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).

Name ✍	Role ✍	Email ✍
Dr. Aaron Rucker	Principal	arucker@cps.edu
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Sheila Martin	Teacher Leader	smmartin2@cps.edu
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Shermeka Kellum	Inclusive & Supportive Learning Lead	skellum@cps.edu
Safiya Edwards	Connectedness & Wellbeing Lead	sedwards42@cps.edu
Vivian Wallace	PAC Chair	vmwallace@cps.edu
Yolanda Johnson	Parent	yolandajohnson652@icloud.com
Jessica Taylor	Partnerships & Engagement Lead	jdtaylor27@cps.edu
Lucinda Harrell	Teacher Leader	lpharrell@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/5/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/11/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	7/12/23
Reflection: Connectedness & Wellbeing	7/11/23	7/12/23
Reflection: Postsecondary Success	7/11/23	7/12/23
Reflection: Partnerships & Engagement	7/11/23	7/12/23
Priorities	7/12/23	7/12/23
Root Cause	7/12/23	7/19/23
Theory of Acton	7/27/23	7/27/23
Implementation Plans	8/2/23	8/28/24
Goals	8/28/24	8/29/24
Fund Compliance	8/29/24	8/29/24
Parent & Family Plan	8/29/24	8/29/24
Approval	9/7/23	9/7/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/20/2023
Quarter 2	12/22/2023
Quarter 3	3/16/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	In SY24, Ryder is adopting new curriculum for Reading, Math an Social Science. ✏️ -Based on the Instructional walk-throughs, we know that we have glows and grows within our curriculum and instruction that are our priorities for growing teacher capacity. -The adoption of the new curriculum will allow students in all grade levels to have access to high quality curriculum in all content areas. -Daily assessments for learning has not been consistent. -It will be important to have a plan in place for teachers to create consistent opportunities for students to demonstrate their understanding in different ways. -Teachers will need consistent training and professional development in order to effectively implement the high quality curriculum chosen -Teachers need to know and understand how to ustilize all components and resources within the curriculum in order to alleviate the need for supplemental materials	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️ *-Concerns about access, viability, and implementation of a new curriculum* *-Ensuring that there are check-in throughout the year to ensure teachers are growing in their ability to navigate curriculum* *-Implementing quality and effective assessment practices that yield data that can be effectively used to drive instruction but does not overwhelm students in addtion to district and state tests* *-*	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** *[impact on most students; impact on specific student groups]* ✏️ *-We are currently adopting new high quality curriculum in Reading, Math and Social Science.* *-Assessment plan includes interim assessments throughout the school year* *-Creation of pacing guides for each subject* *-Use of digital platforms to increase data collection to inform instruction* *-Ongoing training and Professional Development with how to effectIvely implement the new curriculum* *-The impact would be higher student achievement and growth for all student groups.*	

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.

[problems experienced by most students; problems experienced by specific student groups] ✏️

-All students not reveiving high quality, Tier 1 instruction
-All students are not receiving instruction in ALL standards within their grade
-IAR attainment
-Students are not moving to the next tier at a steady rate.

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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
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ *-Need to establish a problem solving process according to the MTSS integrity memo* *-Do a better job of communicating with parents about our MTSS process and supports for students* *-Implement 3 day draft for IEPs to ensure timely completion, provide ongoing training on IEP development and monitor the fidelity of IEP implementation* *-Content vocabulary is being used but not consistently across all subject areas, in every class* *-Plan needed to collect data to inform planning of acacdemic*	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
No	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.	

Right column references:
- 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?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

-Students wanting and needing extra "help" but needing to know the process, what it looks like and how it is monitored
-Parents asking questions about student supports
-Teachers understanding the process for recommending students for support with the BHT Team
-Stakeholders understanding all of the pieces of starting the process for recommending students for support services with data

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

[impact on most students; impact on specific student groups]

-Clearing up the misconception that MTSS does not include diverse learner students
-Ensuring that attendance and behavior is viewed and implemented with the same fidelity as academics
-
-

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

-Students were not always aware of the tier that they were in, how tiers are determined, and what it meant to move between the tiers
-Fidelity of intervention happening with students
-The connection between student attendance, delivering interventions with fidelity, and progress monitoring
-Students recieving the proper tier of intervention

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Behavioral Health Team and Culture and Climate Team exist and function according to district implementation standards. Tier 1, school- wide SEL curriculum can be implemented with fidelity. Teachers will utilize Skyline intergrated SEL. Encourage diverse learner staff to participate in extra-curriculum activites.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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?** - Diverse learner parents inquiring about after school programs for their students - Teachers/Staff not fully implementing restorative practices and tier 1 SEL consistently and with fidelity across the school year which led to an increase in disruptions.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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?**
- Low student attendance rate - All students do not have equitable access to OST due to lack of qualified staff - Students not receiving all avaiable services/resources due to low teacher referral ✏️	- At the start of the new year, BHT and CCT will host consistent meetings and stay on track to monitor and reach goals across school year. ✏️ - Teacher will become familiarized with Skyline intergrated SEL and school wide SEL curriculum to support student social and behavioral well-being. - Will create and implement weekly attendance school-wide goals and create effective re-entry plans for T2-T3 students attendance and behavior concerns. - School will encourage DL teacher participation in OST to increase opportunities to supplement DL student learning.

Postsecondary Success

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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	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ *-Teacher and counselor will continue to implement Success Bound with fidelity* *-A plan needs to be created in order to expose students to different careers and career paths*	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** -None ✏️	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	-Continue to implement Success Bound with fidelity ✏️ -Possibly incorporing cluster students in Naviance	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
- Students have limited exposure to postsecondary career opportunities outside of Naviance Career Exploration. ✏️ -

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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.	Spectrum of Inclusive Partnerships	-Create a family engagement plan which includes ways for families to collaborate and partner with the school (i.e. PAC meetings, surveys, school events, etc.) -To establish specific goals for student voice and create a plan to effectively create change within the school community ✏️	Cultivate 5 Essentials Parent Participation Rate 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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	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).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️ *-Students and parents like the coat and clothes drive and student giveways* *- Parents express interest in having more parent conferences as the one they attended last school year with the PAC*	

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.

[problems experienced by most students; problems experienced by specific student groups] ✏️

-Students have not had many opportunities to partner with adults in the building around decision making (ie. committees, meetings, etc.)

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?

[impact on most students; impact on specific student groups] ✏️
- Student representation on all school teams and committees
-Student representation at most meetings.
-Monthly events that involve parents and community

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

In SY24, Ryder is adopting new curriculum for Reading, Math an Social Science.
-Based on the Instructional walk-throughs, we know that we have glows and grows within our curriculum and instruction that are our priorities for growing teacher capacity.
-The adoption of the new curriculum will allow students in all grade levels to have access to high quality curriculum in all content areas.
-Daily assessments for learning has not been consistent.
-It will be important to have a plan in place for teachers to create consistent opportunities for students to demonstrate their understanding in different ways.
-Teachers will need consistent training and professional development in order to effectively implement the high quality curriculum chosen
-Teachers need to know and understand how to utilize all components and resources within the curriculum in order to alleviate the need for supplemental materials

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

-Concerns about access, viability, and implementation of a new curriculum
-Ensuring that there are check-in thoroughout the year to ensure teachers are growing in their ability to navigate curriculum
-Implementing quality and effective assessment practices that yield data that can be effectively used to drive instruction but does not overwhelm students in addtion to district and state tests
-

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

-All students not reveiving high quality, Tier 1 instruction
-All students are not receiving instruction in ALL standards within their grade
-IAR attainment
-Students are not moving to the next tier at a steady rate.

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?

[impact on most students; impact on specific student groups]
-We are currently adopting new high quality curriculum in Reading, Math and Social Science.
-Assessment plan includes interim assessments throughout the school year
-Creation of pacing guides for each subject
-Use of digital platforms to increase data collection to inform instruction
-Ongoing training and Professional Development with how to effectlvely implement the new curriculum
-The impact would be higher student achievement and growth for all student groups.

Determine Priorities

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

Students...

>Students not receiving instruction across all grade level standards in order to increase student achievement.

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.

Root Cause

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

As adults in the building, we...

Prior to the start of instruction, there was no deep dive into the curriculum in order for ILT to provide clear expectations around curriculum usage, planning, implementation and professional development.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

If teachers receive professional development on the planning and implementation of a high quality curriculum, along with continued coaching and feedback...

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

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 the curriculum and all of its components as designed to:
>deliver instruction that is paced to address all grade level standards within the gradeband
>engage students in the learning experience
>collect data to inform instruction, and
>provide targeted supports to all students as needed

which leads to...

High student achievement and growth.

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 ✏️

Ms. Clay, Ms. Martin, Ms. Simms, Ms. Harrell, Ms. O'Neill

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/16/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✏️	**Who** 👍	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1 — Throughout SY24, teachers will recieve professional development in My View/My Perspectives, Envisions Math, and Skyline Social Science.	ILT Team	Ongoing	In Progress
Action Step 1 — Teachers recieve ongoing professional development throughout SY23-24 (Curriculum providers, Network 11, and school level)	All Teachers	Ongoing	In Progress
Action Step 2 — ILT will create continuous learnng cycles for effective implementation of the curriculum	ILT and GLT	Ongoing	Not Started
Action Step 3 — Team leads will provide weekly ongoing PD during grade band meetings	ILT and GLT	Ongoing	In Progress
Action Step 4 — Leads/coaches will progress monitor continuous improvement through classroom observations	Coaches and Teachers	Ongoing	Not Started
Action Step 5 — Leads/coaches identify teachers to highlight to share their best practices during grade level meetings and peer observations	Coaches and Teachers	Ongoing	Not Started
Implementation Milestone 2 — All teachers will receive coaching and feedback		Ongoing	In Progress
Action Step 1 — Assign each teacher a coach	Admin/ILT	8/14/2023	Completed
Action Step 2 — Each coach creates a schedule for observation and feedback	Coaches	8/30/2023	In Progress
Action Step 3 — Each coach observes and provides feedback according to the schedule	Coaches	Ongoing	In Progress
Action Step 4 — Each coach will observe to progress monitor feedback given	Coaches	Ongoing	Not Started
Action Step 5 — Each coach will research and provide best practices for teachers they coach	Coaches	Ongoing	Not Started
Implementation Milestone 3 — Teachers will use all components within the curriculum to provide needed interventions to students	All Teachers	Ongoing	In Progress
Action Step 1 — Coaches will deep dive the curriculum to identify and list each component (print and digital) and its use	Coaches	10/20/2023	In Progress
Action Step 2 — Coaches will determine the best practices for each component	Coaches	10/20/2023	In Progress
Action Step 3 — During grade level meetings, team leads will highlight those components used to support Tier 1 Instruction	Coaches/GLT	Ongoing	Not Started
Action Step 4 — During grade level meetings, team leads will highlight those components used to support Tier 2 and Tier 3 instruction	Coaches/GLT	Ongoing	Not Started
Action Step 5 — Coaches will progress monitor effective use of components or lack there of through lesson annotations, classroom observations and provide feedback	Coaches	10/20/23	Not Started
Implementation Milestone 4 — Teachers will effectively annotate lesson on a weekly basis	All Teachers	Ongoing	In Progress
Action Step 1 — ILT will share the lesson annotation suggestions with all teachers	All Teachers/ILT	Ongoing	In Progress
Action Step 2 — ILT will create a share a lesson annotation checklist for teachers to complete before submitting weekly annotations	All Teachers/ILT	8/30/23	In Progress
Action Step 3 — Team Leads will check for lesson submission each week	Team Leads/Coaches	Ongoing	In Progress
Action Step 4 — Coaches will provide weekly feedback for lesson annotations	Coaches	Ongoing	Not Started
Action Step 5 — Team Leads/coaches will provide grade level and/or individual annotation pd's as needed	Team Leads/Coaches	Ongoing	Not Started

SY25-SY26 Implementation Milestones

<div align="right">

Curriculum & Instruction

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SY25 Anticipated Milestones

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

-Using curriculum assessments and assignments to provide targeted instruction at each Tier

SY26 Anticipated Milestones

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

-Strengthen instructional practices at each Tier

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 on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
55 % of K-2 Students will attain Early or Above Grade Level status in Reading and Reading readiness skills	Yes	iReady (Reading)	Overall	44	55	70	80
			Overall				
45% of 3-8 Students will attain at or above grade level status increased by 12 % on Reading EOY standardized testing	Yes	STAR (Reading)	Overall	23	45	60	75
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will deliver instruction using a high quality curriculum according to the pacing suggested daily pacing and quarterly pacing given by the team leads.	Effectively using curriculum assessments to inform instruction and Tiering of students.	Teachers will know and understand all components of the curriculum and its intended use in order to deliver the appropriate Tier 1, Tier 2 and Tier 3 instruction (core, interventions, and enrichments).
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will plan for and deliver on grade-level tier 1 instruction in all curriculum areas in which their learning objectives and student activities align with their grade level CCSS.	Teacher will strengthen grade level, Tier 1 instruction through acceleration and just in time supports.	Teachers will increase rigor of their grade level standards aligned instruction and learning activities using Bloom's Taxonomy.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will provide intentional feedback for academic improvement.	Teachers will create classrooms that are responsive to the students' ideas, needs and suggestions.	Teachers will plan meaningful work that addresses the students' autonomy, competence and relationships.

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
55 % of K-2 Students will attain Early or Above Grade Level status in	iReady (Reading)	Overall	44	55	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
of Above Grade Level status in Reading and Reading readiness skills	iReady (Reading)	Overall						
45% of 3-8 Students will attain at or above grade level status increased by 12 % on Reading EOY standardized testing	STAR (Reading)	Overall	23	45	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will deliver instruction using a high quality curriculum according to the pacing suggested daily pacing and quarterly pacing given by the team leads.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will plan for and deliver on grade-level tier 1 instruction in all curriculum areas in which their learning objectives and student activities align with their grade level CCSS.	On Track	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will provide intentional feedback for academic improvement.	Limited Progress	Select Status	Select Status	Select Status

Connectedness & Wellbeing

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.
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?

Behavioral Health Team and Culture and Climate Team exist and function according to district implementation standards. Tier 1, school- wide SEL curriculum can be implemented with fidelity. Teachers will utilize Skyline intergrated SEL. Encourage diverse learner staff to participate in extra-curriculum activites.

What is the feedback from your stakeholders?

- Diverse learner parents inquiring about after school programs for their students
- Teachers/Staff not fully implementing restorative practices and tier 1 SEL consistently and with fidelity across the school year which led to an increase in disruptions.

What student-centered problems have surfaced during this reflection?

- Low student attendance rate
- All students do not have equitable access to OST due to lack of qualified staff
- Students not receiving all avaiable services/resources due to low teacher referral

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?

- At the start of the new year, BHT and CCT will host consistent meetings and stay on track to monitor and reach goals across school year.
- Teacher will become familiarized with Skyline intergrated SEL and school wide SEL curriculum to support student social and behavioral well-being.
- Will create and implement weekly attendance school-wide goals and create effective re-entry plans for T2-T3 students attendance and behavior concerns.
- School will encourage DL teacher participation in OST to increase opportunities to supplement DL student learning.

Determine Priorities

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

Students...

Students are not equitably receiving all services, supports and resources that are available to them

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.

Root Cause

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

As adults in the building, we...

As adults in the building, we did not create, train, implement an monitor an effective system so that all stakeholders would know all of the supports available and how to make them accessible to the students in need

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

if we create, implement, and progress monitor a system for students to receive services, which is properly communicated to all stakeholders

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

then we see....

then we see an increase in stakeholder awareness and requests for assistance for supports for students ✍️

which leads to...

which leads to an increase in students will receiving the services, supports and/or interventions needed to address their area of concern (ie: attendance, BHT, STLS, etc.) ✍️

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 ✍️
Ms. Clay, Jessica Taylor, Safiya Edwards, Vivian Wallace

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/16/2024
Q2	12/22/2023	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — Throughout SY24, teachers will receive communication on services as well as necessary training on how to identify students in need, data collection and referral completion.	BHT Team, Counseling Department	06/07/2024	In Progress
Action Step 1 — Week Zero Overview of Available Services	BHT Lead	08/25/2023	Completed
Action Step 2 — Behavioral Health Team Meets to Develop System for Services (RFA)	BHT Team	09/27/2023	In Progress
Action Step 3 — Week Five Professional Development: Requesting Services for Students	BHT Lead	09/22/2023	Select Status
Action Step 4 — Communication to Stakeholders (Families) Through Newsletter, Email, Letters Home on Services	BHT Team	Ongoing	Not Started
Action Step 5 — Progress Monitor the System Through Bi-Weekly GLT Check-ins and RFA	BHT Lead	Ongoing	Not Started
Implementation Milestone 2 — Throughout SY24, a system will be established to monitor services and their effectiveness.	BHT Team, Counselors		Not Started
Action Step 1 — BHT Team will identify services and who is responsible for delivering services.	BHT Team	09/27/2023	Not Started
Action Step 2 — BHT will create plan for collecting and effectively disseminating requests to the appropriate service provider.	BHT Team	09/27/2023	Not Started
Action Step 3 — Team will monitor that services are delieved and accomplishing purposed goal through Branching Minds.	BHT Team	06/07/2024	Not Started
Action Step 4 — Team will determine and follow appropriate steps for discontinuing or continuing services based on effectiveness.	BHT Team	06/07/2024	Not Started
Action Step 5 —			Select Status
Implementation Milestone 3 — Throughout SY24, there will be a school-wide stystem for monitoring and incentivising to increase student attendance percentages.			In Progress
Action Step 1 — Attendance team will provide PD on the schoolwide attendance plan for SY24 during Week 0.	Administration, Dean, Team Leads	8/15/2023	Completed
Action Step 2 — Teachers will create individual classroom attendance plans and subm	Attendance Team	Ongoing	Completed
Action Step 3 — Attendance team will meet weekly to review attendance data and provide targeted interventions to students needing Tier 2 and Tier 3 support.	Attendance team	Ongoing	In Progress
Action Step 4 — Attendance team will progress monitor attendance interventions in Branching Minds.	Attendance Lead	Ongoing	In Progress
Action Step 5 — Attendance team will host weekly and monthly attendance incentives	Attendance Team	Ongoing	In Progress
Implementation Milestone 4 — Parents will recieve communication on resources and events available to students and families along with an opportunity for feedback			Not Started
Action Step 1 — CCT/BHT Team leads will create a monthly parent newsletter	BHT Lead	Ongoing	Not Started
Action Step 2 — PAC/CCT/Counselors will conduct monthly parent meetings and event	PAC/BHT/CCT Leads	Ongoing	Not Started
Action Step 3 — Quarterly parent surveys	CCT	Ongoing	Not Started
Action Step 4 — Special Events Team will host quarterly events accessible for all students and families	CCT	Ongoing	Not Started
Action Step 5 — Counselors will provide classes for parents	Counselors	Ongoing	Not Started

SY25-SY26 Implementation Milestones

Connectedness & Wellbeing

| SY25 Anticipated Milestones | Parents will play a more active role in school-wide decision making through parent invvolvement activities and events. |
| SY26 Anticipated Milestones | Increased enrollment and participation in engagement activities through an increase of programs offered. |

Goal Setting

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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
By the end SY24, the student daily atter	Yes	Increase Average Daily Attendance	Overall	89.65	96	96	96
			Select Group or Overall				
By the end of SY24, 100% of students that have been referred to BHT and qualify for services will receive appropriate interventions.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	Unknown	100	100	100
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and CCT will meet weekly to support student connectedness and wellbeing.	Ryder will implement student voice to help provide resources for schoolwide student connectedness and wellbeing.	Ryder will have a fully functioning MTSS system with progress monitoring for Tier movement.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance team will monitor daily attendnace and assign mentors to students with frequent absences	Attendance team mentors will set quarterly achievable goals to increase attendance of chornically absent students with progress monitoring.	Students re-entering with extended absences will receive an intentional plan that sets goals for student and parent and monitors progress.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Counseling department will oversee the delievery of tier 1 SEL curriculum (Second Step) and provide data driven, evidence based tier 1 SEL lessons. Teachers will deliver Skyline intergrated SEL instruction. Dean of Students will oversee school-wide restorative protocols.	Counseling department will deliver school-wide tier 1 SEL plan focusing on reducing dicsipline raferrals and increasing attendance and achievement rates.	Teachers will deliver daily tier 1 SEL lessons during protected time

SY24 Progress Monitoring

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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
By the end SY24, the student daily attendance will increase 6.35% from	Increase Average Daily	Overall	89.65	96	On Track	Select Status	Select Status	Select Status

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

					Status	Status	Status	Status
attendance will increase 6.35% from 89.65% to 96.0%	Attendance	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, 100% of students that have been referred to BHT and qualify for services will receive appropriate interventions.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	Unknown	100	No 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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT and CCT will meet weekly to support student connectedness a	No Progress	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance team will monitor daily attendnace and assign mentors t	On Track	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Counseling department will oversee the delievery of tier 1 SEL curri	On Track	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	iReady (Reading): 55 % of K-2 Students will attain Early or Above Grade ...	Overall	44	55	70	80
		Overall				
Required Reading Goal	STAR (Reading): 45% of 3-8 Students will attain at or above grade level s...	Overall	23	45	60	75
		Overall				
Optional Goal	Increase Average Daily Attendance: By the end SY24, the student daily at...	Overall	89.65	96	96	96
		Select Group or Overall				

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
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.

Literacy

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