

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Ibett Ortiz - EL Program Teacher/MTSS Lead	Teacher Leader	iortiz1@cps.edu
Cynthia Holzmann - Interventionist/MTSS Lead/Assessment Coordinator	Teacher Leader	cmholzmann@cps.edu
Denise Escoto - DL Teacher	Teacher Leader	descoto@cps.edu
Neveen Shamah - 6th ELA	Teacher Leader	nkeblawe@cps.edu
Kristel do Rosario - 2nd grade	Teacher Leader	kpnegrete@cps.edu
Mayra Zamora - Case Manager	Teacher Leader	mazamora5@cps.edu
Marla Elitzer	Principal	maelitzer@cps.edu
Linda Montes	AP	lmontes@cps.edu
Jenna Leitner-7/8 ELA	Teacher Leader	jleitner@cps.edu
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/9/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	4/27/23	5/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/27/23	5/25/23
Reflection: Connectedness & Wellbeing	5/23/23	5/25/23
Reflection: Postsecondary Success	9/6/23	9/6/23
Reflection: Partnerships & Engagement	9/6/23	9/6/23
Priorities	4/27/23	5/25/23
Root Cause	7/31/23	7/31/23
Theory of Acton	7/31/23	8/1/23
Implementation Plans	8/1/23	8/18/23
Goals	8/1/23	8/18/23
Fund Compliance	8/28/23	9/6/23
Parent & Family Plan	8/28/23	9/6/23
Approval	9/6/23	9/13/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	1/8/2024
Quarter 3	4/2/2024
Quarter 4	5/28/2024

**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
No	<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><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>It was determined, based on data, teachers need high quality, curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. </p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
No	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>		<p><a href="#">STAR (Math)</a></p>
No	<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> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Students felt they weren't pushed, their teacher didn't hold high expectations and they weren't provided timely and specific feedback. </p>	<p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		<p><a href="#">Interim Assessment Data</a></p>
No	<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> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Based on the data; School-wide learning cycle included; a professional development on the planning and implementation of Sheltered Instruction (SIOP). GLMs were focused on providing staff with strategies to collaboratively plan rigorous instruction and tasks and include the implementation of a student centered classroom environment. </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.

Many of our students are off track and are not meeting grade level standards. Based on our walks the data suggest our students are disengaged due to lack of rigorous, culturally relevant, grade level instruction.

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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
Yes	<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><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">MTSS Integrity Memo</a></p>	<p>While we know we have room to grow, we have strong structures and protocols in place to ensure implementation of the MTSS framework takes place with fidelity. </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p>

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

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

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

There are learning gaps we need to address for students. We see a larger number of students needing tiered support. We need to improve tier I curriculum and instruction. 🍌

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

Staff have asked for additional pop up sessions after school for support as well as work time during grade level meetings. 🍌

**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?**

We are working to improve around progress monitoring with fidelity. Plans are being completed by staff. Our MTSS leads are supporting around setting goals, the interventions themselves, and progress monitoring. 🍌

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

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<i>Review of 5Es and Cultivate Data - 5Es-Students do not feel safe and supported. We need to improve classroom community and relationships between s:s and S:T. If students feel safe and supported, student trust, student engagement and attendance will improve. Many students do not feel that teachers care.</i> 🍌	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<b>What is the feedback from your stakeholders?</b> Based on student data, students feel they are not safe or supported. There is a low level of student to student and student to teacher trust based on the 5Es. Lack of academic press was also noted. 🍌	<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>	
Review of 5Es and Cultivate Data - 5Es-Students do not feel safe and supported. We need to improve classroom community and relationships between s:s and S:T. If students feel safe and supported, student trust, student engagement and attendance will improve.	Healing centers are utilized in every classroom. A student SEL committee gives voice to students to improve student agency around a safe school environment. Student LSC member provides input from students.		

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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
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>  An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Our counselors are implementing Success Bound curriculum. We offer HS Algebra during the day to students who qualify.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>
Yes	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>
Yes	<a href="#">Work Based Learning Toolkit</a>  Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<b>What is the feedback from your stakeholders?</b> Students appreciate information around college, careers, and civic life.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Select Rating	<a href="#">PLT Assessment Rubric</a>  There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<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>	
Select Rating	<a href="#">Alumni Support Initiative One Pager</a>  Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	We would like to continue offering: workshops around HS information and preparation to students and parents; Career Days, and the Success Bound Curriculum.	

**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.  
 There are many programs for students that are offered (for ex: High Jump). However, distance and transportation hinder access for our students.

## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <p>We are always working to improve in this area. We would like to see an increase in family participation. We purchased the Remind App to increase 2 way communication. Our community partnerships include: Changing Worlds, CIS-Communities in Schools, Catholic Charities, Pilsen Wellness, Alivio, Gads Hill, YMCA, Boys/Girls Club, CPSScore, IL Youth Soccer, and University partners. We have a Student Voice Committee and Student SEL Committee as well as a student representative on our Local School Council. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p><a href="#">Student Voice Infrastructure Rubric</a></p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>After sharing an engagement survey with families, we received only a handful of responses. We are asking for input around meetings and whether families prefer in person or virtual meetings. We also asked for their preferred time of day. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>In order for us to better support our students, we need families to become involved in our learning community. 🍌</p>		<p>We are working with BAC/PAC and LSC parents to help us engage with more families. The impact is a greater sense of community and partnership for our families. Student success is positively impacted as well. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
No	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
No	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?

It was determined, based on data, teachers need high quality, curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

What is the feedback from your stakeholders?

Students felt they weren't pushed, their teacher didn't hold high expectations and they weren't provided timely and specific feedback.

What student-centered problems have surfaced during this reflection?

Many of our students are off track and are not meeting grade level standards. Based on our walks the data suggest our students are disengaged due to lack of rigorous, culturally relevant, grade level instruction.

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?

Based on the data; School-wide learning cycle included; a professional development on the planning and implementation of Sheltered Instruction (SIOP). GLMs were focused on providing staff with strategies to collaboratively plan rigorous instruction and tasks and include the implementation of a student centered classroom environment.

Return to Top Determine Priorities

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

Students...  
 Many of our students are off track and are below grade level standards. Based on our Rigor Walks, the data suggests our students are disengaged due to the lack of rigorous, culturally relevant grade level instruction.

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...  
 are teaching below grade level standards and may be utilizing below grade level curriculum. Many teachers feel that is necessary to fill in their students' gaps.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we...  
 create cycles of learning around the understanding and implementation of a high quality, rigorous, culturally relevant curriculum.

Resources:

**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 planning and delivering rigorous instruction and opportunities for student discourse



which leads to...

increased student engagement and growth in district wide assessments.



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

Resources:

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

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023

Q3 4/2/2024

Q2 1/8/2024

Q4 5/28/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	Teachers will understand how to navigate and implement rigorous grade level curriculum (Unique, Skyline ELA K-8, Skyline Math 6-8, Eureka Math K-5, Amplify Science K-8, Social Science Skyline k-8, TSGold Prek, Music, Art, PE)	ILT	June 2024	In Progress
<b>Action Step 1</b>	Teachers will attend the District Skyline PL	Staff	6/6/2024	In Progress
<b>Action Step 2</b>	Professional Learning at Grade level meetings around Skyline implementation and rigor	ILT	6/6/2024	In Progress
<b>Action Step 3</b>	Teacher Teams planning time after school provided	Teachers/Teacher Leads	6/6/2024	In Progress
<b>Action Step 4</b>	Professional Learning at grade level meetings to include Assessment Based Planning	ILT	6/6/2024	Not Started
<b>Action Step 5</b>	Teachers will integrate the Arts in a minimum of two units in any content area twice a year. ALT-Arts Leadership Team will provide support.	ALT	6/6/2024	In Progress
<b>Implementation Milestone 2</b>	Teachers will be able to scaffold instruction to ensure ALL students have access to grade level standards., including ELs and DLs.	ILT	June 2026	Select Status
<b>Action Step 1</b>	Professional Learning at Grade level meetings around utilizing strategies for scaffolding provided in curriculum for all students; including DL, EL and students who need enrichment	ILT	June 2026	Select Status
<b>Action Step 2</b>	Ongoing data analysis of practice and performance data	Teachers/Teacher Leads	6/1/2026	Select Status
<b>Action Step 3</b>	Ongoing support for teachers to set and document goals for students needing Tier II and Tier III support in BrMs	Teachers/Teacher Leads/MTSS Leads	6/1/2026	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Opportunities provided for Coaching with Teacher Leads for ALL staff	ILT	June 2025	Select Status
<b>Action Step 1</b>	ILT will develop protocol and expectations around coaching	ILT	June 2025	Select Status
<b>Action Step 2</b>	Provide Professional development to build capacity with our teacher leaders around coaching	Mrs. do Rosario	June 2025	Select Status
<b>Action Step 3</b>	PLC books to support our work around coaching	ILT	June 2025	Select Status
<b>Action Step 4</b>	Create goals for coaching cycle	ILT	June 2025	Select Status
<b>Action Step 5</b>				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**

<b>SY25 Anticipated Milestones</b>	Opportunities provided for Coaching with Teacher Leads for ALL staff .	
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**SY26 Anticipated Milestones**

Teachers will be able to scaffold instruction to ensure ALL students have access to grade level standards.



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

**Resources:**

IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will increase overall score by 1.5% each year.	Yes	STAR (Reading)	Students with an IEP	67%-red, 5%-yellow, 14% watch, 14% green			
			English Learners	37%-red, 31% yellow, 15% watch, 17% green			
Students will increase overall score by 1.5% each year.	Yes	STAR (Math)	English Learners	35%-red, 23% yellow, 18% watch, 23% green			
			Students with an IEP	68%-red, 14% yellow, 5% watch, 14% green			

**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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers using Skyline ELA K-8 Skyline Math 6-8 Skyline SS 6-8	100% of teachers using Skyline SS K-8 Skyline Math K-5	Grade level, CCSS assessments utilized every 5 weeks
C&I:2 Students experience grade-level, standards-aligned instruction.	Verbal and visual evidence of Learning Targets are observed. Students are listening, speaking, reading, and writing at grade level.	Rigor Walk data shows student tasks are aligned to grade level. Students are aware of expectations around grading and are able to monitor their own progress.	Students are challenging and questioning each other. and are intereracting with partners or groups to ensure all group members achieve the learning target as measured by our rigor walks
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.	Collaboration logs show Diverse learner teachers collaborate with classroom teachers to ensure all diverse learners are provided support in their LRE	Gen ed teachers lesson plan with their diverse learner partners to ensure students are able to access the curriculum in their LRE	Diverse Learner teachers co teach with their gen ed partners in the student's LRE as evidenced in plans

**Return to Top** **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will increase overall score by 1.5%	STAR (Reading)	Students with an IEP	35%-red, 23% yellow, 18% watch, 23% green		Limited Progress	Select Status	Select Status	Select Status



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">STAR (Reading)</a>	<a href="#">STAR (Math)</a>	Select the Priority Foundation to pull over your Reflections here =>					
1.5% each year.					English Learners	37%-red, 31% yellow, 15% watch, 17% green	Limited Progress	Select Status	Select Status	Select Status
Students will increase overall score by 1.5% each year.	STAR (Math)				English Learners	#REF!	Limited Progress	Select Status	Select Status	Select Status
					Students with an IEP	68%-red, 14% yellow, 5% watch, 14% green	Limited Progress	Select Status	Select Status	Select Status

Identified Practices	Practice Goals		Progress Monitoring			
	SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	100% of teachers using K-8 Skyline SS 6-8	Skyline ELA Skyline Math 6-8	Limited Progress	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Verbal and visual evidence of Learning Targets are observed. Students are listening, speaking, reading, and writing at grade level.		Limited Progress	Select Status	Select Status	Select Status
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.	Collaboration logs show Diverse learner teachers collaborate with classroom teachers to ensure all diverse learners are provided support in their LRE		Limited Progress	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
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?

Review of 5Es and Cultivate Data - 5Es-Students do not feel safe and supported. We need to improve classroom community and relationships between s:s and S:T. If students feel safe and supported, student trust, student engagement and attendance will improve. Many students do not feel that teachers care.

What is the feedback from your stakeholders?

Based on student data, students feel they are not safe or supported. There is a low level of student to student and student to teacher trust based on the 5Es. Lack of academic press was also noted.

What student-centered problems have surfaced during this reflection?

Review of 5Es and Cultivate Data - 5Es-Students do not feel safe and supported. We need to improve classroom community and relationships between s:s and S:T. If students feel safe and supported, student trust, student engagement and attendance will improve.

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?

Healing centers are utilized in every classroom. A student SEL committee gives voice to students to improve student agency around a safe school environment. Student LSC member provides input from students.

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Determine Priorities

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

Students...

According to 5Es and Cultivate data, students do not feel safe and supported. We need to improve classroom community and relationships between s:s and S:T. If students feel safe and supported, student trust, student engagement and attendance will improve.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we...

do not cultivate a community throughout the year. As adults, we need to become aware of our own triggers and biases. Staff is not always intentional around creating the sense of belonging for our students.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

provide PD around building classroom and school wide community and creating a sense of belonging



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

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

Resources:

then we see....

All stakeholders partnering with our school to create a student centered environment with increased engagement and opportunities for student discourse, voice/choice and productive struggle



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

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

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

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

which leads to...

increased engagement, attendance, and improved Cultivate and 5Essentials metrics



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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

SEL team

### Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 4/2/2024

Q2 1/8/2024

Q4 5/28/2024

### SY24 Implementation Milestones & Action Steps

### Who

### By When

### Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Build classroom and school wide community and ownership to ensure staff, students, and families feel a sense of belonging	SEL Team	June 2026	In Progress
<b>Action Step 1</b>	Quarterly Professional Learning provided to staff around strategies to build a sense of belonging and a sense of community within the school environment utilizing Conscious Discipline ideas.	SEL Team	June 2026	In Progress
<b>Action Step 2</b>	School wide stakeholders to plan Cultural Celebrations and school wide events to engage students and families before and afterschool	SEL Team	June 2026	In Progress
<b>Action Step 3</b>	Teachers will Integrate the Arts across units of study twice a year to increase student engagement	ALT	November 2024	Select Status
<b>Action Step 4</b>	Increase opportunities for student voice and choice in classrooms and school wide	SEL/SVC	June 2026	Select Status
<b>Action Step 5</b>	Increase leadership opportunities for students to lead the work around sense of belonging and building community school wide including school-wide Mentors/Buddies	SEL Team		Select Status
<b>Implementation Milestone 2</b>	Increase student engagement through a variety of strategies and activities in the classroom and school wide	SEL team	June 2026	Select Status
<b>Action Step 1</b>	Professional Learning to Increase opportunities for student discourse in every content area throughout their day	ILT Team	June 2026	Select Status
<b>Action Step 2</b>	ILT will ensure there is an increase of opportunities for student voice and choice within the curriculum.	ILT Team	June 2026	Select Status
<b>Action Step 3</b>	Extra Curricular opportunities (Sports, Academics, Fine Arts, Interventions, Mentoring, etc.) to encourage students to participate within the school community in a variety of ways .	OST Team	October 2023	Select Status
<b>Action Step 4</b>	Partnership with Community In schools (CIS) to provide opportunities to empower students to engage in school and develop lifelong skills in school and beyond.	OST Team	October 2023	Select Status
<b>Action Step 5</b>	Google survey to engage student perspective around supportive	Counselors	October 2023	Select Status
<b>Implementation Milestone 3</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
<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 Anticipated Milestones** Increase student engagement through a variety of strategies and activities in the classroom and school wide

**SY26 Anticipated Milestones** Build classroom and school wide community and ownership to ensure staff, students, and families feel a sense of belonging

[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
Build relationships and a sense of belonging to create a supportive environment (student-teacher trust)	Yes	Increase Average Daily Attendance	Overall	92.5			
			Select Group or Overall				
Create an environment that encourages academic risk taking and a growth mindset (academic personalism-teachers connect with students in the classroom and support them in achieving their goals)	Yes	3 - 8 On Track	Overall	39			
			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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will implement Paths Tier I SEL curriculum in Prek-3 and Second Step Tier I SEL curriculum in 4-8	Decrease in misconducts	Increase in attendance
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.	BHT Key Components Assessment -All indicators are fully implemented with fidelity	Every referred student is assigned a gatekeeper to ensure appropriate data is collected through collaboration and communication with service providers and staff	Every referred student is receiving ongoing, appropriate supports
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
Build relationships and a sense of belonging to create a supportive	Increase Average Daily	Overall	92.5		On Track	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing					
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>					
belonging to create a supportive environment (student-teacher trust)		Attendance		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Create an environment that encourages academic risk taking and a growth mindset (academic personalism-teachers connect with students in the classroom and support them in achieving their goals)	3 - 8 On Track	Overall		39	Limited Progress	Select Status	Select Status	Select Status		
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status		

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will implement Paths Tier I SEL curriculum in Prek-3 and S	On Track	Select Status	Select Status	Select Status
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.	BHT Key Components Assessment -All indicators are fully impleme	Limited Progress	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** STAR (Math): Students will increase overall score by 1.5% each year.

**Required Reading Goal** STAR (Reading): Students will increase overall score by 1.5% each year.

**Optional Goal** Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
English Learners	35%-red, 23% yellow, 18% watch, 23% green			
Students with an IEP	68%-red, 14% yellow, 5% watch, 14% green			
Students with an IEP	67%-red, 5%-yellow, 14% watch, 14% green			
English Learners	37%-red, 31% yellow, 15% watch, 17% green			

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

We have identified Curriculum, Instruction, and Connected & Well-being as priority areas.



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