CIWP Team & Schedules

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 ✍
Rachel- Liddel Hawkins	Principal	ryliddell1@cps.edu
Joseph Haley	Executive Directory	jghaley2@cps.edu
Diana Monarrez	Case Manager	dmmonarrez1@cps.edu
Jasmine Jackson	Postsecondary Lead	jjackson432@cps.edu
Tomorrio Anderson	Director of Operations	tjanderson10@cps.edu
Emmanuel Huerta	Teacher Leader	ehuerta26@cps.edu
Ralph Vallot	Community Rep	rv6537@gmail.com
	Select Role	
	Select Role	
	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	7/1/23	7/5/23
Reflection: Curriculum & Instruction (Instructional Core)	8/15/2023	8/18/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/17/23	8/18/23
Reflection: Connectedness & Wellbeing	8/22/23	8/25/23
Reflection: Postsecondary Success	8/24/23	8/25/23
Reflection: Partnerships & Engagement	8/24/23	8/25/23
Priorities	8/29/23	9/1/23
Root Cause	8/29/23	9/1/23
Theory of Acton	8/31/23	9/1/23
Implementation Plans	8/31/23	9/1/23
Goals	9/5/23	9/8/23
Fund Compliance	9/5/23	9/8/23
Parent & Family Plan		
Approval		

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	12/21/2023
Quarter 3	3/22/2023
Quarter 4	6/6/2023

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	At the beginning of every school year, Safe staff will gauge where students are academically and socially with assessments. Every student is given a learning style survey, a reading assessment from Read Theory, ELA/Math Entry grade level assessments as well as a Social Emotional Assessment.	IAR (Math)
				IAR (English)
			Current Curricular Materials: 6th-8th grade Mathematics (Common Core) Books by Pearson. This math series begins with a Diagnostic Test, a list of content standards, vocabulary terms, a performance task, guided practice, activities, individual exercises, activity labs/online connections, and real-world problem-solving connections.	Rigor Walk Data (School Level Data)
		Rigor Walk Rubric		PSAT (EBRW)
		Teacher Team Learning Cycle Protocols	9th-12th grade use Pearson (Common Core) Books that begin with Algebra 1, Algebra 2, and Geometry. This series is based on Common Core standards and works in conjunction with Khan Academy.	PSAT (Math)
Yes	Students experience grade-level, standards-aligned instruction.		Lesson plans and Classroom structure follow a rigorous format that includes standards, SEL goals, objectives, real-world application, a target skill, Do Now, practice at different levels- I DO, We Do, You Do, and Exit slips. SY 23 BOY to EOY Rigor Walk indicates that lessons were aligned with the standards and over 60% of our students are able to analyze materials during classroom instruction. Safe Rigor Walk EOY Star Data indicates that 9th/10th graders' grade level equivalency in reading increased by 3 to 5 years, 12th-grade students GLE increased by at least 1 year while 8th-grade students decreased by 2 months from BOY to EOY. In Math, 9th/10th-grade student GLE averages increased between 2 months and 1 year, while 8th-grade students decreased by a few months from BOY to EOY. Star Data Focus on the Inner Core (identity, community, and relationships), 2023 5 Essentials Report indicates that Safe Achieve is very strong in the areas of Effective Leaders and Collaborative Teachers, while areas of improvement are needed in Ambitious Instruction and Involved Families. Reading Theory is implemented every Thursday. RT is an adaptive individualized assessment that will assess each student and match/track students to their independent reading levels. Read Theory Edgenuity is also utilized at Safe Achieve. Students are enrolled in online courses with virtual instructors in such courses as Spanish, World Studies, Business Education and Physics.	
		Quality Indicators Of Specially Designed Instruction		STAR (Reading)
Yes	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	**What is the feedback from your stakeholders?** Staff at Safe have determined that key need areas are improving access to quality curriculum. Per staff feedback- areas in need of improvement will be implementation of Family Engagement Committee and continued instructional support with professional development and collegial collaboration. The Safe Team fully understands that in order for students to have academic success, they must have their social/emotional needs met.	STAR (Math)
		Learning Conditions		iReady (Reading)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		iReady (Math)
		Distributed Leadership	Per Family/Community Feedback- Current partnerships include: Youth Advocate Program (YAP) Community partner-psychologist, There is an increased need to have trauma informed practices implemented to help overall student success in the classroom- to include goal setting, project- based learning and SEL target groups. Safe school also implements school wide behavior norms and ratings. These organizations support school wide SEL practices.	Cultivate
Yes	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		Grades
		ES Assessment Plan Development Guide		ACCESS
		HS Assessment Plan Development		TS Gold
		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?**	Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.		Safe has systems in place beginning with MTSS and BHT. These teams help target and address barriers and obstacles (SEL, Academic, Attendance) that student face. These teams are always refining and looking for relevant evidence based interventions. Skyline Curriculum implementation will help with student engagement and provide a more rigorous program for students. Safe will continue to plan and provide relevant professional development to support teachers in maintaining a rigorous, standards-aligned learning community that helps students make connections to real world opportunities.	

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 need access to high quality curricular materials and opportunities with trauma informed practices.
100% of students placed at Safe have been exposed to or are presently experiencing some form of trauma.

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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	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	MTSS implemented (processes, feedback, communication, continuum of interventions) Safe has team processes where students are identified based on BOY Star/Grades/Attendance/Behavior and communication systems in place. 40% of Students placed at Safe have been identified to receive Tier ll interventions, 40% have been identified with a disability. Branching Minds will be used once staff have access to students in Aspen. Case Manager has attempted to set up interventions in the platform.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	🆆 Safe Achieve Academy Multi-Tier support system coninu... EL goals of Safe Academy are to: 1) Provide academic language development through a collaborative teaching model that embeds language within content 2) Provide ongoing language-specific, one-on-one support to English Learners to ensure individual mastery of grade-level content or concerns regarding digital learning progress as needed In order to meet these goals, teachers will: 1) Provide academic language instruction, differentiated for language level, in any course. 2) Promote oral language production weekly through structured activities 3) Collaborate weekly with classroom teachers to differentiate instruction for one subject (virtually via Zoom or Google Hangout). This could include, but is not limited to: a) Co-planning the instruction to include language development opportunities b) Creating mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos) c) Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc. d) Supporting daily oral language practice opportunities e) Check in with/support EL students in the course on an ongoing basis f) 4) Engage students through one-on-one conversations at least once every two weeks to support their classroom learning needs targeted at their language proficiency level (using Zoom, Google Classroom or Google Hangout) 5) Be available to students daily to address any immediate needs and check in with each student to address any immediate needs via the classroom platform communication tool (Edgenuity/Google Classrooms/Email/Phone/Remind App) 6) Develop further instruction, resources, and/or materials for students on an as-needed basis 7) Collect evidence of student mastery or growth toward mastery of specific academic language needs 8) Contact or connect with content teachers when there is evidence a student is struggling to engage in learning for that course DL students are educated in their LRE and staff works to...	Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** The Safe Team has determined key need areas are: We need access & training for the "Branching Minds" platform. We need an improved system to provide academic interventions for specific students (IXL.).	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Per stakeholders: We need updated PD on the implementation of Restorative Practices. Per family/community stakeholders: We need to increase MTSS support to increase attendance. We need to increase family engagement.	
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	Safe is committed to offering an environment conducive to learning. Parents agree that students are identified and placed in proper tiers. Strategies used for all students have been proven to be successful and the Safe Campus utilizes a diverse set of interventions/strategies **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?** Safe provides supports through a continuum of services. Safe has planned improvement activities in Differentiation	

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

Safe has planned improvement activities in Differentiation content on
lesson plans, to better support the needs of DL students.
Safe plans to have Restorative Practices PD at the start of the year, to increase attendance.

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.

Trauma informed practices are essential to address challenging behaviors.
Safe MTSS/BHT's needs to be implemented with fidelity in order to serve the needs of all students enrolled.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	
Yes	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?

The overall structure at Safe Achieve Academy
Safe's BHT/MTSS/Culture and Climate teams meet on a monthly basis or as needed based on student population. BHT is responsible for providing support to students through a process. The process begins with a referral, SDQ form, students placed on a tracker and then monitored over a 3- 6 week time period. Safe follows a set of tiered-based interventions. On a yearly school basis, these interventions should always be refined and require a check-up!
Attach
Safe School implements a behavior model in the classroom and school building. School-wide behavior and academic norms are followed and monitored by a weekly rating system. Safe Team incorporates SEL standards in every classroom lesson, monthly themes, and in Guided Group Interaction.

Safe would like to plan/complete updated restorative practices training with all staff. This will help with communication as students are enrolled/re-entered and build a bridge/connection to their guardians.

Safe provides access to enrichment/extracurricular programs that include: basketball, softball, cheerleading, and interest clubs such as robotics. Other programs that help build school connectedness are staff/student of the month celebrations, poetry slam, preparing meals for the homeless population, field trips, college/career fairs, college campus visits, black history bowl, and other events.

At Safe an intentional re-entry plan is created/supported to help students that fall in/below our Tier II attendance percentage of 70 to 85%. Hope in the Hood and Behavior Specialist at Safe will partake in in-home visits to address attendance barriers.

What is the feedback from your stakeholders?

Per staff- talk about shout-outs, verbal praise, participation on a sports team, field trip incentives for attendance issues and raffles

Per stakeholders- Various organizations such as Hope in the Hood aid in home visit and staff

Metrics
% of Students receiving Tier 2/3 interventions meeting targets
Reduction in OSS per 100
Reduction in repeated disruptive behaviors (4-6 SCC)
Access to OST
Increase Average Daily Attendance
Increased Attendance for Chronically Absent Students
Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Cultivate (Belonging & Identity)
Staff trained on alternatives to exclusionary discipline (School Level Data)
Enrichment Program Participation: Enrollment & Attendance
Student Voice Infrastructure
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.

Safe students come from all across the city. Safe students encounter issues with safety, transportation and attendance. Students are mandated to come to Safe due to discipline infractions and may encounter several difficulties related to expulsion. Safe relies on community partners such as YAP to help increase student reengagement.

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?

Safe is addressing transportation issues with bus cards, inputting transportation request early and community organizations helping students with public transportation. Safe motivates students to attend school daily and create a sense of belonging.

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The annual plan is through School links. The curriculum is supported by OSCPA. PLT/Safe counselor meets once a month with other school team counselors from the Excel schools. Safe will work on incorporating C4 Student Competencies/Success Bound into the school curriculum where it is applicable. High school students at Safe do plan/develop/create an Individualized Learning Plan. Students enrolled at Safe do complete a Needs Assessment (initial/final) twice each year. Safe students also have an AEP (Alternative Education Plan) that is shared with home school once the transition to that setting takes place. All students complete College/Career inventories and participate in fairs that are held in Chicago Public Schools. Safe provides support to high school senior students through the Alumni Coordinator role over the past two summers. Our metrics reflect an engagement rate of 100% for SY22 Alumni and 71% for SY23 Alumni. The lower percentage occured because during SY23, we only had 3/7 alumni listed on the roster to attend Safe Achieve and receive full wrap around post secondary services. As a result, the takeaway from this data is that we find students who do not attend Safe Achieve	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Yes — 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?** The Leadership Team has determined key need areas are: to design and implement a system for all students to work in the C4 Curriculum, possibly during GGI Per family/community stakeholders: Quarterly trips should be planned to various educational institutions (Community/Technical/Universities). Students at Safe would benefit from work study exploration experiences in person and certification programs that lead to direct employment.	
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).			
Partially — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes — 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?** Continued engagement with students/alumni has encouraged post-secondary goals. Safe plans to access the C4 curriculum and develop a system that will offer grades/credit during GGI instruction.	
Yes — 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		

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.

Safe students enter at various points of the school year (rolling enrollment)and do not often attend for a full school year. The challenge is trying to document various metrics that help attain/show student progress in any given school year. Students need regular, structured access to the C4 Curriculum, to provide a structured approach to help prepare for post-secondary goals.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Safe Proactively builds relationships with families and community members: We have community partners including YAP, Hope in the Hood, and various independent businesses. Safe does not have an active PAC/PTA(Parent Advisory Commiittee/Parent Teacher Association) this year, so the plan is to have the family engagement specialist create goals/steps for the Safe Campus. The Safe Campus fosters 2-way communication with certain events throughout the school year. Those events are Open House, State of the School Address, Virtual Introduction of BHT, YAP presentation of supports offered, Student of the Month Celebration, Knights Ceremony and awards for grade level achievements (honor roll, etc) The Safe Team makes one on one contact with families with personal phone calls, emails, mail and by Quarterly Newsletters. Safe has established student government Committees made	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
	Reimagining With Community Toolkit		

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

Safe has established student government committees made up of those students that achieve the highest behavior ratings over a timeframe. These students are apart of decision making teams and help create workshops that students would be interested in participating in.
5 Essentials Survey attach

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)

Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

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

The Safe CIWP Team has determined key need areas are:
plan for a working PAC in steps over the school year and work to incorporate student leaders

Per stakeholders:
Safe would like to implement methods for student leaders to be able to tell their stories/testimony and help other students learn/tell their own stories and define how they overcame such traumas.
Per family/community stakeholders:
Safe would like to re-establish a wider array of community partnerships to support additional programs for students and families outside of school hours.   Safe will create a list of community agenices that can provide support/resources to families in different parts of the city.

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] ✍️

Student engagement supports need to be increased, including PAC, Community Partner activities, and increased student leadership.

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] ✍️

Safe plans on surveying parents interested in serving on PAC.
As a team, we will
help establish a family engagement specialist.

Jump to...

| Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | Monitoring |

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	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.
Yes	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

At the beginning of every school year, Safe staff will gauge where students are academically and socially with assessments. Every student is given a learning style survey, a reading assessment from Read Theory, ELA/Math Entry grade level assessments as well as a Social Emotional Assessment.

Current Curricular Materials:
6th-8th grade Mathematics (Common Core) Books by Pearson. This math series begins with a Diagnostic Test, a list of content standards, vocabulary terms, a performance task, guided practice, activities, individual exercises, activity labs/online connections, and real-world problem-solving connections.

9th-12th grade use Pearson (Common Core) Books that begin with Algebra 1, Algebra 2, and Geometry. This series is based on Common Core standards and works in conjunction with Khan Academy.

Lesson plans and Classroom structure follow a rigorous format that includes standards, SEL goals, objectives, real-world application, a target skill, Do Now, practice at different levels- I DO, We Do, You Do, and Exit slips.
SY 23 BOY to EOY Rigor Walk indicates that lessons were aligned with the standards and over 60% of our students are able to analyze materials during classroom instruction.
Safe Rigor Walk
EOY Star Data indicates that 9th/10th graders' grade level equivalency in reading increased by 3 to 5 years, 12th-grade students GLE increased by at least 1 year while 8th-grade students decreased by 2 months from BOY to EOY.
In Math, 9th/10th-grade student GLE averages increased between 2 months and 1 year, while 8th-grade students decreased by a few months from BOY to EOY.
Star Data
Focus on the Inner Core (identity, community, and relationships), 2023 5 Essentials Report indicates that Safe Achieve is very strong in the areas of Effective Leaders and Collaborative Teachers, while areas of improvement are needed in Ambitious Instruction and Involved Families.

Reading Theory is implemented every Thursday. RT is an adaptive individualized assessment that will assess each student and match/track students to their independent reading levels.
Read Theory

Edgenuity is also utilized at Safe Achieve. Students are enrolled in online courses with virtual instructors in such courses as Spanish, World Studies, Business Education and Physics.

Safe currently follows the Scope and Sequence from Skyline Curriculum (6-12th) along with any suggested materials.

Safe also incorporates culturally relevant novels into the school curriculum.

What is the feedback from your stakeholders?

Staff at Safe have determined that key need areas are improving access to quality curriculum.

Per staff feedback- areas in need of improvement will be implementation of Family Engagement Committee and continued instructional support with professional development and collegial collaboration. The Safe Team fully understands that in order for students to have academic success, they must have their social/emotional needs met.

Per Family/Community Feedback- Current partenerships include:
Youth Advocate Program (YAP)
Community partner-psychologist,
There is an increased need to have trauma informed practices implemented to help overall student success in the classroom- to include goal setting, project- based learning and SEL target groups. Safe school also implements school wide behavior norms and ratings. These organizations support school wide SEL practices.

What student-centered problems have surfaced during this reflection?

Students need access to high quality curricular materials and opportunities with trauma informed practices.
100% of students placed at Safe have been exposed to or are presently experiencing some form of trauma.

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?

Safe has systems in place beginning with MTSS and BHT. These teams help target and address barriers and obstacles (SEL, Academic, Attendance) that student face. These teams are always refining and looking for relevant evidence based interventions.

Skyline Curriculum implementation will help with student engagement and provide a more rigorous program for students.
Safe will continue to plan and provide relevant professional development to support teachers in maintaining a rigorous, standards-aligned learning community that helps students make connections to real world opportunities.

Return to Top
Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol]

Students...

will receive access to rigorous, differentiated instruction, standard based curricular materials that incorporates SEL standards and provides trauma informed practices or supports

✏️ **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

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

Curriculum & Instruction

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

can begin to put in place structures that identify student traumas (ACE) that will help implement strategies to accommodate each student. ✏️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

Resources: 🚀

If we....

incorporate diverse literature that are aligned to the Skyline Curriculum standards ✏️

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....

motivated students that are exceling academically and thriving socially ✏️

which leads to...

increased scores or GE on the Star assessment and Read Theory. ✏️

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 ✏️

Resource/Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2023
Q2	12/21/2023	Q4	6/6/2023

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 Providing access and training for Skyline Curriculum, teachers will learn how to navigate the system and breakdown the scope and sequence of quarterly standards.	Liddell-Hawkins	6-7-24	In Progress
Action Step 1 Provide materials and training for ELA Skyline Curriculum	Liddell-Hawkins	12-22-23	In Progress
Action Step 2 Review and anaylze student data for Reading- BOY Star assessments/	Team	10-06-23	In Progress
Action Step 3 Administer ACE survey to students	Team	10-20-23	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Providing access and training for Skyline Curriculum, teachers will lea	Liddell-Hawkins	6-7-24	In Progress
Action Step 1 Provide materials and training for Math Skyline Curriculum	Liddell-Hawkins	12-22-23	In Progress
Action Step 2 Review and analyze student data for Math- BOY Star assessment	Team	10-06-23	In Progress
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* *Safe will fully implement Skyline Curriculum using the Scope and Sequence, Unit Plans and materials for lessons in ELA and math.*	✍
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* *In SY26, Safe will incorporate Skyline Curriculum in other core subject areas.*	✍

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

| | | | | | Numerical Targets [Optional] ✍ | | |
Specify the Goal ✍	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍	**SY24**	**SY25**	**SY26**
For students participating in Skyline Curriculum, Student achievement on Star Reading Assessment will increase by at least 1.0 GE from BOY to EOY.	Yes	STAR (Reading)	Other [Specify] Students with at least 70% attendance rate				
			Select Group or Overall				
For students participating in Skyline Curriculum, student achievement on Math Star Assessment will increase by at least 1.0 GE from BOY to EOY	Yes	STAR (Math)	Students with at least a 70% attendance rate.				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	**Specify your practice goal and identify how you will measure progress towards this goal.** ✍		
	SY24	**SY25**	**SY26**
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.			
Select a Practice			
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Curriculum & Instruction

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
For students participating in Skyline Curriculum, Student achievement on Star Reading Assessment will increase by at least 1.0 GE from BOY to EOY.	STAR (Reading)	Other [Specify] Students with at least 70% attendance rate			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
For students participating in Skyline Curriculum, student achievement on Math Star Assessment will increase by at least 1.0 GE from BOY to EOY	STAR (Math)	Students with at least a 70% attendance rate.			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

| | | Progress Monitoring | | | |
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Resources: 🚀

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

Postsecondary Success

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Yes	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).
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).
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Yes	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).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

The annual plan is through School links. The curriculum is supported by OSCPA.

PLT/Safe counselor meets once a month with other school team counselors from the Excel schools.
Safe will work on incorporating C4 Student Competencies/Success Bound into the school curriculum where it is applicable. High school students at Safe do plan/develop/create an Individualized Learning Plan.
Students enrolled at Safe do complete a Needs Assessment (initial/final) twice each year. Safe students also have an AEP (Alternative Education Plan) that is shared with home school once the transition to that setting takes place. All students complete College/Career inventories and participate in fairs that are held in Chicago Public Schools.

Safe provides support to high school senior students through the Alumni Coordinator role over the past two summers. Our metrics reflect an engagement rate of 100% for SY22 Alumni and 71% for SY23 Alumni. The lower percentage occured because during SY23, we only had 3/7 alumni listed on the roster to attend Safe Achieve and receive full wrap around post secondary services. As a result, the takeaway from this data is that we find students who do not attend Safe Achieve at a disadvantage, and our data is directly impacted.

What is the feedback from your stakeholders?

The Leadership Team has determined key need areas are: to design and implement a system for all students to work in the C4 Curriculum, possibly during GGI

Per family/community stakeholders:
Quarterly trips should be planned to various educational institutions (Community/Technical/Universities). Students at Safe would benefit from work study exploration experiences in person and certification programs that lead to direct employment.

What student-centered problems have surfaced during this reflection?

Safe students enter at various points of the school year (rolling enrollment)and do not often attend for a full school year. The challenge is trying to document various metrics that help attain/show student progress in any given school year. Students need regular, structured access to the C4 Curriculum, to provide a structured approach to help prepare for post-secondary goals.

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?

Continued engagement with students/alumni has encouraged post-secondary goals. Safe plans to access the C4 curriculum and develop a system that will offer grades/credit during GGI instruction.

Determine Priorities

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

Students...

will receive increased exposure to various postsecondary pathways

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...

will engage conversations around various postsecondary pathways and explorations

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....

commit to introducing and incorporating the C4 student competencies on our campus

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 =>

Postsecondary Success

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....

interest in various pathways after graduation ✍️

which leads to...

increased percentages of college enrollments and commitments to selected pathways ✍️

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 ✍️

Resource/Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2023
Q2	12/21/2023	Q4	6/6/2023

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Execution of desired or selected postsecondary pathway	College/career coach student	EOY	In Progress
Action Step 1 Set smart goals	College/Career Coach	Ongoing	In Progress
Action Step 2 Explore postseconday pathways	College/Career Coach	Ongoing	In Progress
Action Step 3 SAT/PSAT prep/administration	College/Career Coach	Ongoing	In Progress
Action Step 4 Apply to colleges and/or pursue career explorations	College/Career Coach	Ongoing	In Progress
Action Step 5 Acceptance	College/Career Coach	Ongoing	In Progress
Implementation Milestone 2 — Graduation			Select Status
Action Step 1 Evaluate transcripts	Liddell/student	Ongoing	In Progress
Action Step 2 Tier 2 academic support if needed	All Staff	Ongoing	In Progress
Action Step 3 LPS/ Schoollinks	College/Career Coach	Ongoing	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of our students will graduate and pursue their desired pathway with their class.	✍️
SY26 Anticipated Milestones	100% of our students will graduate and pursue their desired pathway with their class.	✍️

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
100% of our students will meet graduation requirements	Yes	Learn, Plan, Succeed	Overall				
			Select Group or Overall				
100% of students will graduate with their class, if they enrolled with us on track	Yes	Graduation Rate	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.			
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of our students will meet graduation requirements	Learn, Plan, Succeed	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of students will graduate with their class, if they enrolled with us on track	Graduation Rate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Postsecondary Success

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.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☑ **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.

PLEASE CHECK ONLY ONE BOX IN COLUMN G

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

STAR (Math): For students participating in Skyline Curriculum, student ...

STAR (Reading): For students participating in Skyline Curriculum, Stud...

Select a Goal

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.

We will provide family engagement activities quarterly.

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