

## CIWP Team & Schedules

Resources 

### Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Allison Dinella	Principal	amdinella@cps.edu
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/15/23	8/3/23
Reflection: Curriculum & Instruction (Instructional Core)	6/22/23	8/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/22/23	8/3/23
Reflection: Connectedness & Wellbeing	6/22/23	8/3/23
Reflection: Postsecondary Success	6/22/23	8/3/23
Reflection: Partnerships & Engagement	6/22/23	8/3/23
Priorities	6/29/23	8/3/23
Root Cause	7/14/23	8/3/23
Theory of Action	7/23/23	8/3/23
Implementation Plans	7/23/23	8/3/23
Goals	8/3/23	8/3/23
Fund Compliance	8/3/23	8/3/23
Parent & Family Plan	8/3/23	8/3/23
Approval	9/11/23	9/11/23

## 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	10/6/23
Quarter 2	12/8/23
Quarter 3	3/1/24
Quarter 4	5/17/24

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p>-Curriculum is partially aligned because of ELA, SS, &amp; Science.</p> <p>-Instruction is grade-level and standards-aligned per N1 Rigor Walk.</p> <p>-Powerful Practices Rubric: discussion of ELA/SS &amp; partial Math alignment. Still building practices across content. Specials: Art, Music, and World Culture. Teachers make connection to heritage and personal cultural experiences.</p> <p>-ILT Effectiveness Survey: Developing in multiple areas.</p> <p>-Balanced Assessment Plan: Partial some teams with strong practices to review data and create plans, but some grade level teams continue to focus on data individually.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		

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

Per our 5 Essentials survey feedback, students reported that the ELA and Math instruction was strong. However, the academic press section survey feedback resulted in a weak rating by students.

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

We are developing Smyser Best Practices to align the student perspective with the teacher perspective. We are looking to maximize the master schedule to allow for vertical alignment which will positively impact collaboration.

**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]*

-Expanding student self-assessment and more formalized systems to assess.  
 -Continue to build powerful practices.  
 -Additional transition/support for students as we continue to roll out new curriculum.

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p>-MTSS team has foundation set up, and building systems to be more impactful to support Teachers during the MTSS process.</p> <p>-LRE: DL Team structures, Co-Teaching structures, revisiting agreements, and accountability. Add additional time for DL and GenEd providers to connect.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p>
		<a href="#">MTSS Integrity Memo</a>		

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

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

Teachers have shared that there have been delays in action steps within systems to help follow through with next steps. (ie. if student is referred to clinical team) In looking at the 5 Essentials data for Collaborative Teachers, the overall score was neutral, but specifically collective responsibility and collaborative practices were both ranked weak.

**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?**

-Teachers are working towards developing a positive practice to evaluate students meeting language objectives. We are in process of developing Smyser Best Practices to meet the needs of all of our students and be on the same page with our colleagues.

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

**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]*

- Are students feeling supported in all classrooms (Gen, DL, & ELL)?
- Improvement of communication between providers and RSPs-Smyser Best Practices.

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Yes	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.

**What are the takeaways after the review of metrics?**

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

- Established BHT and team restructuring post-pandemic needs
- Tier 1 Support: Second Step, CARE strategies, Calm Classroom, etc.
- OST menu based on student interest and created by staff, over 20 programs.
- Continue to build attendance re-entry plans for chronic absenteeism.

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

According to the 5 Essentials data, we were rated neutral for Supportive Environment. An area that stood out was that in terms of safety, it was rated weak by students.

- 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](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>-Impact of post-pandemic world -high need SEL-exemplary site.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p><i>[impact on most students; impact on specific student groups]</i> The BHT spent the year redefining their systems. A Youth Interventionist (Dean of students) has been hired.</p>

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>Success Bound was implemented in grade 6 this past year. Transition plans are included in IEP's based on guidelines per individual student.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a></p> <p><a href="#">3 - 8 On Track</a></p>
Partially	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
No	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We did not have a Career Day this past year. Staff and parents would like to bring this back.</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Looking to host a Career Day this year as we have not had one since pre-pandemic. We are looking for work-based learning activities to help give students exposure to different career paths. OST programs such as Broadcast, Film, and Robotics were a good stepping stone this year, but looking to expand.</p>	
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>		

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

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

-Need to expose students to possible college and career paths.

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The 5 Essentials data indicated that Partnership and Engagement was neutral. There seems to be an interest in families wanting to help and be involved, but more direction is needed. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We have a Friends of Smyser that is growing and supporting initiatives. Staff would like to see more of a partnership between classroom educational goals. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>-Build up student endurance and connection to school. 🍌</p>		<p>PAC has increased parent workshops to help families support their child. Whether it is families with conflicting schedules, lack of knowing how to help, or language barriers; we would like to find a way to bridge the gap. 🍌</p>	

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

What are the takeaways after the review of metrics?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

- Established BHT and team restructuring post-pandemic needs
- Tier 1 Support: Second Step, CARE strategies, Calm Classroom, etc.
- OST menu based on student interest and created by staff, over 20 programs.
- Continue to build attendance re-entry plans for chronic absenteeism.

What is the feedback from your stakeholders?

According to the 5 Essentials data, we were rated neutral for Supportive Environment. An area that stood out was that in terms of safety, it was rated weak by students.

What student-centered problems have surfaced during this reflection?

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

-Impact of post-pandemic world  
-high need SEL-exemplary site.

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

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

The BHT spent the year redefining their systems. A Youth Interventionist (Dean of students) has been hired.

Return to Top Determine Priorities

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

**Students...**

Students are not invested in viewing school as a supportive community and environment. Student perspective is different than staff perspective on how we have created opportunities to increase voice, engagements, and celebrate their identities. Concern students do not feel connected to their classroom community.

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...**

see a need to create opportunities for all students, along side all stakeholder, to have a direct connection to school and the community.

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....**

strengthen our culture of success through school-wide personal connections and positive relationships

Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

then we see...  
 an increase of trusting relationships and commitment to an academic and social emotional growth mindset by students and staff

Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...  
 a positive, student-centered school climate reflected in the Cultivate Survey (Learning Condition: Classroom Community) and 5Essentials (Supportive Environment).

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Resources:

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

**Team/Individual Responsible for Implementation Plan**   
 All staff

**Dates for Progress Monitoring Check Ins**  
 Q1 10/6/23 Q3 3/1/24  
 Q2 12/8/23 Q4 5/17/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Increase student engagement and create a positive school atmosphere.	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	Build opportunities for direct connections with staff through mentorship and service opportunities.	Admin & BHT	December 2023	Select Status
<b>Action Step 2</b>	Partner grade levels for two impactful buddy activities and events.	PPLC	December 2023	Select Status
<b>Action Step 3</b>	Two scheduled school-wide celebrations (citizenship, kindness, athletics, fine arts, academics, and culture).	BHT, ILT, and PPLC	June 2024	Select Status
<b>Action Step 4</b>	Student Advisory Council will collaborate with Smyser Leadership Team to lead student initiatives (biweekly).	Admin	June 2024	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Professional development for and implementation of school-wide social emotional curriculum.	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	Gradebands will establish scheduling of the school-wide SEL curriculum of Second Step supplemented by Calm Classroom.	Gradeband Teams	September 2023	In Progress
<b>Action Step 2</b>	Quarterly student surveys to progress monitor impact of SEL curriculum. Quarterly teacher surveys to reflect on implementation and supports needed.	ILT & MTSS	December 2023	Select Status
<b>Action Step 3</b>	Analyze quarterly student and teacher survey data during PD time to make adjustments and enhancements.	ILT & MTSS	March 2024	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Expand and enhance universal systems through school-wide norms, grade-band expectations and restorative practices.	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	100% of Staff provided professional development on Restorative Practices, systems for safety of students, common practices at BOY PD.	All School Staff	September 2023	Select Status
<b>Action Step 2</b>	Teachers and staff will analyze incident report data to ensure that there are systems in place for consistency.	Leadership Team & Teachers	December 2023	Select Status
<b>Action Step 3</b>	Staff will implement the CARE practices and CHAMPS expectations	All School Staff	February 2024	Select Status
<b>Action Step 4</b>	Increase utilization of district based and school-wide systems/platforms ie Branching Minds	All School Staff	June 2024	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	The Behavioral Health Team and counselor will streamline systems to support all students.	BHT and Counselor	June 2024	Select Status
<b>Action Step 1</b>	BHT will implement an effective system for referral process	BHT	October 2023	In Progress
<b>Action Step 2</b>	Create Tier 2 and Tier 3 progress monitoring tools to monitor effectiveness of interventions	BHT	December 2023	Select Status
<b>Action Step 3</b>	Form personal relationships and partnerships with community organizations to make mental health services more accessible to all students and their families in and out of school.	BHT	March 2024	Select Status
<b>Action Step 4</b>	Counselors supporting classroom environment with the implementation of the SEL curriculum. ie: Success Bound	Counselor	June 2024	Select Status
<b>Action Step 5</b>				Select Status

<b>SY25 Anticipated Milestones</b>	Use of baseline data of teacher/staff utilization from SY24 Branching Minds to inform teacher and staff practices for SY25 and beyond. Use support of parent/guardian committees to present academic and social emotional learning to school community.	
<b>SY26 Anticipated Milestones</b>	Use of Branching Minds data from SY24-25 to ensure alignment and consistency of best practice to maximize student educational and socioemotional outcomes. Expand parent/guardian partnerships through collaboration of best practices and supports for all students.	

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase student connectedness through student and teacher implemented SEL strategies, curriculum, and schoolwide celebrations/events. (LC: Classroom Community)	Yes <input type="checkbox"/>	Cultivate	Overall <input type="text" value="52"/>	52	57	62	67
			Select Group or Overall <input type="text"/>				
Increase 5Essentials Supportive Environment teacher and student connections through restorative practices, supports through the Behavioral Health Team, and community partnerships.	Yes <input type="checkbox"/>	5E: Supportive Environment	Overall <input type="text" value="49"/>	49	54	60	65
			Select Group or Overall <input type="text"/>				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Developing multiple schoolwide committees using universal teaming structures and setting goals to support connectedness and wellbeing with support from PPLC.	Most multiple schoolwide committees will be implemented using universal teaming structures and monitoring goals annually to support connectedness and wellbeing with support from PPLC.	All multiple schoolwide committees will be implemented using universal teaming structures and monitoring goals annually to support connectedness and wellbeing with support from PPLC.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers and staff are provided professional learning and support in implementing SEL curriculum, CARE strategies, and restorative practices to enhance connectedness and wellbeing.	Most teachers and staff are implementing SEL curriculum, CARE strategies, and restorative practices to enhance connectedness and wellbeing. Teacher leaders are supporting as coaches.	All teachers and staff are implementing SEL curriculum, CARE strategies, and restorative practices to enhance connectedness and wellbeing. Teacher leaders are continuing to support as coaches.
Select a Practice <input type="text"/>			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Increase student connectedness through student and teacher implemented SEL strategies, curriculum, and schoolwide celebrations/events. (LC: Classroom Community)	Cultivate	Overall	52	57	Select Status	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
Increase 5Essentials Supportive Environment teacher and student connections through restorative practices, supports through the Behavioral Health Team, and community partnerships.	5E: Supportive Environment	Overall	49	54	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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Developing multiple schoolwide committees using universal teaming structures and setting goals to support connectedness and wellbeing with support from PPLC.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers and staff are provided professional learning and support in implementing SEL curriculum, CARE strategies, and restorative practices to enhance connectedness and wellbeing.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*  
 -MTSS team has foundation set up, and building systems to be more impactful to support Teachers during the MTSS process.  
 -LRE: DL Team structures, Co-Teaching structures, revisiting agreements, and accountability. Add additional time for DL and GenEd providers to connect.

What is the feedback from your stakeholders?

Teachers have shared that there have been delays in action steps within systems to help follow through with next steps. (ie. if student is referred to clinical team) In looking at the 5 Essentials data for Collaborative Teachers, the overall score was neutral, but specifically collective responsibility and collaborative practices were both ranked weak.

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]*  
 -Are students feeling supported in all classrooms (Gen, DL, & ELL)?  
 -Improvement of communication between providers and RSPs-Smyser Best Practices.

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?

-Teachers are working towards developing a positive practice to evaluate students meeting language objectives. We are in process of developing Smyser Best Practices to meet the needs of all of our students and be on the same page with our colleagues.

Return to Top Determine Priorities

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

Students...  
 Staff communication and collaboration needs improvement in order to service students more effectively to meet their needs. Staff need to come together around best practices for MTSS, supporting DL, and ELL student needs.

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...  
 can respect each other's teaching philosophies and collaborate around best practices for Smyser students.

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...  
 ensure equity of voice among all stakeholders by the development of the Smyser Best Practices and Systems

Resources: [Indicators of a Quality CIWP: Theory of Action](#)  
 Theory of Action is grounded in research or evidence based practices.

## Inclusive & Supportive Learning Environment

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....

more effective communication and aligned student supports that focus on the whole child (socioemotional, physical, mental, and academic wellbeing)



which leads to...

increase in On-Track data and student performance in Star360 and i-Ready.



[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

All Staff

#### Dates for Progress Monitoring Check Ins

Q1 10/6/23

Q3 3/1/24

Q2 12/8/23

Q4 5/17/24

#### SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Create collective agreements and establish roles and responsibilities amongst teams and partnerships.	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	Whole staff creation of the collective agreements	Staff	September 2023	Completed
<b>Action Step 2</b>	Strategic scheduling and opportunities for collaboration amongst teams/partnerships. (Weekly/Biweekly)	Staff	December 2023	Select Status
<b>Action Step 3</b>	Partnering/mentoring new teachers/new staff (Week 0 & Quarterly)	Admin	December 2023	Completed
<b>Action Step 4</b>	Team and partnerships develop roles and responsibilities that are revisited regularly throughout the year. (Staff Regularly & Admin Between 5-7 Week Checkpoints)	Admin & Staff	June 2024	Select Status
<b>Action Step 5</b>	Coaching opportunities provided for instructional practices and classroom community (CARE strategies). (Week 0 & Quarterly)	Admin & Leadership Team	June 2024	Select Status
<b>Implementation Milestone 2</b>	Ensuring that all staff is implementing and utilizing the MTSS Framework effectively.	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	Interventionist will collaborate with teachers to identify students with high priority needs. (Biweekly/Monthly)	Interventionist	December 2023	In Progress
<b>Action Step 2</b>	Collaboration with clinicians, the MTSS lead, and interventionist to ensure strategies implemented are aligned with data expectations. (Monthly)	MTSS, Interventionist, & RSPs	December 2023	Select Status
<b>Action Step 3</b>	MTSS Team & Interventionist provide professional learning around implementation of MTSS framework, developing intervention plans, using Branching Minds, and ongoing coaching opportunities. (Quarterly)	MTSS & Interventionist	June 2024	Select Status
<b>Action Step 4</b>	MTSS team and interventionist provide check on progress of intervention plan and meet at Week 6 to review effectiveness. (Quarterly)	MTSS & Interventionist	June 2024	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Create a welcoming environment with language supports in place to maximize personal and academic growth for all EL students	Admin & Staff	June 2024	Select Status
<b>Action Step 1</b>	ELPT provide professional development to staff (Week 0)	ELPT	September 2023	Completed
<b>Action Step 2</b>	Ensure unit plans include WIDA and Can-do descriptors to support EL (Ongoing)	Teachers & Admin	December 2023	Select Status
<b>Action Step 3</b>	Create an ELL Committee that will focus on creating Smyser resources to support EL students (Ongoing)	ELL Committee	March 2024	Select Status
<b>Action Step 4</b>	Create a menu of resources to support newcomer EL students (Week 0 & Ongoing)	ELL Committee	March 2024	Select Status
<b>Action Step 5</b>	Add text and cultural inclusive books to classroom libraries to support ELLs and newcomers (Ongoing)	ELPT & Admin	June 2024	Select Status
<b>Implementation Milestone 4</b>	Create a welcoming environment with individualized supports in place to maximize personal and academic growth with all DL students	Admin and Staff	June 2024	Select Status
<b>Action Step 1</b>	Maximizing scheduling to ensure all student's needs are being met. (Quarterly)	DL Team & Admin	November 2023	Select Status
<b>Action Step 2</b>	Develop a consistent plan using Smyser Best Practices to meet the evolving needs of students and to support LRE placement. (Monthly)	DL Team & Admin	December 2023	Select Status
<b>Action Step 3</b>	Professional learning provided around Smyser Best Practices, collaboration, planning, and curriculum (i.e. Wilson, LLI, ELA) to support diverse learners. (Ongoing)	Admin, Teachers, & Support Staff	December 2023	Select Status

<b>Action Step 4</b>	DL providers, teachers, and support staff effectively collaborate and communicate about the progress and implementation of next steps for students. (Ongoing)	Staff	March 2024	Select Status
<b>Action Step 5</b>	Invest in and implement culturally responsive and developmentally appropriate curriculum to advance student learning. (Ongoing)	Admin, Teachers & Support Staff	April 2024	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Use of student assessments (i.e. IReady, Star360, ACCESS, classroom) and stakeholder surveys/feedback to inform teacher and staff practices for SY25 and beyond. Use support of parent/guardian committees to present academic and social emotional learning/implementation to school community.	
<b>SY26 Anticipated Milestones</b>	Use of student assessment data and stakeholder surveys/feedback from SY24-25 to ensure alignment and consistency of best practice to maximize student educational and social emotional outcomes. Expand parent/guardian partnerships through collaboration of best practices and supports for all students.	

[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase student on track % by maximizing student supports, teacher collaboration, implementing Smyser Best Practices, and implementing culturally responsive/grade-level appropriate curriculum.	Yes	3 - 8 On Track	Overall	51	56	61	66
			English Learners	44	49	54	59
Increase student on track % by maximizing student supports, teacher collaboration, implementing Smyser Best Practices, and implementing culturally responsive/grade-level appropriate curriculum.	Yes	3 - 8 On Track	Students with an IEP	48	53	58	63
			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.	Continued professional learning for all staff utilization of Branching Minds to progress monitor Tier 2/3 students and data check-ins to support implementation of intervention plans.	Increase available progress monitoring tools and coaching to support implementation of intervention plans.	Increase family engagement with a communication tool to support family understanding of their student's progress.
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Develop Smyser Best Practices to increase effective communication amongst staff to support diverse learners.	Implement and monitor Smyser Best Practices to maintain effective communication amongst staff to support diverse learners.	Continue Smyser Best practices to maintain effective communication amongst staff and family involvement to support diverse learners.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Professional learning for all staff implementation of incorporating language objectives in planning and instruction for all EL students.	Continue professional learning for all staff and coaching for effective implementation of incorporating language objectives and planning for instruction for all EL students.	Continue professional learning and expand parent workshop opportunities to increase language across all content areas.

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student on track % by maximizing student supports, teacher collaboration, implementing Smyser Best Practices, and implementing culturally responsive/grade-level appropriate curriculum.	3 - 8 On Track	Overall	51	56	Select Status	Select Status	Select Status	Select Status
		English Learners	44	49	Select Status	Select Status	Select Status	Select Status
Increase student on track % by maximizing student supports, teacher collaboration, implementing Smyser Best Practices, and implementing culturally responsive/grade-level appropriate curriculum	3 - 8 On Track	Students with an IEP	48	53	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
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.	Continued professional learning for all staff utilization of Branching Minds to progress monitor Tier 2/3 students and data check-ins to support implementation of intervention plans.	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Develop Smyser Best Practices to increase effective communication amongst staff to support diverse learners.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Professional learning for all staff implementation of incorporating language objectives in planning and instruction for all EL students.	Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:  
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority areas for the use of the Parent/Family Engagement funds center around informing parents/guardians on ways that they can support their child(ren)'s social-emotional needs, mental health, and physical health that ultimately impacts their child(ren)'s academic performance and achievement. Parent/Family Engagement funds are used towards workshops for parents/guardians to learn how they can speak, interact, and support their child(ren) when it comes to social settings, their social-emotional health, mental health, and physical health. As an example, workshops provided teach families how drugs, alcohol, vaping, over-use of technology, impact the overall well-being of a child which impacts their school performance. Workshops around building family relationships starting at home and adult relationships supports parents/guardians in connecting with their child(ren) and bridge the gap from home to school. Funds will also be used to engage other families who typically are not involved or participate in family events through promotion of Parent Advisory Council. Also, use of funds are expected to support collaboration with families and teachers. Intentions are provide teachers with a payment to lead workshops for parents and families centered around curriculum, at-home academic supports, etc. 

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