

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
Dan Kramer	Principal	dmkramer1@cps.edu
Natalia Torres	AP	ntorres81@cps.edu
Juliet Lauro-Geruso	AP	jllauro-geru@cps.edu
Giahan Phan	Teacher Leader	gtphan@cps.edu
Jigna Shah	Counselor	jbshah1@cps.edu
Jacqueline Martinez	Teacher Leader	jmartinez799@cps.edu
Rachel Stanford	Other [Teacher]	rlstanford1@cps.edu
Natalie Cuevas	Teacher Leader	nncuevas@cps.edu
Erik Thibault	Inclusive & Supportive Learning Lead	ejthibault@cps.edu
Ana Rodriguez	LSC Member	abrodriguez2@cps.edu
Jose Rodriguez	Connectedness & Wellbeing Lead	jsrodriguez@cps.edu
Marva McKinley	Teacher Leader	mlmckinley@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	5/10/23	5/10/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/22/23	6/22/23
Reflection: Postsecondary Success	6/22/23	6/22/23
Reflection: Partnerships & Engagement	6/22/23	6/22/23
Priorities	7/20/23	7/20/23
Root Cause	7/20/23	8/8/23
Theory of Acton	7/20/23	8/8/23
Implementation Plans	8/8/23	8/18/23
Goals	8/8/23	8/18/23
Fund Compliance	8/16/23	8/16/23
Parent & Family Plan	8/16/23	8/16/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/11/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2024
Quarter 4	6/6/2024

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
Partially	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>Rigor walks show our task are mostly on the comprehension to analyzation We are not seeing significant gains on PSAT/SAT Scores Science is using Skyline but other departments need to do a curriculum review and assess the quality of curriculum ILT does meet regularly and id well structured but we need to work on looking at data and equity</p> <p>What is the feedback from your stakeholders?</p> <p>-Course clarity and grading practices rated low by students on 5E -ILT leaders needing leadership support around how to lead and manage people to better move teams forward -trust between all school groups was low *Struggling does not mean team is bad, it means we want to improve for the students -Receiving support is helpful, but it can be difficult to ask for it -ILT data, everything is great, the numbers on 5E don't reflect that -More spaces are needed to name what is wrong okeaways reflecting most students; takeaways reflecting specific student groups]</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>Bring in Critical Learning Collaborative (M&M) to develop ILT Starting Learning Cycles within departments around SEL integration Peer visits to collect data and see what other departments are working on Starting Star 360 next year for diagnostic and planning</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Students experience grade-level, standards-aligned instruction.</p>		
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>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.</p>		
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p> <p>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.</p>		
No	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>		
<p>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.</p> <p>-ILT leaders are in a difficult position when it comes to reporting honestly about their department, might look bad/bring attention to a particular teacher, ILT leader has to come back and report on that, there is incentive to not do that. Incentive to say everything is fine negatively affects student outcomes -Adult distrust in being vulnerable impacts work with students - Without teacher teams looking at student work or engaging in a progress monitoring process, we are not using assessments to direct instruction</p>			

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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	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>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.</p>	<p>Students scored themselves low on completing work, identifying as a hard worker - what does this mean? Are they struggling? Are they not feeling connected? -Trust and vulnerability is a big part of RJ, the lack of it is a barrier for the implementation of our RJ practices -There are clear priority groups, some are more successful than others -There is student voice data, but we need to break it down by + add demographic targets</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>

No	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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

-EL students are lowest performing and have highest attendance in all grade levels
-All data only broken down by male+female

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

What is the feedback from your stakeholders?


-Students scored themselves low on completing work, identifying as a hard worker - what does this mean? Are they struggling? Are they not feeling connected?
-Trust and vulnerability is a big part of RJ, the lack of it is a barrier for the implementation of our RJ practices
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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?


-More teachers are getting EL endorsed.
-Defining our new positions to have EL
-Growing our ESL team to have smaller class sizes

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.

Our EL and DL are our lowest performing student yet have the highest attendance rate 

[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
Partially	BHT Key Component Assessment SEL Teaming Structure	-5E school commitment had a big decline - Tier 1 SEL inconsistent - Higher than desired chronically absent rate - Disruptive behaviors increase in 4th qtr -Trend of teachers requesting PD around conflict -Attendance percentages - do students feel invested? How do we reintegrate chronically absent students? -5E lowest categories are from students and related to C&W	 % 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? -What does school commitment look like? -Because it's been so overwhelming, do people prefer to leave right away? - Tier 1 SEL inconsistent - Need increased relational trust between students-teachers -Attendance percentages - do students feel invested? How do we reintegrate chronically absent students? -5E lowest categories are from students and related to C&W	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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.

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?

-Reduced commitment from teachers impacts the effectiveness of what we are trying to do (R.J, racism, homophobia). Why would I put myself through an uncomfortable afternoon if I'm just going to go home and check out?
 -If a student perceives that a teacher is not as committed, how does that impact their commitment to class/attendance?

SEL Integration within instruction
 BHT
 Equitable grading policy
 Courageous Conversation team
 Creating a schoolwide protocol around conflict/restorative practices (RIDER)
 Splitting up BAC and PAC to focus on different issues

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4) 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).	During COVID our College Enrollment/Attainment has decreased. Our FOT and SOT has declined significantly since 2020 Attainment has always been 28% Undocumented students who are hesitant to attend college or apply for internships DLE has limited access to AP, DC There is no postsecondary representation in ILT What is the feedback from your stakeholders? What is our 4-year plan for post-secondary success? Given the numbers and taking into account for COVID, we still need to look at our curriculum to see why our persistence rate has not increased if our enrollment numbers have gone up We need to take a closer look at our CTE programs as well... 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? Partnership with Truman, Transitional English and Math, Increase in Dual Credit Classes	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Partially	Work Based Learning Toolkit 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).		
Partially	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).		
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric 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).		
Partially	Alumni Support Initiative One Pager 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).		

What student-centered problems have surfaced during this reflection?

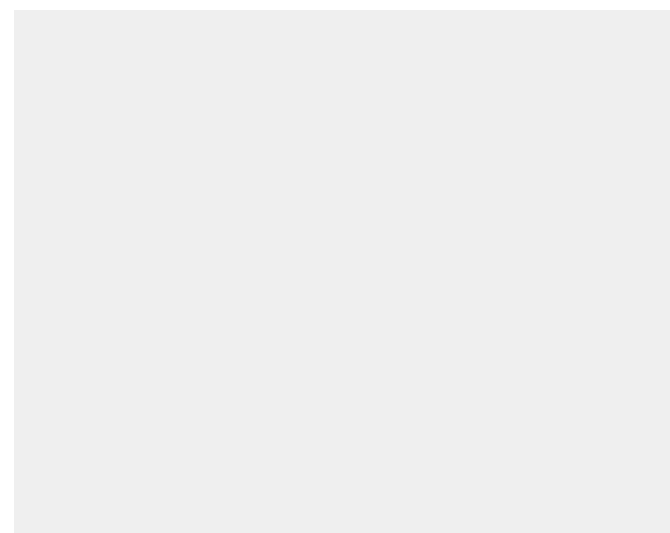
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Without having a true post-secondary plan for grades 9-11, the weight always falls on 12th grade leaving students unprepared for college

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships 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.	-We have partnerships but communication about what they are doing needs improvement. -Staff isn't always aware of our partnerships -Newcomer families have voiced wanting to be more involved - opportunities are not necessarily there	Cultivate 5 Essentials Parent Participation Rate

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
No	<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 style="text-align: right;">Student Voice Infrastructure Rubric</p>



[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

What is the feedback from your stakeholders?

-We have partnerships but communication about what they are doing needs improvement. 🗨️
 -Staff isn't always aware of our partnerships
 -Newcomer families have voiced wanting to be more involved - opportunities are not necessarily there

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.

Not having a clear sense of all our partners and what they can do for us hurts communication with our students and the resources available to them 🗨️

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?

Immigration Lawyer Partnership Alternatives 🗨️
 River North Commission
 BAC/PAC

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Students scored themselves low on completing work, identifying as a hard worker - what does this mean? Are they struggling? Are they not feeling connected?
 -Trust and vulnerability is a big part of RJ, the lack of it is a barrier for the implementation of our RJ practices
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-More teachers are getting EL endorsed.
 -Defining our new positions to have EL
 -Growing our ESL team to have smaller class sizes

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Traditionally marginalized students are not uplifted and honored in their daily classrooms



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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Resources:

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

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

As adults in the building, we...

Staff may not fully understand the importance and urgency of creating a supportive environment that values all students and their lived experiences, and they are not trained in the supports that are needed to best serve students.



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.

Lack of awareness, no community and connection, intentional reflection, fear of growth based on the changing needs of our students

Return to Top Theory of Action

What is your Theory of Action?

Resources:

If we....

build teachers capacity in creating and implementing a high quality curriculum through training our teachers on how to instructionally support our EL and DL students



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....

Teachers using assessments to progress monitor student performance and make adjustments to delivery of instruction



Teachers utilizing instructional materials to intentionally plan and implement standard-based tier 1 instruction

which leads to...

Teachers' modified instruction result in identified students maintaining or exceeding proficiency as measured by formative and summative assessments
 Improvement of quality and delivery of curriculum as evident in teacher plans and classroom visits
 Improved FOT/SOT rates for identified students

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Resources:

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

Team/Individual Responsible for Implementation Plan
 MTSS, ILT, Admin,

Dates for Progress Monitoring Check Ins
 Q1 10/11/2023 Q3 3/13/2024
 Q2 12/13/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers are engaging students in a high quality and rigorous curriculum in which students feel connected and can identify with	Admin, ILT, ISLs	June 7, 2024	In Progress
Action Step 1	Departments gather and submit their current scope and sequences for	ILT works with Departments	September 22, 2023	In Progress
Action Step 2	Admin meets with ISLs discuss criteria for reviewing curriculum and review curriculum	Admin	November 1, 2023	Select Status
Action Step 3	Admin meets with their departments to review feedback	Admin/ILT	December 22, 2023	Select Status
Action Step 4	Departments revise curruculum based on feedback	ILT works with Departments	June 1, 2024	Select Status
Action Step 5	Department Submit curriculum for final review	ILT works with Departments	June 1, 2024	Select Status
Implementation Milestone 2	English and Math utilize Star data to target student groups and develop intervention plans to better support our marginalized students	MTSS Coordinator/Teacher teams	June 8, 2024	Select Status
Action Step 1	Train teachers on Star 360 and administer diagnostic	TCT/MTSS	September 21, 2023	Completed
Action Step 2	MTSS coordinators meets with TCTs to reievw data reports from Diagnostic	TCT/MTSS	October 1, 2023	Select Status
Action Step 3	MTSS Coordinators identifies students for Tier 3 interventions and begins support	TCT/MTSS	November 1, 2023	Select Status
Action Step 4	Optional MOY for 9th/10th English and Math teachers that want the extra data this year	TCT/MTSS	January 31, 2024	Select Status
Action Step 5	TCTs give EOY Star to progress monitor and reviews data	TCT/MTSS	June 4, 2024	Select Status
Implementation Milestone 3	Co-Lab Tuesdays: Teachers build toolkit of Successful strategies that support our EL and DL population. We see practices in the majority of classes observed	Support Team Leads Teacher Leaders	June 3, 2024	Select Status
Action Step 1	Create schedule for Tuesday Co-labs targeting EL and DL practices that support	Admin	September 8, 2023	Select Status
Action Step 2	Classroom pop-ins by MTSS, EL, and DL coordinators to identify successful support practices	MTSS, EL, DL	October 6, 2023	Select Status
Action Step 3	Teacher volunteer to share practics during Co-labs	Teacher Leads	On-going	Select Status
Action Step 4	Peer-Visits to see practices being implemented	Teacher led/ILT	On-going	Select Status
Action Step 5	Created a toolbox of practices from the year...greatest hits	MTSS, EL, DL	June 4, 2024	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 Using revised High Quality curriculum, English and Math are fully implementing Star 360 screening to direct instruction

SY26 Anticipated Milestones School-wide unit and lesson studies where student work is analyzed and Tier 1 and 2 intervntions are taking place to support our EL and DL students

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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)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
Improve FOT/SOT rated for EL and DL students	Yes	Grades	English Learners	EL FOT = 67% EL SOT = 62%	EL FOT = 75% EL SOT = 67%	EL FOT = 85% EL SOT = 75%	EL FOT = 90% EL SOT = 85%
			Students with an IEP	DL FOT = 79% DL SOT = 87%	DL FOT = 85% DL SOT = 90%	DL FOT = 90% DL SOT = 95%	DL FOT 95% DL SOT 95%
Students feel connected to school and curriculum	Yes	5E: Supportive Environment	Overall	S/T Trust 73%	S/T Trust 77%	S/T Trust 85%	S/T Trust 95%
			Overall	Post-Sec Expect = 54	Post-Sec Expect = 60	Post-Sec Expect = 70	Post-Sec Expect = 85

Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of our course teams have completed a curriculum review and updating curriculum to meetCPS Criteria	Departments are working on common summative assessments that align to our curriculum and allow for stuednts to show true mastery of skills.	Department continue to reise their curriculum to meet the needs of ALL of our students. Admin plans for space and time for departments to look at other departments work
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers have been trained in creating language objectives for students	100% of our teachers are implementing language objectives and modifications	100% of our departments are using student assessments that align to language objectives
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	English and Math (9th/10th) administered Star360 BOY and EOY assessments and implement data analysis protocol to determine Tier 1&Tier2 supports. MTSS coordinator target students for Tier 3 supports.	All Math and English classes have administered Star MOY and EOY assessments and implement data analysis protocol to determine Tier 1&Tier2 supports. MTSS coordinator target students for Tier 3 supports.	All Math and English classes have administrered STAR 360 BOY,MOY,EOY assessment to target Tier 1 and Tier 2 supports. During Co-labs, teachers discuss and analyze data from assessments

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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
Improve FOT/SOT rated for EL and DL students	Grades	English Learners	EL FOT = 67% FI SOT =	EL FOT = 75% FI SOT =	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	DL FOT = 79% DI SOT =	DL FOT = 85% DI SOT =	Select Status	Select Status	Select Status	Select Status
Students feel connected to school and curriculum	5E: Supportive Environment	Overall	S/T Trust 73%	S/T Trust 77%	Select Status	Select Status	Select Status	Select Status
		Overall	Post-Sec Expect = 54	Post-Sec Expect = 60	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of our course teams have completed a curriculum review and updating curriculum to meetCPS Criteria	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers have been trained in creating language objectives for students	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	English and Math (9th/10th) administered Star360 BOY and EOY assessments and implement data analysis protocol to determine Tier 1&Tier2 supports. MTSS coordinator target students for Tier 3 supports.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

-5E school commitment had a big decline
 - Tier 1 SEL inconsistent
 - Higher than desired chronically absent rate
 - Disruptive behaviors increase in 4th qtr
 -Trend of teachers requesting PD around conflict
 -Attendance percentages - do students feel invested? How do we reintegrate chronically absent students?
 -5E lowest categories are from students and related to C&W

What is the feedback from your stakeholders?

-What does school commitment look like?
 -Because it's been so overwhelming, do people prefer to leave right away?
 - Tier 1 SEL inconsistent
 - Need increased relational trust between students-teachers
 -Attendance percentages - do students feel invested? How do we reintegrate chronically absent students?
 -5E lowest categories are from students and related to C&W

What student-centered problems have surfaced during this reflection?

-Reduced commitment from teachers impacts the effectiveness of what we are trying to do (RJ, racism, homophobia). Why would I put myself through an uncomfortable afternoon if I'm just going to go home and check out?
 -If a student perceives that a teacher is not as committed, how does that impact their commitment to class/attendance?

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

SEL Integration within instruction
 BHT
 Equitable grading policy
 Courageous Conversation team
 Creating a schoolwide protocol around conflict/restorative practices (RIDER)
 Splitting up BAC and PAC to focus on different issues

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students have expressed not having a connection with a trusted adult, which has contributed to their lack of feeling safe and supported, impacting their overall sense of connectedness and wellbeing at school



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 Why's Root Cause Protocol](#)

As adults in the building, we...

lack adult-to-adult trust, respect, and a culture of accountability which impacts students' connectedness at school and they quality of relationships they have with adults



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....

Foster a community of trust, respect, and accountability among the adults in the building



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...

Increased opportunities and effectiveness in developing community-building skills amongst adults for their students



Adults comfortably engaging in discourse with other adults about the decisions they make for their class

which leads to...
 Adults modeling the relationships skills they want to see from and within their students
 Students experiencing connectedness and wellbeing through positive adult relationships

[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		Dates for Progress Monitoring Check Ins		
		Q1 10/11/2023	Q3 3/13/2024	
		Q2 12/13/2023	Q4 6/6/2024	
SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring	
Implementation Milestone 1	Co-design sustainable feedback loop through student and staff surveys	Admin, ILT, CIWP team	June 7th, 2024	In Progress
Action Step 1	Design and implement quarterly+ staff and student surveys designed to collect feedback on our priority to develop inclusive, supportive school culture	Admin, CIWP, Student Voice	Sept, 2023	In Progress
Action Step 2	Design, discuss and begin implementation on the 'why and how' collected feedback from student and staff surveys identifies school needs and drives decision-making in support programs	Admin, CIWP, ILT	Quarter 1, SY24	In Progress
Action Step 3	Admin team shares back feedback and impact cycles	Admin	End of Q1	Not Started
Action Step 4	CIWP team evaluates fidelity of feedback cycles to steps toward school improvement	Admin, CIWP	End Sem 1	Not Started
Action Step 5	CIWP team designs the feedback cycles for SY25	Admin, CIWP	End of Q4	Not Started
Implementation Milestone 2	Develop teacher capacity in collaboration around SEL integration	ILT	June 7th, 2024	Select Status
Action Step 1	Build ILT leadership to lead ILT Theory of Action around SEL Integration	LG/CLC	Ongoing	Select Status
Action Step 2	Create peer-visit note-catcher that aligns with SEL and gives meaningful feedback to teachers	LG/ILT	October 15, 2023	Select Status
Action Step 3	Create cycle for peer visits and complete 2 cycles	ILT	June 4, 2024	Select Status
Action Step 4	Create space for collaboration among different department		once a month	Select Status
Action Step 5	Data review to progress monitor work	Admin/ILT	BOY, MOY, EOY	Select Status
Implementation Milestone 3	Tuesday Co-Labs have been successful and practices are seen in the majority of classes	Support team leaders Teacher leaders	June 7th, 2024	In Progress
Action Step 1	Quarterly calendar developed for Restorative practices, BHT and SEL Tier 1 classroom level supports, led by team specialists, 1 session per team, per quarter	Admin, Deans, BHT, ILT	Quarter 1	In Progress
Action Step 2	Quarterly calendar developed which identifies classrooms implementing Tier 1 strategies presented in specialist sessions, to lead teacher-to-teacher collaborative sharing from practice	Admin, Deans, BHT, ILT, teacher leaders	Quarter 1	In Progress
Action Step 3	Admin team provides Collab session preparation support for teams and teacher leaders, in advance of their sessions	Admin, Session leaders	Quarters 1-4	Not Started
Action Step 4	Teacher feedback is collected at each collab session on impact and value	Admin team	Quarter 1	Not Started
Action Step 5	Evidence is collected and shared school-wide through EOY/MOY/BOY walks and REACH evaluation cycles on the percentage of classrooms implementing shared/similar practices to those presented in collabs	Admin team	Quarters 1-4	Not Started
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
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

[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).

IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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.

-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
Improve trust and community among adults	Yes	Quality Indicators of Specially Designed Curriculum	Overall				
			Select Group or Overall				
Improve students connectedness to school community and classroom	Yes	5E: Supportive Environment	Students with an IEP				
			English Learners				

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. 🏆

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆	SY24	SY25	SY26
		I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Through the Co-lab support model, teachers will be both presenting leaders (sharing practices aligned to CIWP goals which focus on support strategies for diverse learners) and peer learners (participating in the teacher and specialist led PD sessions in Co-Labs and full school professional development days. This will be known as a learning year - success rate will be full faculty participation rates in school-led professional learning cycles	
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Through the Co-lab support model, teachers will be both presenting leaders (sharing practices aligned to CIWP goals which focus on support strategies for EL learners) and peer learners (participating in the teacher and specialist led PD sessions in Co-Labs and full school professional development days. This will be known as a learning year - success rate will be full faculty participation rates in school-led professional learning cycles		Beginning in SY25, we will move fully into implementation cycles, which will include schoolwide walkthroughs collecting evidence for implementation of practices developed in our learning year. The measure will be evidence observed in some, most and/or all classrooms/.	SY26 will continue earning cycles, and expand to greater number of teacher leaders presenting in peer learning sessions, highlighting those who have fully developed these practices, but also those seeking feedback from teacher peers. Newly added staff members will be a priority, as well greater focus on actual in classroom observations as the mode of learning opportunities, less reliance on formal pd sessions.
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
Improve trust and community among adults	Quality Indicators of Specially Designed Curriculum	Overall			On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improve students connectedness to school community and classroom	5E: Supportive Environment	Students with an IEP			On Track	Select Status	Select Status	Select Status
		English Learners			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Through the Co-lab support model, teachers will be both presenting	On Track	Select Status	Select Status	Select Status

I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Through the Co-lab support model, teachers will be both presenting	On Track	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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

- Required Math Goal** Grades: Improve FOT/SOT rated for EL and DL students
- Required Reading Goal** Grades: Improve FOT/SOT rated for EL and DL students
- Optional Goal** 5E: Supportive Environment: Students feel connected to school and curric...

Student Groups	Baseline	SY24	SY25	SY26
English Learners	EL FOT = 67% EL SOT = 62%	EL FOT = 75% EL SOT = 67%	EL FOT EL SOT	EL FOT = 90% EL SOT = 85%
	DL FOT = 79% DL SOT = 87%	DL FOT = 85% DL SOT = 90%	DL FOT DL SOT	DL FOT 95% DL SOT 95%
Students with an IEP	EL FOT = 67% EL SOT = 62%	EL FOT = 75% EL SOT = 67%	EL FOT EL SOT	EL FOT = 90% EL SOT = 85%
	DL FOT = 79% DL SOT = 87%	DL FOT = 85% DL SOT = 90%	DL FOT DL SOT	DL FOT 95% DL SOT 95%
Overall	S/T Trust 73%	S/T Trust 77%	S/T Trus	S/T Trust 95%
Overall	Post-Sec Expec	Post-Sec Exp	Post-Sec	Post-Sec Expec

Parent and Family Plan

If Checked:	<input type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</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>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>
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 PAC and BAC are currently developing the SY24 budget, which will include: parent meetings (Senior and Freshmen priority Sept. 2023), parent workshops ongoing on topics identified by PAC, mid-year and end of year celebrations for student success 

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