

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
Vicki Brown	Principal	vhbrown@cps.edu
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Kelly Miller	Teacher Leader	kdmiller5@cps.edu
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Tanjra Townsend	Connectedness & Wellbeing Lead	ttownsend4@cps.edu
Nadjea Evans	LSC Member	nibutler-wilson@cps.edu
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Maya O'Neal	Teacher Leader	mjoneal@cps.edu
Stephanie Porche	Teacher Leader	smporches@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/20/23	7/4/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/10/23	7/10/23
Reflection: Connectedness & Wellbeing	7/10/23	7/10/23
Reflection: Postsecondary Success	7/10/23	7/10/23
Reflection: Partnerships & Engagement	7/10/23	7/10/23
Priorities	7/10/23	7/10/23
Root Cause	7/10/23	7/10/23
Theory of Action	7/20/23	7/20/23
Implementation Plans	7/20/23	7/20/23
Goals	7/20/23	7/20/23
Fund Compliance	7/27/23	7/27/23
Parent & Family Plan	7/27/23	7/27/23
Approval	8/18/23	8/25/23

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	12/22/2023
Quarter 3	4/1/2024
Quarter 4	5/22/2024

Indicators of a Quality CIWP: Reflection on Foundations





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

Resources 

[Reflection on Foundations Protocol](#)






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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>According to 5 Essentials, we are well organized. </p> <p>* In ELA and Math Parcc/IAR, we have more students that are meeting and approaching than in previous years.</p> <p>*In iready, we are 110% of the annual typical growth in ELA and 110% in Math. Incoming 2nd and 8th grade are below 80% growth in math. Incoming 6th grade is extremely far below in ELA at 31%</p> <p>*In our Rigor/Data walk, the tasks and standards are aligned, students are engaged, yet many assignments are at the comprehension level and teachers aren't using a tracking system to monitor learning.</p> <p>*TS Gold (prek)-All students are meeting. Time completion [takeaways reflecting most students; takeaways reflecting specific student groups]</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>SSFAA is making good progress towards delivering consistent rigorous instruction for all students. More opportunities for enrichment need to be given to students as well as more student to student discourse and hands-on activities to increase engagement and to appeal to all learners. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>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?</p> <p>Teacher engagement and task alignment with IAR Teachers need to understand what the questions are asking and what needs to be taught to master the questions Intentional multistep problems must be given consistently. </p> <p>Student engagement with IAR tasks</p> <p>Instructional time and opportunities impact on most students; impact on specific student groups]</p>	
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<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.</p> <p>According to IAR PARCC...  Incoming 7th grade will need major attention in math. Incoming 4th grade will need major attention in ELA.</p> <p>According to iready... Incoming 2nd and 8th grade are below 80% growth in math. Incoming 6th grade is extremely far below in ELA at 31%</p>	


Student and teacher messaging needs to shift
 Collaboration needs to be creative with incoming 7th graders
 Student engagement with the practice test
 Increase student to student discourse
 problems experienced by most students; problems experienced by specific student groups]

[Return to Top](#) **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	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>More students are meeting MTSS goals in math than in reading. </p> <p>Students do have MTSS plans in Branching Minds We need to ensure that 100% of students with c- or below have plans Where is the progress monitoring? How are teachers analyzing and reviewing student data? Students that did not meet the goals should be considered for specialized instruction. How do we improve tutor corp data in dashboard? We need to ensure Branching Minds is updated</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>How do we improve tutor corp data in dashboard? We need to ensure Branching Minds is updated</p>	<p>Quality Indicators of Specially Designed Curriculum</p>
Partially	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>SSFAA still needs to refine its practices around MTSS but has a solid foundation. Tier 2 and tier 3 students have plans, however SSFAA needs to strive for more students to meet or exceed the goals of their intervention plans. At grade-level students also needed opportunities for enrichment and acceleration. </p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	<p>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?</p> <p>Teacher goal setting conferences/check in with students should take place every 5 weeks. </p> <p>Data meetings in GLT should discuss movement of students every 5 weeks Consistency and focus are sometimes a barrier Low expectations (barrier) Low Attendance (barrier) Teacher consistency with shifting groups</p>	<p>EL Placement Recommendation Tool ES</p>
N/A	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p>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?</p>	<p>EL Placement Recommendation Tool HS</p>
N/A	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>Teacher goal setting conferences/check in with students should take place every 5 weeks. </p> <p>Data meetings in GLT should discuss movement of students every 5 weeks Consistency and focus are sometimes a barrier Low expectations (barrier) Low Attendance (barrier) Teacher consistency with shifting groups</p>	<p>EL Placement Recommendation Tool ES</p>
<p>What student-centered problems have surfaced during this reflection?</p>			
<p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</p>			
<p>Students need to know their tiers and what they need to do in order to shift tiers </p>			
<p>Conferences and meaningful feedback are important to students Choice to show mastery</p>			


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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Meetings are consistent More students have been referred this year than any other Systems have been put in place for tier 2 and tier 3 students Suspensions have decreased and restorative practices and improved Most infractions are taking place from 11:00am-2:00pm Majority of the infractions are from Group 2 and Group 3	 % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Access to OST Increase Average Daily Attendance Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		What is the feedback from your stakeholders? More training is needed on restorative practices for students to student and student to staff infractions.	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		The entire school to commit to the structures of PBIS and implement it fully.	

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 CWP.

Students do not feel that the adults supervising them are responsive to their need for adult intervention.	
Students do not have a tool kit for how to handle difficult situations with their peers.	

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?

The school is implementing PBIS/ MTSS behavior. Detailed Tiered supports layed out.	
An obstacle is the expectation of admin level support around classroom level infractions.	
Classroom level behavior management systems that align with the PBIS model/ restorative practices	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	One-third of our 3rd-8th grade population is on track One-fourth of our students are almost on track According to weekly data, students may not be aware of on track status until progress reports are distributed Between weeks 1-3 very few grades are posted in Gradebook which lead to all students being classified as off track On track declines around November and plateaus for the remainder of the school year.	 Graduation Rate Program Inquiry; Programs/participation/attainment rates of % of ECC 3 - 8 On Track Learn, Plan, Succeed
		Individualized Learning Plans		

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).				% of KPIs Completed (12th Grade)
Partially	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		<p>What is the feedback from your stakeholders?</p> <p>On track presentation and conversations need to take place starting with Admin to staff and then Staff to students to create a culture of consistently analyzing our ontrack data at least monthly.</p> <p>Students need to learn how to calculate their GPA to lead goal setting conversations.</p>		College Enrollment and Persistence Rate
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).				9th and 10th Grade On Track
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List				Cultivate (Relevance to the Future)
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		<p>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?</p> <p>BHT identifies tier 2 and 3 students based on attendance and creating family supports and incentives to improve attendance.</p> <p>Students that need academic support in core subjects are receiving tutoring weekly and tutoring is also offered through after school programming.</p> <p>ILT is working to create a format to lead on track conversations between staff and students and have goal setting conversations.</p>		Freshmen Connection Programs Offered (School Level Data)
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				
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students are unaware of their on track status and the importance of it as a preparedness tool for high school.</p> <p>Currently there is no schoolwide structure or format in place to ensure that this data is reviewed with students consistently.</p>					

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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	Spectrum of Inclusive Partnerships	Supportive environment decreased by 17, but the performance level is still strong. Involved families decreased by 9, but the performance level is still strong. There is room for improvement in the following areas: >Student safety outside of the classroom. >Parent involvement with academics and the school. >Student voice.	Cultivate
	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate
			5E: Involved Families
			5E: Supportive Environment

Yes

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

Partially

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](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLS Family Advisory Board (School Level Data)

What is the feedback from your stakeholders?

Staff feel as though parents are not being responsive to students' academic needs by taking suggestions and reaching out about concerns about their child. Parents show up for conferences but do not go beyond that and take on a supportive role in the school. The school has maintained a constant level of creating opportunities for parents to influence decisions that concern their student academic success. Parents support teachers but are not willing to lend a hand to assist in the work we do. Students overall feel supported in their education. Students think highly of their peers behaviors for academic success. Students feel safe in the presence of their teacher inside the classroom. There is room for improvement in the hallways and school bathroom. Students do not feel safe around the school or on their way home from school. Students feel safe with their teacher but feel a lack of trust due to broken promises and their voices not being heard.

Formal and informal family and community feedback received locally. (School Level Data)

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.

Student safety
Student trust

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?

Student support/mentoring groups were created for the middle school young ladies and gentlemen to give them a safe space. Some teachers have started including more student choice in their classrooms.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

According to 5 Essentials, we are well organized.

* In ELA and Math Parcc/IAR, we have more students that are meeting and approaching than in previous years.

*In iready, we are 110% of the annual typical growth in ELA and 110% in Math. Incoming 2nd and 8th grade are below 80% growth in math. Incoming 6th grade is extremely far below in ELA at 31%

*In our Rigor/Data walk, the tasks and standards are aligned, students are engaged, yet many assignments are at the comprehension level and teachers aren't using a tracking system to monitor learning.

*TS Gold (prek)-All students are meeting.
Time completion
[takeaways reflecting most students; takeaways reflecting specific student groups]

What is the feedback from your stakeholders?

SSFAA is making good progress towards delivering consistent rigorous instruction for all students. More opportunities for enrichment need to be given to students as well as more student to student discourse and hands-on activities to increase engagement and to appeal to all learners.

What student-centered problems have surfaced during this reflection?

According to IAR PARCC...
Incoming 7th grade will need major attention in math.
Incoming 4th grade will need major attention in ELA.

According to iready...
Incoming 2nd and 8th grade are below 80% growth in math.
Incoming 6th grade is extremely far below in ELA at 31%

Student and teacher messaging needs to shift
Collaboration needs to be creative with incoming 7th graders
Student engagement with the practice test
Increase student to student discourse
problems experienced by most students; problems experienced by specific student groups]

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?

Teacher engagement and task alignment with IAR
Teachers need to understand what the questions are asking and what needs to be taught to master the questions
Intentional multistep problems must be given consistently.

Student engagement with IAR tasks

Instructional time and opportunities
impact on most students; impact on specific student groups]

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students experience low engagement and feelings of connectedness to tasks.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Lack of student choice and input in ways to demonstrate mastery. Limited opportunities for creativity and expression around tasks.



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.

As adults in the building we will increase rigorous differentiation using arts infused options

As adults in the building we will increase rigorous differentiation using arts infused options that the students will have the opportunity to choose and express their creativity.

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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What is your Theory of Action?

If we...
 Develop and implement a school-wide grading system with protocols for grading, interim assessments, using cycles of professional development to analyze results and develop action plans for reteaching

And
 Provide consistent opportunities for student interaction and student choice in class

then we see...
 Unified grading protocols, more equitable teacher grading practices around the grading of task, assessments and the incorporation of student choice.

which leads to...
 Reducing failing grades by 30% in 6th-8th grade by EOY SY 24 and 3rd-5th by 20% by EOY SY 24. Increased On-Track rate by 30% on our school report card for 3rd-8th grade by SY 24, Improved teacher rating by 30% on REACH 3d from basic to proficient.

Resources:

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

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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

ILT



Dates for Progress Monitoring Check Ins

Q1 10/27/2023 Q3 4/1/2024
 Q2 12/22/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Arts Infusion through Instruction and Teaching Practices	Arts Leadership Alliance, ILT, Admin	ongoing	Select Status
Action Step 1	Define arts integration and how to move towards authentic arts integration across contents	Arts Leadership Alliance	Tentatively Week 0	Select Status
Action Step 2	Learn arts standards and how to authentically connect the arts to the curriculum taught (ig. Skyline & IREADY). Brainstorm how to REIMAGINE curriculum via assessment, homework, projects, etc.	Arts Leadership Alliance	Tentatively Week 0	Select Status
Action Step 3	Arts Integration Project	All Teachers	Tentatively Week 20	Select Status
Action Step 4	Create Teacher leads for grade bands to lead GLM learning cycles for best practices around infusing arts into grading rubrics and balanced assessments	Arts Leadership Alliance	Tentatively Week 5	Select Status
Action Step 5	Reflection during GLM and EOY	All Teachers	Tentatively Week 5	Select Status
Implementation Milestone 2	Task alignments to standards and rigorous differential based on students abilities	ILT/Teachers	Ongoing	Select Status
Action Step 1	Ensure that curriculum is being utilized by staff with fidelity. ILT will conduct walk-throughs starting week 3.	ILT	Week of September 11	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Reflection	Root Cause	Implementation Plan					
Action Step 2	ILT and Teachers will participate in Professional Learning Conversations around differentiation of curricular tasks and multiple modalities of learning based on data obtained from learning walks, student surveys, and grade-books.	ILT	ongoing/ GLM	Select Status			
Action Step 3	ILT will develop rubrics for grade-book and task audits utilizing the School Reform Institute (SRI).	ILT	Tentatively Week 5	Select Status			
Action Step 4	ILT will participate in a 'Rigor Walk' focused on rigorous differentiated instruction as a cycle of learning and communicate trends and next steps with staff.	ILT	ongoing	Select Status			
Action Step 5				Select Status			
Implementation Milestone 3	Grading Practices and Assessment design and choice	ILT Grade Level Lead & Admin	Ongoing	Select Status			
Action Step 1	ILT develops and communicates grading expectations for gradebooks.	ILT	Tentatively Week 5	Select Status			
Action Step 2	Teachers will bring lessons to grade-level meetings to participate in Professional Learning Conversations around differentiation of assessment.	ILT Grade Level Lead & Admin	ongoing	Select Status			
Action Step 3	Monthly grade-level meetings will consist of grade-book review in which the teacher will present the task aligned to the grade and if a differentiated alternative assignment was provided.	ILT Grade Level Lead & Admin	ongoing/monthly	Select Status			
Action Step 4	Formation of Professional Learning Communities utilizing the text Grading for Equity by Joe Feldman	ILT Grade Level Lead & Admin	ongoing/monthly	Select Status			
Action Step 5				Select Status			
Implementation Milestone 4				Select Status			
Action Step 1				Select Status			
Action Step 2				Select Status			
Action Step 3				Select Status			
Action Step 4				Select Status			
Action Step 5				Select Status			

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By SY25 SSFAA will have student choice and/or arts integration for 25% of the Units taught across the Core. Differentiated assessments will support student choice and arts integration of the lesson.	
SY26 Anticipated Milestones	By SY25 SSFAA will have student choice and/or arts integration for 40% of the Units taught across the Core. Differentiated assessments will support student choice and arts integration of the lesson.	

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>			
Instruction is driven by assessment practices rooted in student choice & incorporating the arts	Yes	Interim Assessment Data	Overall	100%	100%	100%	100%	
			Select Group or Overall					
Gradebook includes opportunities for alternative assessments and task that's rooted in student choice and may include arts integration.	Yes	Grades	Overall	1	2	3	4	
			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:4 The ILT leads instructional improvement through distributed leadership.	Create a measuring tool for grading purposes incorporating the arts standards into assessments & weekly instruction across grade levels	Evaluate the level of implementation for the arts and create a progress monitoring tool to ensure that we are trending upwards in Arts Infusion	Arts standards are fully integrated across assessments & weekly instruction for all grade levels.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Classroom observations, monitoring how teachers are using Skyline with fidelity, including culturally responsive read alouds & materials for instruction.	PLCs with teachers using Skyline with fidelity, that focuses on developing & including research based culturally responsive practices including but not limited to: lessons, read alouds, field trips.	Classroom observations/ Lesson Study centered around the work of the PLC which was: developing & including research based culturally responsive practices including but not limited to: lessons, read alouds, field trips
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Grade level discussions about arts integration in Skyline assessment practices. Bi-monthly grade level meetings would be dedicated to bringing assessment practices, student work samples & student choice.	Develop arts integrated lesson for every unit in Skyline for all grade levels. Develop an arts integrated assessment option for each unit assessment. Bi-monthly grade level meetings would be dedicated planning and analysing student work samples from the arts integrated lessons.	Whole school art themed project that is incorporated across all subjects. Both teachers and student representatives will be apart of the planning which will include assessment criteria development.

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SY24 Progress Monitoring

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Instruction is driven by assessment practices rooted in student choice & incorporating the arts	Interim Assessment Data	Overall	100%	100%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Gradebook includes opportunities for alternative assessments and task that's rooted in student choice and may include arts integration.	Grades	Overall	1	2	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

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Curriculum & Instruction

<p>C&I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>Create a measuring tool for grading purposes incorporating the arts standards into assessments & weekly instruction across grade levels</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Classroom observations, monitoring how teachers are using Skyline with fidelity, including culturally responsive read alouds & materials for instruction.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>Grade level discussions about arts integration in Skyline assessment practices. Bi-monthly grade level meetings would be dedicated to bringing assessment practices, student work samples & student choice.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
N/A	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
N/A	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

More students are meeting MTSS goals in math than in reading.
 Students do have MTSS plans in Branching Minds
 We need to ensure that 100% of students with c- or below have plans
 Where is the progress monitoring? How are teachers analyzing and reviewing student data?
 Students that did not meet the goals should be considered for specialized instruction.
 How do we improve tutor corp data in dashboard?
 We need to ensure Branching Minds is updated

What is the feedback from your stakeholders?

SSFAA still needs to refine its practices around MTSS but has a solid foundation. Tier 2 and tier 3 students have plans, however SSFAA needs to strive for more students to meet or exceed the goals of their intervention plans. At grade-level students also needed opportunities for enrichment and acceleration.

What student-centered problems have surfaced during this reflection?

Students need to know their tiers and what they need to do in order to shift tiers
 Conferences and meaningful feedback are important to students
 Choice to show mastery

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?

Teacher goal setting conferences/check in with students should take place every 5 weeks.
 Data meetings in GLT should discuss movement of students every 5 weeks
 Consistency and focus are sometimes a barrier
 Low expectations (barrier)
 Low Attendance (barrier)
 Teacher consistency with shifting groups

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Determine Priorities

Resources: 

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

Students...
 Students do not feel they are heard by staff when addressing peer issues. Students feel there is a lack of student voice and choice in the environment. Students need to know what they need to achieve in order to reach intervention goals academically, behaviorally, and/or for attendance.

[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.

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Root Cause

Resources: 

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

As adults in the building, we...
 are not consistent with messaging for students and MTSS. We don't include student voice in their success plan. We are not consistent with PM and Conferencing for growth with students.

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

 Indicators of a Quality CIWP: Root Cause Analysis

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) [Select the Priority Foundation to pull over your Reflections here =>](#)

their success plan. we are not consistent with PFM and Conferencing for growth with students.

Inclusive & Supportive Learning Environment

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

[Return to Top](#) Theory of Action

What is your Theory of Action?

If we...

Create a universal progress monitoring protocol that is aligned with the MTSS framework allowing us to have systemic conversations on student growth using a universal language, and plans for movement between tiered groups.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see...

Consistency with teacher language across all grade bands, unified progress monitoring with students in tier 2 and 3 supports



which leads to...

improved student connection to school learning, student achievement, student attendance, a decrease in student behavior infractions.



[Return to Top](#) Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 4/1/2024

Q2 12/22/2023

Q4 5/22/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS (tiered support) will be implemented K-8 for ELA and Math	Classroom Teacher, MTSS interventionist	ongoing	Select Status
Action Step 1	Establish a dedicated MTSS team that represents multiple perspectives from our school community, meeting biweekly with a focus on using the Problem Solving Process to make data informed decisions.	MTSS Coordinator, Admin	End of Week 0 - 8/18/2023	Select Status
Action Step 2	Provide students with weekly intervention feedback and Tiered information through individual conferences when necessary.	Interventionist & Intervention providers (Teachers/SECAs)	Ongoing	Select Status
Action Step 3	Engage teachers to improve Tier 2 practices through professional learning on progress monitoring and by establishing Tier 2 observation walkthrough practices.	MTSS Team	PD Day - 9/22/2023	Select Status
Action Step 4	Implement Branching Minds with fidelity including updating to-do lists weekly and student plans when necessary	MTSS Coordinator, MTSS Team, Teachers	End of Q2	Select Status
Action Step 5				Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Inclusive & Supportive Learning Environment	
Reflection	Root Cause	Implementation Plan					
Implementation Milestone 2	MTSS (tiered support) will be implemented K-8 for Behavior			Classroom Teacher, BHT team, Counselor	ongoing	Select Status	
Action Step 1	Ensure all classrooms have behavior plan and expectations visibly posted for students.			Admin & Counselor, BHT	Week zero	Select Status	
Action Step 2	All classrooms will have a calm/conflict corner.			Admin & Counselor, BHT	End of Week 0 - 8/18/2023	Select Status	
Action Step 3	All behavioral incidents should be tracked and documented via PBIS or discipline google form.			BHT & Admin	ongoing	Select Status	
Action Step 4	All staff would engage in professional learning around trauma sensitivity, relationship building, and educating the whole child.			Admin & Counselor, BHT	ongoing	Select Status	
Action Step 5						Select Status	
Implementation Milestone 3	MTSS (tiered support) will be implemented K-8 for Attendance			Attendance Team, counselor, MTSS interventionist	ongoing	Select Status	
Action Step 1	Establish Tier 1 Classroom Level Attendance Plan will be completed by all classroom instructors.			Attendance Team	Week zero	Select Status	
Action Step 2	Establish Tier 1 Establish School Wide attendance incentives for the school year. This plan will be communicated with all stakeholders.			Attendance Team	Week zero	Select Status	
Action Step 3	Establish a protocol for Tier 2 and Tier 3 attendance support.			Attendance Team, counselor, MTSS interventionist, STLS coordinator	week zero	Select Status	
Action Step 4	Include On-Track conversations/reflection in MTSS Data deep dives and Teacher & Student Goal setting conversations			Attendance Team, counselor, MTSS interventionist	ongoing/monthly	Select Status	
Action Step 5	Consistent attendance team meetings to progress monitor the effectiveness of tiered supports			Attendance Team	Monthly	Select Status	
Implementation Milestone 4	SEL will be implemented 3-5 days per week preK-8th			Classroom Teacher, Counselor	ongoing	Select Status	
Action Step 1	Student Voice will be a priority via MGN for grades 5th-8th. Advisory, student voice surveys, and daily check-ins on feelings.			Classroom Teacher, BHT team, Counselor	ongoing	Select Status	
Action Step 2	Second Step will be used k-8.			Classroom Teacher, Counselor	ongoing	Select Status	
Action Step 3						Select Status	
Action Step 4						Select Status	
Action Step 5						Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>Decrease of behavior infractions amongst group 2 and 3 by 25%. 65% of students on or above grade level as measured by iReady EOY assessment</p> <p>By SY25 SSFAA will have a 20 (25) percent increase of the student on track rate.</p> <p>By SY25 SSFAA will have a 10 (15) percent increase in students meeting or exceeding the standard as measured by the Illinois Assessment of Readiness (IAR).</p>	
SY26 Anticipated Milestones	<p>Decrease of behavior infractions amongst group 2 and 3 by 50%. 80% of students on or above grade level as measured by iReady EOY assessment</p> <p>By SY26 SSFAA will have a 40 (45) percent increase of the student on track rate.</p> <p>By SY26 SSFAA will have a 12 (17) percent increase of students meeting or exceeding the standard as measured by the Illinois Assessment of Readiness (IAR).</p>	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

[IL-EMPOWER Goal Requirements](#)

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
All students will receive high quality tiered interventions in Math & ELA K-8 daily	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	80	90	95	100
			Select Group or Overall				
All 3rd-8th grade teachers will include goal setting conversation with students every 5 week. The goal setting conversations will be centered around the students on-track status.	Yes	3 - 8 On Track	Overall	80	90	95	100
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

	SY24	SY25	SY26
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 Tier 2 & 3 students and Tier 1 students who are receiving Ds and below in ELA and Math will receive weekly Tiered support with progress monitoring.	All Tier 2 & 3 students and Tier 1 students who are receiving Ds and below in ELA, Math, Science and Social Studies will receive weekly Tiered support with progress monitoring.	All Tier 2 & 3 students and Tier 1 students who are receiving Ds and below in ELA, Math, Science and Social Studies will receive weekly Tiered support with progress monitoring that includes on-track conversations.
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.	Creating a consistent MTSS team to create universal structures for classroom interventions to support attendance, behavior, and academics.	MTSS teams have in place universal structures for classroom interventions to support attendance, behavior, and academics.	MTSS teams have in place universal structures for classroom interventions to support attendance, behavior, and academics. These structures and plans will include family engagement opportunities.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Core classrooms are utilizing accountable talk stems during classroom discussions. There is a universal language for MTSS including calm-down techniques and conflict resolution aligned with SEL curriculum.	All classrooms are utilizing accountable talk stems during classroom discussions, student led conferences & behavior interventions. There is a universal language for MTSS including calm-down techniques and conflict resolution aligned with SEL curriculum.	All classrooms are utilizing accountable talk stems during classroom discussions, student led conferences & behavior interventions. There is a universal language for MTSS including calm-down techniques and conflict resolution aligned with SEL curriculum. Conflict resolution and SEL lessons are student driven/implemented.

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
All students will receive high quality tiered interventions in Math & ELA K-8 daily	% of Students receiving Tier 2/3 interventions meeting targets	Overall	80	90	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			

Inclusive & Supportive Learning Environment

All 3rd-8th grade teachers will include goal setting conversation with students every 5 week. The goal setting conversations will be centered around the students on-track status.	3 - 8 On Track	Overall	80	90	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: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 Tier 2 & 3 students and Tier 1 students who are receiving Ds and below in ELA and Math will receive weekly Tiered support with progress monitoring.	Select Status	Select Status	Select Status	Select Status
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.	Creating a consistent MTSS team to create universal structures for classroom interventions to support attendance, behavior, and academics.	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.	Core classrooms are utilizing accountable talk stems during classroom discussions. There is a universal language for MTSS including calm-down techniques and conflict resolution aligned with SEL curriculum.	Select Status	Select Status	Select Status	Select Status

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.

Our overarching goal is to supply parents with resources and supports for improved home-school connection via workshops around our curriculum, enriched skill sets and opportunities for personal growth 

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