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 ✏️
Debra Fritz-Fanning	Principal	dafritz-fanning@cps.edu
Diana Vergara	AP	dlvergara@cps.edu
Julie Gandurski	Curriculum & Instruction Lead	jlwolst@cps.edu
Jill Weiss	Teacher Leader	jsweiss1@cps.edu
Lena Abdullatif	Teacher Leader	labdullatif@cps.edu
Maribel Ortiz-Rodriguez	Teacher Leader	mortiz12@cps.edu
Sonia Rodriguez	Teacher Leader	serodriguez@cps.edu
Matt Knight	Teacher Leader	mknight4@cps.edu
Elizabeth Hurley	Teacher Leader	emclark2@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/30/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	8/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	8/3/23
Reflection: Connectedness & Wellbeing	7/13/23	8/3/23
Reflection: Postsecondary Success	7/13/23	8/3/23
Reflection: Partnerships & Engagement	7/13/23	8/16/23
Priorities	8/3/23	8/16/23
Root Cause	8/16/23	8/25/23
Theory of Acton	8/25/23	9/1/23
Implementation Plans	8/25/23	9/1/23
Goals	9/1/23	9/8/23
Fund Compliance	9/8/23	9/11/23
Parent & Family Plan	9/8/23	9/11/23
Approval	9/15/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/27/2023
Quarter 2	1/11/2024
Quarter 3	4/4/2024
Quarter 4	5/30/2024

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

Curriculum & Instruction

Return to Top

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	18.6 % of students have IEP 53 male and 29 female students have IEP 34% males Tier 3 ; 28% females Tier 3 (data includes student with IEPs) 48% of developing EL learners are Tier 3 We reviewed the data from the BOY, MOY, and EOY walkthroughs. Lessons Allignment to grade level standards BOY - 85%, MOY - 90%, and EOY - 81%. Emotional 56% - BOY 70% - MOY 19% - EOY Behavioral 56% - BOY 55% - MOY 19% - EOY Cognitive 56% - BOY 95% - MOY 100% - EOY Social Contract usage 6% - BOY 25% - MOY —	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?** *5 Essential Data* *Ambitious Instruction (Yellow)* *Math Instruction - Strong - 73* *English Instruction - Strong - 63* *Quality of Student Discussion - 52 - Neutral* *Academic Press - 33 - Weak* *Supportive Environment* *Academic Personalism - 43 - Neutral* *Student - Teacher Trust - 40 - Neutral* *Peer Support for Academic Work - 28 - Weak* *Safety - 6 - Very Weak* *On 8/15/23 our teaching staff reviewed the data and agreed that we are working on ensuring all subject areas are using a high quality curriculum.*	
No	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		
Partially	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?** We have started to implement the Skyline curriculum or an alternative high quality curriculum in all classes. Our learning walks demonstrate that our teachers are using the grade level standards as the basis for instuction. We have our SMS vision/triangle and all teaching staff have been trained in Developmental Designs. We need to continue to revisit the DD strategies. Some curriculum teams have taken more time to engage in discussions and review student assessments.	

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.

As a school we are working to restart our ILT. We are in the process of recruiting teachers. We have worked to ensure that all of our classes are using an approved and standard curriculum. These curriculums include assessments and many of the teachers are using these tools.

Students do not receive high quality curriculum and assessment in all classes.

Inclusive & Supportive Learning Environment

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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	I&S Practice 1 -Root survey completed, team formed, scheduled planning this summer for systems and structures/ PSP which will be implemented SY24 (partial) I&S Practice 2 - Planned for next year (no, not implemented) I&S Practice 3 - Yes, 100% compliance for Reevaluations, Specials, Reentering, Eval for 504. LRE 1 = inclusion, LRE 2 = resource, LRE 3 = ? I&S Practice 4 - 100% compliance for Reevaluations, Specials, Reentering, Eval for 504., Yes I&S Practice 5- Partial, EL support is not provided in all classes, not all classes are taught by ESL endorsed teachers. I&S Practice 6- No, there are currently no language objectives	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		MTSS Academic Tier Movement
			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	Quality Indicators of Specially Designed Curriculum
			EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Partially	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	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		

What is the feedback from your stakeholders?

5 Essential Data
Ambitious Instruction (Yellow)
Math Instruction - Strong - 73
English Instruction - Strong - 63
Quality of Student Discussion - 52 - Neutral
Academic Press - 33 - Weak

Supportive Environment
Academic Personalism - 43 - Neutral
Student - Teacher Trust - 40 - Neutral
Peer Support for Academic Work - 28 - Weak
Safety - 6 - Very Weak

Monthly DL team meetings reviewing Network Case Manager meeting notes and slides.
5th/6th power hour - lessons learned - need plan for 23-24 - training for 7th
Lesson Plan - learning objectives and language objectives needs to be added
More training on branching minds
Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.

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

We have an MTSS team. They have been meeting for a year. We started using branching minds and we trained all staff during SY 22-23. We have an interventionist and grades 5-7 have specific MTSS time. We have several programs that we have been using ALEKS, Lexia, Freckle, ILX, Amira and 6 minute solutions. We are still analyzing the impact. We had challenges becuase it was hard for our students to meet the minutes required by the programs. We also need more work and planning for teachers to use Branching Minds. Scheduling to have this during the school day has been a barrier. Another barrier is the shift in thinking around MTSS. We gained a lot of new insight last year.

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

Students are not receiving ample tier 2 support.
Students are not having enough time to complete the reading and math programs required minutes.
Students are not spending time outside of the school day on these programs to meet their goals.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	C&W Practice 1 - Strong BHT, structures are in place for students (google form, BHT referral, YIR forms, school counselor, Gods Hill & BPNC, Climate and Culture team TBD (Yes)	% of Students receiving Tier 2/3 interventions meeting targets
			C&W Practice 2 - SOAR days, Calm Classrooms, Circles, YIR/counselors to facilitate restorative practices (Partial), No curriculum.	Reduction in OSS per 100
			C&W Practice 3 - BPNC programming, sports programming, OST, cooking, etc. (Yes)	Reduction in repeated disruptive behaviors (4-6 SCC)
			C&W Practice 4 - Engagement Team, Home visits, 5-10 day letters sent home (Yes)	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
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.			Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

What is the feedback from your stakeholders?

5 Essential Data
Ambitious Instruction (Yellow)
Math Instruction - Strong - 73
English Instruction - Strong - 63
Quality of Student Discussion - 52 - Neutral
Academic Press - 33 - Weak

Supportive Environment
Academic Personalism - 43 - Neutral
Student - Teacher Trust - 40 - Neutral
Peer Support for Academic Work - 28 - Weak
Safety - 6 - Very Weak

All teaching staff have been trained in developmental designs. We need to continue to learn steps to embed SEL in our curriculum. Many staff members are reading SEL Middle School book to get more ideas on how to be proactive.

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.

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?**
Students don't possess the skills required to problem solve and resolve conflicts peacefully. Students don't have the skills to regulate their own emotions and body states. (Personal)	Professional Development on De-escalation, restorative practices, and emotional regulation. All teaching staff have been trained in the developmental designs process.

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
No	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)	Some students in 8th grade were in an AVID class. We have a class for college and career specials class for 5th - 8th grade. PS 1 -CPS Success Bound curriculum available,but not being implemented (No) PS 2- ILP not being implemented (No) PS 3- Big Brothers, Big Sisters Program. Work based learning toolkit should include career day, guest speakers, site visits, interviews, job shadowing, internship, team-based challenges (No)	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)
No	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		
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?**	
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).		We recieved input from our staff on 8/14/23. Feedback includes that the new Freckle program includes financial literacy. We have had a high school fair every year. Ms. Montoya our school counselor supports with high school selection. Our 8th grade team supports with high school selection. Students have trips to college campus'. We are a member of Communities in Schools and our students have opportunties through CIS. Our sports teams have visited colleges. Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.	
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		
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	**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]	

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.
All students do not have access to a college and career competency curriculum. All students do not have access to the individualized learing plans.

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	P&E 1- STEAM night, parent mentor, parent patrol, BINGO night, Student of Month, PAC, LSC, Back to School Bash, Engagement team, Marketing committee, Open House, Parent Monthly Bulletin/Calendar, Website, Aspen blasts for regular communications, coffee with the principal (Partial) P&E 2- grade-level newsletters, phone calls, BPNC, parent mentors, coffee with the principal, STEAM, BINGO night (Yes) P&E 3- Student Council, Student Rep on LSC (No)	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)
Yes	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?

We have regular PAC meetings and BAC meetings. We have regular LSC meetings. We host multiple family nights and have many community partnerships.

BPNC
Gads Hill
Urban Intiatives
CIS
BAM

LSC Student representative needs to be more representative of student body.

Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.

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 more connection to the LSC and Student council through the student LSC member. This student needs mentorship and support to make this a two way communication.

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]

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

I&S Practice 1 -Root survey completed, team formed, scheduled planning this summer for systems and structures/ PSP which will be implemented SY24 (partial)
I&S Practice 2 - Planned for next year (no, not implemented)
I&S Practice 3 - Yes, 100% compliance for Reevaluations, Specials, Reentering, Eval for 504. LRE 1 = inclusion, LRE 2 = resource, LRE 3 = ?
I&S Practice 4 - 100% compliance for Reevaluations, Specials, Reentering, Eval for 504., Yes
I&S Practice 5- Partial, EL support is not provided in all classes, not all classes are taught by ESL endorsed teachers.
I&S Practice 6- No, there are currently no language objectives

What is the feedback from your stakeholders?

5 Essential Data
Ambitious Instruction (Yellow)
Math Instruction - Strong - 73
English Instruction - Strong - 63
Quality of Student Discussion - 52 - Neutral
Academic Press - 33 - Weak

Supportive Environment
Academic Personalism - 43 - Neutral
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Monthly DL team meetings reviewing Network Case Manager meeting notes and slides.
5th/6th power hour - lessons learned - need plan for 23-24 - training for 7th
Lesson Plan - learning objectives and language objectives needs to be added
More training on branching minds

Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.

What student-centered problems have surfaced during this reflection?

Students are not receiving ample tier 2 support.
Students are not having enough time to complete the reading and math programs required minutes.
Students are not spending time outside of the school day on these programs to meet their 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?

We have an MTSS team. They have been meeting for a year. We started using branching minds and we trained all staff during SY 22-23. We have an interventionist and grades 5-7 have specific MTSS time. We have several programs that we have been using ALEKS, Lexia, Freckle, ILX, Amira and 6 minute solutions. We are still analyzing the impact. We had challenges becuase it was hard for our students to meet the minutes required by the programs. We also need more work and planning for teachers to use Branching Minds. Scheduling to have this during the school day has been a barrier. Another barrier is the shift in thinking around MTSS. We gained a lot of new insight last year.

Return to Top
Determine Priorities

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

Students...

Students are not receiving ample Tier 2 support.

Students are not completing the required minutes of the reading and math intervention programs.

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

Adults in the building spend majority of time on Tier 1 instruction.

Adults in the building are not providing ample time for full implementation of the reading and math programming.

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.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

provide teachers with professional development focused on the systems and structures of the MTSS framework

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

Inclusive & Supportive Learning Environment

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 problem solving process across levels of support ✍️

which leads to...

all students demonstrating academic 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 ✍️

MTSS Team, ILT, Grade Level Teams

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/4/2024
Q2	1/11/2024	Q4	5/30/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of the teachers are trained in the PSP across levels of support and intervention programs.	Instructional Coach, Interventionist	10/27/2023	In Progress
Action Step 1	During grade levels meetings review the MTSS Tiers	Instructional Coach, Interventionist	9/2023	In Progress
Action Step 2	During grade level meetings teachers will be introduced to the PSP	Instructional Coach, Interventionist	9/2023	Not Started
Action Step 3	All teachers will understand each component of the PSP	Instructional Coach, Interventionist	10/2023	Not Started
Action Step 4	All teachers will be familiar with the platforms that we have available for interventions	Instructional Coach, Interventionist	10/2023	In Progress
Action Step 5	Interventionist will begin working with identified Tier 3 students	Interventionist	9/2023	In Progress
Implementation Milestone 2	Using data grade level teams will follow the PSP process to identify the academic tier for the student and develop a plan for reading and math.	Grade level teams, Instructional Coach, Interventionist, MTSS Team	1/11/24	In Progress
Action Step 1	Using star 360 and progress reports determine students in need of tier 2 and 3 interventions	Grade level teams, Instructional Coach, Interventionist, MTSS Team	11/2024	In Progress
Action Step 2	Grade level teams will develop a plan to address the needs of individual students.	Grade level teams, Instructional Coach, Interventionist, MTSS Team	11/2024	In Progress
Action Step 3	Plans and interventions will be entered into the Branching Minds System	Grade level teams, Instructional Coach, Interventionist, MTSS Team	11/2024	In Progress
Action Step 4	Create a plan to communicate the plans to students and parents so they undestand	Grade level teams, Instructional Coach, Interventionist, MTSS Team		Select Status
Action Step 5				Select Status
Implementation Milestone 3	Grade level teams will implement and monitor the plans in Branching Minds	Grade level teams, Instructional Coach, Interventionist	4/4/24	Not Started
Action Step 1	Grade level team will use meeting time to implement, monitor plans and make adjustments as needed	Grade level teams, Instructional Coach, Interventionist	4/2024	Not Started
Action Step 2	Interventionist collaborates with grade level lead to input interventions	Grade level lead, Instructional Coach, Interventionist	4/2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teacher planning reflects the problem solving process.	ILT	5/30/24	Not Started
Action Step 1	ILT will complete a cycle of learning on differentiating instruction and small group instruction in the middle grades	ILT	5/2024	Not Started
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	All teams MTSS, ILT, and BHT are working cohesively together to meet the individual needs of our students. All teams use the PSP to support students.	✍️
SY26 Anticipated Milestones	All students demonstrate academic growth year to year.	✍️

Inclusive & Supportive Learning Environment

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Reading and Math Tier 2/3 Interventions will decrease.	Yes	MTSS Academic Tier Movement	Overall	RT2 = 20% RT3 = 23% MT2 = 20% MT3 = 16%			
			Select Group or Overall				
Increase % of students At/Above/On Watch on Star Reading and Math	Yes	STAR	Overall	READING At/Above= 21% On Watch= 11% Intervention= 26% Urgent Intervention= 42%			
			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
I&S:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the interventions in the Branching Minds platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
Select a Practice			

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
Reading and Math Tier 2/3 Interventions will decrease.	MTSS Academic Tier Movement	Overall	RT2 = 20% RT3 = 23% MT2 = 20% MT3 = 16%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Increase % of students At/Above/On Watch on Star Reading and Math	STAR	Overall	READING At/Above= 21% On Watch= 11% Intervention= 26% Urgent Intervention= 42% MATH At/Above= 25% On Watch= 19% Intervention= 29% Urgent Intervention= 27%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the interventions in the Branching Minds platform	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Yes | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. |

| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |

| 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?

C&W Practice 1 - Strong BHT, structures are in place for students (google form, BHT referral, YIR forms, school counselor, Gads Hill & BPNC, Climate and Culture team TBD (Yes)
C&W Practice 2 - SOAR days, Calm Classrooms, Circles, YIR/counselors to facilitate restorative practices (Partial), No curriculum.
C&W Practice 3 - BPNC programming, sports programming, OST, cooking, etc. (Yes)
C&W Practice 4 - Engagement Team, Home visits, 5-10 day letters sent home (Yes)

What is the feedback from your stakeholders?

5 Essential Data
Ambitious Instruction (Yellow)
Math Instruction - Strong - 73
English Instruction - Strong - 63
Quality of Student Discussion - 52 - Neutral
Academic Press - 33 - Weak

Supportive Environment
Academic Personalism - 43 - Neutral
Student - Teacher Trust - 40 - Neutral
Peer Support for Academic Work - 28 - Weak
Safety - 6 - Very Weak

All teaching staff have been trained in developmental designs. We need to continue to learn steps to embed SEL in our curriculum. Many staff members are reading SEL Middle School book to get more ideas on how to be proactive.

Parent meeting scheduled for 8/29/23 During the parent meeting the parents gave us feedback. Parents said they want more information about MTSS. They don't know too much about academics. They would like math and reading programs after school. They want to know how to motivate students. Parents want more security.

What student-centered problems have surfaced during this reflection?

Students don't possess the skills required to problem solve and resolve conflicts peacefully.
Students don't have the skills to regulate their own emotions and body states. (Personal)

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?

Professional Development on De-escalation, restorative practices, and emotional regulation. All teaching staff have been trained in the developmental designs process.

Return to Top — Determine Priorities

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

Students...

Students don't possess the skills required to problem solve and resolve conflicts peacefully.
Students don't have the skills to regulate their own emotions and body states. (Personal)

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top — Root Cause

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

As adults in the building, we...

do not have a collective belief in restorative practices and do not have the skills to implement a restorative approach.

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.

Return to Top — Theory of Action

What is your Theory of Action?

If we....

If we provide staff with professional development focused on restorative practices and approaches

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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....

restorative and proactive practices being used as a schoolwide SEL approach ✏️

which leads to...

which leads to all members showing growth toward a healing-centered community. ✏️

Return to Top   **Implementation Plan**

Resources: 🚀

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️		Dates for Progress Monitoring Check Ins	
BHT, Ana Martinez, Grade Level Leads		Q1 10/27/2023	Q3 4/4/2024
		Q2 1/11/2024	Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Establish team which includes a teacher representative from each grade level to lead the work.	Admin	10/27/2023	Not Started
Action Step 1	Add to ATL agenda to find teachers interested in being part of this team.	Admin	9/23	Not Started
Action Step 2	Develop team structures including meeting dates, agenda template	Admin	9/23	Not Started
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	All team members will receive the training from CPS on restorative practices.	Admin	1/11/2023	Not Started
Action Step 1	RP training dates will be released in late September.	Admin	10/27/2023	Not Started
Action Step 2	Team members will sign up and receive the CPS training.	Grade Level Leads	10/27/23	Not Started
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Team leads share resources and information with their teams.	Admin/Grade Level Leads	4/4/24	Not Started
Action Step 1	Grade level leads plan the information to share during grade level meetings.	Admin/Grade Level Leads	1/11/2023	Not Started
Action Step 2	Determine grade level meeting dates to share information	Admin/Grade Level Leads	1/11/2023	Not Started
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Analyze the youth intervention and school discipline data for each grade level to determine a focus and goal for each grade level.	Admin/Grade Level Leads	4/4/24	Not Started
Action Step 1	Share YIR and Aspen data with teams	Admin/Grade Level Leads	2/2024	Not Started
Action Step 2	Determine the social-emotional need at each grade level	Admin/Grade Level Leads	2/2024	Not Started
Action Step 3	Identify a focus and a goal for the specific grade level	Admin/Grade Level Leads	3/2024	Not Started
Action Step 4	Implement the goal & reflect	Admin/Grade Level Leads	4/2024	Not Started
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Grade level leads and teachers be more involved in resptrative practice work and cycle at the start of the year. Have more teaching staff attend the training so they have a deeper understanding of RP. Update grade level goals to meet the needs of the students.	✏️
SY26 Anticipated Milestones	Continue to train staff with the goal of having 100% of the staff trained in RP. Update grade level goals to meet the needs of students.	✏️

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).

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

Connectedness & Wellbeing

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

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

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

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

-The CIWP includes a 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 ✍	SY24	SY25	SY26
The number of Youth Intervention Referrals (YIR) originating in the classroom as the location of the incident will be reduced by 10% as evidenced in the EOY YIR data.	Yes	Other	Overall	EOY SY23= 37.9% 9.11.23= 36.4%			
			Students with an IEP	EOY SY23= 28.2% 9.11.23= 27.3%			
	Select Answer	Select Metric	Select Group or 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:2 Students experience grade-level, standards-aligned instruction.	Staff will create a Tier 1 restorative school climate that focuses on building a strong sense of community and positive relationships amongst all community members. Progress will be measured in teachers engaging in PD and learning and implementing the practices.	The use of restorative conversations will be led by lead staff. Lead staff are familiar with behavioral de-escalation strategies and use them to determine the appropriate moment for implementation of a restorative process.	All staff take ownership of the restorative process and use restorative conversations. All staff are familiar with behavioral de-escalation strategies and use them to determine the appropriate moment for impelementation of a restorative process.
Select a Practice			
Select a Practice			

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
The number of Youth Intervention Referrals (YIR) originating in the classroom as the location of the incident will be reduced by 10% as evidenced in the EOY YIR data.	Other	Overall	EOY SY23= 37.9%		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	EOY SY23= 28.2%		Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Staff will create a Tier 1 restorative school climate that focuses on building a strong sense of community and positive relationships amongst all community members. Progress will be measured in teachers engaging in PD and learning and implementing the practices.	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.

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

Select a Goal

Select a Goal

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.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority areas stem from our two priorities identified in our CIWP. During our parent feedback sessions they indicated wanting to know more about the MTSS process and interventions. In addition, they want to continue the learning on restorative practices and healing centered appraches in a school community. Learning about these concepts will help the parents support their children.

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