-teach opportunities to students

Resources:

[5 Whys 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.

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What is your Theory of Action?

If we....  
(teachers) Provide scaffolds, motivation, and feedback to students

Resources:

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

then we see....

- planned, annotated lessons based on knowledge of students and data
- teachers providing intentional and targeted instruction that meets the needs of all students
- increase in student engagement and access to tier 1 instruction
- increase of students' mastery of curriculum assessments

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...

an increase of students at grade level on districtwide assessments and an increase of 3-8th students on-track.

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### Implementation Plan

Resources:

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

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

#### Team/Individual Responsible for Implementation Plan

ILT/ Coaches/AP

#### Dates for Progress Monitoring Check Ins

Q1 **October 27, 2**      Q3 **April 1, 2024**  
 Q2 **December 22**      Q4 **June 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>	Tier 1 instruction differentiation	Coaches	June 2024	Select Status
<b>Action Step 1</b>	professional development provided for ILT	ISL network 11	End of first semester	Select Status
<b>Action Step 2</b>	ILT plan learning cycle to train teachers	ILT	End of first semester	Select Status
<b>Action Step 3</b>	observations and feedback of teachers	ILT/coaches	Beginning of 3rd Quarter	Select Status
<b>Action Step 4</b>	analyze weekly/monthly student data to monitor impact of differentiated instruction	Teachers, teacher leaders	End of first semester	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Coaching and support	Principal and AP	End of 1st Semester	Select Status
<b>Action Step 1</b>	establish coaching expectations with teacher leaders and admin	Principal	End of August	Select Status
<b>Action Step 2</b>	Provide coaches with professional development/coaching strategies	Principal and AP	End of Quarter	Select Status
<b>Action Step 3</b>	create and administer survey that gages teachers' needs	SLT	End of September	Select Status
<b>Action Step 4</b>	establish coaching expectation/build rapport and "coaching culture" in the school	Coaches and teacher leaders	End of September	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Planning and Annotating Units and TFGs	Coaches	End of May	Select Status
<b>Action Step 1</b>	Coaches will receive training on annotating	Coaches	Beginning of August	Select Status
<b>Action Step 2</b>	Coaches will train ILT on annotating	Coaches	August	Select Status
<b>Action Step 3</b>	Coaches and Teacher leaders will provide training during PD days	ILT	Week 0 and ongoing	Select Status
<b>Action Step 4</b>	Coaches and teacher leaders will provide ongoing support and training during GLT	ILT	Quarter 1	Select Status
<b>Action Step 5</b>	Observations and coaching cycles around annotations	Coaches	Quarter 1 and ongoing	Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*  
 --100% of teachers are trained in annotating and planning  
 --100% of teachers are trained to provide feedback that is impactful for student growth.  
 --100% of teachers observed reflect instruction using high quality rigorous student tasks.  
 --Continuous from SY24"

**SY26 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*  
 --100% of teachers are trained in annotating and planning  
 --100% of teachers are trained to provide feedback that is impactful for student growth.  
 --100% of teachers observed reflect instruction using high quality rigorous student tasks.  
 --Continuous from SY25-26"

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## Goal Setting

Resources:

### Indicators of a Quality CIWP: Goal Setting

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

### IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:  
 -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
Increase % of students at Meet/Exceeded to 20% in Reading and 10% in Math on the IAR.	Yes	IAR (Math)	Overall	3			
			Select Group or Overall				
Increase % of students at Meet/Exceeded to 20% in Reading and 10% in Math on the IAR.	Yes	IAR (English)	Overall	16			
			Select Group or Overall				

## Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	Coaches will attend all district and network PLCs/ PDs on coaching and distributed leadership. All ILT members will become Teacher Leaders. Most teachers will have coaching cycles.	All teachers will have coaching cycles based on tiered levels of support.	More teachers will become teacher leaders to support peers. All teachers will have coaching cycles based on tiered levels of support.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high-quality curriculum through formal and informal observation feedback forms.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs for tier 1.	All teacher are utilizing instructional materials to implement an adjust instruction, including differentiating based on student needs.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers attend network and curricula professional learning to incorporate annotating units. Progress will be measured using sign up forms and reviewing annotations.	All teachers will annotate and internalize high quality curriculum to meet the needs of the students in their classrooms.	All teachers will teach using only high quality curriculum for Tier 1 instruction.

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## SY24 Progress Monitoring

Resources:

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

## Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase % of students at Meet/Exceeded to 20% in Reading and 10% in Math on the IAR.	IAR (Math)	Overall	3		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase % of students at Meet/Exceeded to 20% in Reading and 10% in Math on the IAR.	IAR (English)	Overall	16		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

## Practice Goals

## Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4



<p>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>Coaches will attend all district and network PLCs/ PDs on coaching and distributed leadership. All ILT members will become Teacher Leaders. Most teachers will have coaching cycles.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>All teachers are observed as effectively implementing high-quality curriculum through formal and informal observation feedback forms.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>All teachers attend network and curricula professional learning to incorporate annotating units. Progress will be measured using sign up forms and reviewing annotations.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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

Connectedness & Wellbeing

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.
No	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.
No	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?

All classrooms are not implementing restorative practices. We have adopted Second Step, however it is not monitored and is not visibly present in classrooms. In terms of attendance, students need a plan. Attendance is monitored, but we need help finding meaningful ways to engage with students and staff on attendance.

OST programs have had limited availability and do not appeal to our middle school students. Interest surveys are necessary to get our older students to be included and involved.

What is the feedback from your stakeholders?

Teachers do not have buy-in concerning restorative practices. They need to believe it is an effective method for our students. We need a clear behavior system of accountability. Students believe OST programs cater to younger students. Everyone in the building feels they need to be more responsible for attendance. Many teachers believe they do not have time to address attendance, which should be handled in the main office. Students don't feel respected by staff and teachers.

What student-centered problems have surfaced during this reflection?

Students do not feel safe and included which results in absenteeism and disciplinary issues. Students felt like they weren't receiving adequate teacher feedback on tasks that would help them master skills and lessons. Students are not motivated due to the loss of family members and other things going on in the neighborhood. Students don't come to school due to lack of motivation. Students don't feel respected by staff and teachers.

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?

Planning a meeting with OST to discuss the specific needs of our students to increase participation. We have allocated money in the budget for attendance incentives—partner with the Healing Center to receive support for RP and tier 2 and 3 behavior interventions. We are working on creating clear school-wide behavior expectations for all common areas throughout the building. We have hired a professional developer to come and support staff with mindfulness and healing. We also allocated funds to hire a Student Special Service Advocate to support staff and students with behavior.

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Determine Priorities

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

Students...

Students feel that they are not treated equally, not respected and their trauma is not addressed.

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.

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Root Cause

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

As adults in the building, we...

Adults are dealing with their own trauma, not aware that they need support, hence not establishing respectful relationships with students

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.

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Theory of Action

What is your Theory of Action?

If we....

train adults to establish respectful relationships with students and provide programs and activities that interest students

Resources:



Indicators of a Quality CIWP: Theory of Action

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

then we see....  
 that our students will feel that they are treated with respect, that their trauma is addressed, and that they have a voice

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...  
 An increase in student achievement and decrease in tier 2 and tier 3 behaviors.

[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**   
 Climate and Culture/BHT/Dean

**Dates for Progress Monitoring Check Ins**  
 Q1 **October 27, 2**      Q3 **April 1, 2024**  
 Q2 **December 22**      Q4 **June 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>	Professional Development- Restorative Practices and Mindfulness	Admin/ Counselor/ CCT Lead/District	End of First Semester	Select Status
<b>Action Step 1</b>	Training on collective healing, mindfulness, and stress relief	Admin	Week 0/ Ongoing	Select Status
<b>Action Step 2</b>	Training on self regulation strategies	CCT/ Admin	End of First Semester	Select Status
<b>Action Step 3</b>	Training on relationship building	CCT Lead	Week 0/Ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Establish behavior expectations schoolwide and for the classroom	Admin / BHT / Dean / Staff	end of September	Select Status
<b>Action Step 1</b>	Expectations are explicitly taught and common language is used school wide	Staff/ CCT/ BHT/ Dean	End of first Quarter	Select Status
<b>Action Step 2</b>	Create a culture rubric	CCT Lead/ Admin	End of first Quarter	Select Status
<b>Action Step 3</b>	Conduct culture walks	CCT Team/ Admin	Ongoing	Select Status
<b>Action Step 4</b>	Quarterly connection/engagment with staff and students	Staff/ CCT/ Counselors	Quarterly	Select Status
<b>Action Step 5</b>	Quarterly student survey	Counselors	Quarterly	Select Status
<b>Implementation Milestone 3</b>	Provide programming that meets the needs of all students			Select Status
<b>Action Step 1</b>	Revisit afterschool programming with CSI	Admin/ Clerk/ Shaw/ Reyes	BOY/ MOY	Select Status
<b>Action Step 2</b>	CREATE STEM programming	Principal	Ongoing	Select Status
<b>Action Step 3</b>	Student Performance (play)	Brown- Hicks/ Boyd/ CSI/OST	BOY/ MOY	Select Status
<b>Action Step 4</b>	Student survey	Counselors	Quarterly	Select Status
<b>Action Step 5</b>	Art programs for students	Principal/Brown-Hicks	Ongoing	Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 Establish school criteria for student selection of peer meditation team and conduct nominations  
 100% of adults SSSA Team trained in Peer mediation Conferences  
 Establish meeting cadence for Peer mediation team  
 100% of Students on Peer mediation team trained in peer conferences and restorative conversations  
 Plan with teachers to co-facilitate morning meetings and restorative conversations once a month  
 Creation of Student Council continuous from SY24  
 STEAM Programs  
 Makers Space will be created  
 Annual School Play

**SY26 Anticipated Milestones**   
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Establish school criteria for student selection of peer meditation team and conduct nominations  
 100% of adults SSSA Team trained in Peer mediation Conferences

Establish meeting cadence for Peer mediation team  
 100% of Students on Peer mediation team trained in peer conferences and restorative conversations  
 Plan with teachers to co-facilitate morning meetings and restorative conversations once a month  
 Creation of Student Council  
 continuous from SY25  
 STEAM programs  
 Annual School Play

[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
80% of students school wide will be referral free in Aspen	Yes	Other	African American Male				
			Overall				
Move from weak to neutral 5E	No	5E: Supportive Environment	Overall	5E- Weak			
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% Training on collective healing, mindfulness, and stress relief	New teachers and those who want a refresher on training on collective healing, mindfulness, and stress relief 100% Training on self regulation strategies	New teachers and those who want a refresher on collective healing, mindfulness, and stress relief New teachers and those who want a refresher on self regulation strategies 100% Training on relationship building
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Most teachers are observed as effectively implementing high-quality SEL curriculum through formal and informal observation feedback forms.	All teachers are observed as effectively implementing high-quality SEL curriculum through formal and informal observation feedback forms.	All teachers are observed as effectively implementing high-quality SEL curriculum through formal and informal observation feedback forms.
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.	All students will be offered enrichment programs. Students will have the opportunity to decide what programs they want to see offered at Randolph.	Most students will be a part of OST programs that interest them. Also, Randolph will offer STEM and Arts (band, dance, drama, and visual arts)	Most students will be a part of OST programs that interest them. Also, Randolph will offer STEM and Arts (band, dance, drama, and visual arts)

[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
80% of students school wide will be referral free in Aspen	Other	African American Male			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Move from weak to neutral 5E	5E: Supportive	Overall	5E- Weak		Select Status	Select Status	Select Status	Select Status

move from weak to neutral SE	Environment	Select Group or Overall			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% Training on collective healing, mindfulness, and stress relief	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Most teachers are observed as effectively implementing high-quality SEL curriculum through formal and informal observation feedback forms.	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.	All students will be offered enrichment programs. Students will have the opportunity to decide what programs they want to see offered at Randolph.	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**

<p>If Checked:</p> <p>Complete School &amp; Family Engagement Policy, School &amp; Family Compact, and Parent &amp; Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>

**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.

Provide trainings to support parents with the following...

- Data analysis
- Effective Home/School Communication
- Homework Assistance
- Understanding what's being taught
- Testing essentials and Test prep understanding
- Trauma-informed practices
- Early Learning Strategies
- Math Instruction in order to assist students at home
- Family Nights with a focus on assisting students at home

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