

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
Michelle Flatt	Principal	mcrussell1@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	6/22/23	7/20/23
Reflection: Curriculum & Instruction (Instructional Core)	6/22/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/22/23	7/28/23
Reflection: Connectedness & Wellbeing	6/22/23	7/28/23
Reflection: Postsecondary Success	6/22/23	7/28/23
Reflection: Partnerships & Engagement	6/22/23	7/28/23
Priorities	6/22/23	8/7/23
Root Cause	6/22/23	8/7/23
Theory of Action	7/28/23	8/7/23
Implementation Plans	7/28/23	8/7/23
Goals	7/28/23	8/7/23
Fund Compliance	8/14/23	9/1/23
Parent & Family Plan	8/14/23	9/1/23
Approval	9/8/23	9/8/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>56% meet no benchmark, 44% meet either the ELA or Math requirements (12% meet both) 3/3 students who attended SAT Prep EVERY WEEK saw growth. </p> <p>We out pace the district in ERW and Approaching. Which program are the students in this that are meeting or approaching?</p> <p>(46%) Almost half of our students need to strengthen their skills If we move the approaching students to the met, we would have majority of students meeting</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>Need to do cohort analysis as we prepare to place scholars in academic enrichment. Some questions to consider:</p> <p>How close are the 11% to met? (13%) Who are these students?</p> <p>(9%) Our approaching cohort of student are outpacing the district and the state. So if we support this cohort, we should be able to move them to met</p> <p>(78%) Majority of students need to strengthen their skills</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>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>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Key feedback from our stakeholders is around how to move our scholars from good to great. Parents want to see how the IB programmes translate into college success. They also want to see clear strategies around feedback and accountability for growth. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>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.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</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>Coaches - Ensure that Internal Formative and Summative Assessment are aligned to IB Exams and reflected in the vertical alignments Assessment Calibration at the core of Department Meetings Students work calibration in Course Team Meetings</p> <p>Coordinators - Internal professional development in understanding the assessment and the IB rubrics/exam/standards/practices. The role of MYP into building students to be prepared for DP</p> <p>Provide the resources and framework that should be very clear on the pathway and the alignment of what it means to be an IB teacher at SSICP IB meetings allow for interdisciplinary projects</p> <p>Continue to look at DATA</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>Root cause analysis indicates lack of consistency from one class to the next. Equity data analysis indicates that male identifying scholars continue to have a higher failure rate than female identifying scholars. Equity data further indicates that scholars performance in content areas is not always consistent with how they perform on district, state and national assessments. Students indicate a high level of rigor in 5Essentials data but also indicate a need for support. </p> <p>Building Trust: Ask teacher about TRUST. Brought in DePaul University, a trusted IB focused program to support with the transition to the Block and embedding the 5 Facets of Trust into our culture.</p> <p>Coordinators: Internal PD on understanding the IB assessments per department Provide the resources and framework that should be very clear on the pathway and the alignment of what it means to be an IB teacher at SSICP</p> <p>Coaches: Goal Setting, Grading Policies mock assessments staggered by content during second semester</p>			


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Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Qualitative metrics indicate that scholars are all asking for student voice and for the teachers to know how they learn.  Quantitative metrics from STAR360 skill data indicate that our students do much better than what we see on PSAT. Our scholars meet or exceed in STAR360 for Math but 8% for Met and 17% Approaching in Math PSAT data. While most students are meeting and exceeding District benchmarks, we are pushing to make strides on growth of P/SAT scores.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
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.	MTSS Integrity Memo	9th grade data indicates promise - 9th grade 25% Met and 7% are approaching. In ELA 56% met and 16% are approaching.	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders? We have developed an MTSS team with two interventionists to provide data driven direction to our school community. New Teachers regularly utilize MTSS AND BM, but feedback is that seasoned teachers do not. 	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	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? Our entire staff (teaching and non-teaching) staff will be engaging in data-informed protocols to support daily practice. This means that even the security and custodial teams will participate in the implementation of Tier 3 strategies to support our scholars. 	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		We are utilizing the Enrichment Period as a way for students to access academic support. This program offers 123 additional academic supports to students outside of the class period	
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 CIWR.				
Because MTSS has not been implemented with fidelity, there are students who are falling through the cracks instructionally and therefore they engage in inappropriate off-task behaviors (e.g. fights, cutting class, sleeping in class). This results in higher failure rates that could be reduced if students were receiving appropriate Tier 2 and Tier 3 supports. 				


[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
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	5Essentials data indicates that scholars feel connected to the school community but do not have a sense that all staff members take their wellbeing into account when providing supports.  Dashboard Discipline Data indicates an increase in out of school suspensions and fighting within a core group of scholars. Qualitative feedback from scholars indicates that they do not have a strong sense of belonging in general and more specifically feel the need to be defensive rather than open to advocacy in our school community. BHT data indicates repeat negative behaviors and negative responses from specific staff members who serve as "triggers" for scholars who struggle with SEL.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		There is a need to have a cohesive approach to positive behavior intervention as a school community in order to ensure that all scholars feel a sense of connectedness and wellbeing.	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent


Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Student surveys and focus groups indicate that students don't feel seen and heard by their teachers in terms of the amount and type of work that is assigned to them. They have expressed the need to get to know staff members as people and not just as teachers.		Cultivate (Belonging & Identity)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Students and staff agree that a change to the Block schedule with the use of Seminar Days and enrichment will allow for a better sense of community as well as an opportunity to take a wellness break as a school community.		Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students have experienced higher rates of punitive consequences because restorative practices have not been followed by all staff members. 

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 and Staff handbooks have been updated to reflect the TARSway and support is being provided to implement strategies reflected there. 

Training in restorative practices as well as culturally relevant instructional strategies grounded in SEL will be provided in Week 0 PD as well as in five week cycles throughout the school year.

Our Behavioral Health Team ended the year pushing into specific classrooms to provide SEL lessons, which resulted in a decrease in student/teacher and student/student conflict. The team is building upon that this year by providing SEL lessons whole school on Seminar days.

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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	College and Career Competency Curriculum (C4)	Our post-secondary leadership team has actively worked to engage all members of our staff (including security and custodial team members) in promoting a sense of post-secondary success. Our data from SY21 and SY22 indicated a drop in post-secondary enrollment while SY23 data indicates improvement. Click here to see the goals that have been set based on SY23 performance.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Partially	Individualized Learning Plans		
Yes	Work Based Learning Toolkit	What is the feedback from your stakeholders? Scholars and families indicate that they have a strong sense of post-secondary focus at the 11th and 12 grade level but want to see increased opportunities for scholars to connect to post-secondary opportunities beginning at the 9th grade level. 	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes			
Yes	ECCE Certification List		
Yes	PLT Assessment Rubric	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? This summer, we took Freshman Connection scholars on a post-secondary "amazina race" field trip in Chicago so that 	

Yes Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). [Alumni Support Initiative One Pager](#)

post-secondary amazing face new trip in Chicago so that they could gain exposure to post-secondary options in our city. We also have already hosted our first college trip to Grand Valley College and opened the opportunity to all grade levels. Additionally, the first week of school included post-secondary exposure for all grade levels and access of the new School Links system to increase ILP completion rates in a strategic manner.


What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students often feel overwhelmed about post-secondary options. We have noticed an increased number of scholars wanting to enter the workforce as an outgrowth of the pandemic and wanting to support families financially. We have worked to show scholars how to attain scholarships as well as post-secondary options that include apprenticeship programs that allow them to earn money while completing their educational goals. Students also indicate the desire to participate in early college options that provide exposure to college experiences and also allow them to earn college credits to decrease the amount of time they will spend in college. 

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	Using the associated references, is this practice consistently implemented?	References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
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

What are the takeaways after the review of metrics? 

Our school has worked to leverage the Community Schools Initiative such that we are providing meaningful ways for scholars, families, and community members to connect with our school. SY23 CSI Data indicates that we far exceeded our goals for enrollment and engagement. [Click here to access the report](#) which demonstrates that we had 323 scholars and 75 families involved which well exceeded our goal of 175 scholars and 50 parents participating in programming. Additionally, we have partnered with the Office of Family and Community Engagement to serve as a host side for FACE on the Southeast side. Many of our families also participate in FACE programming.


- Metrics**
- [Cultivate](#)
 - [5 Essentials Parent Participation Rate](#)
 - [5E: Involved Families](#)
 - [5E: Supportive Environment](#)
 - Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
 - Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
 - Formal and informal family and community feedback received locally. (School Level Data)


What is the feedback from your stakeholders?

Families indicate that they feel welcome in our school and appreciate the efforts that are made to engage them. They also express that because we are a selective enrollment school, they often do not know each other since our scholars hail from so many different elementary schools. They would like increased opportunities for social interactions with other parents that are not necessarily about academics but more of an opportunity to get to know each other and authentically connect with the school community. 

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?

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

Students indicate that they feel included but don't feel like they have power in decision making. We have leveraged our new block schedule with enrichment and seminar to create spaces where scholars can take stronger leadership in the decision making of our school community. 

Some areas of improvement continue to be ensuring that scholars are at the table at the beginning of the decision making process. We have gotten better at including parents but not need to be more cognizant of including scholars in a strategic way rather than asking for feedback once an idea is in process. We have developed a Student Leadership Seminar (All STARS) who will help guide our decision making around meeting CIWP Goals and have also developed a Student Pep Group who now leads school culture. Additionally, we have student enrichments and seminars now dedicated to student publications, podcasts, and weekly announcements. We are excited about what it will look like for adults to allow scholars to truly exude the IB characteristics of leadership with support and guidance from adults. 

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

What are the takeaways after the review of metrics?

Qualitative metrics indicate that scholars are all asking for student voice and for the teachers to know how they learn.

Quantitative metrics from STAR360 skill data indicate that our students do much better than what we see on PSAT. Our scholars meet or exceed in STAR360 for Math but 8% for Met and 17% Approaching in Math PSAT data. While most students are meeting and exceeding District benchmarks, we are pushing to make strides on growth of P/SAT scores.

9th grade data indicates promise - 9th grade 25% Met and 7% are approaching. In ELA 56% met and 16% are approaching.

What is the feedback from your stakeholders?

We have developed an MTSS team with two interventionists to provide data driven direction to our school community. New Teachers regularly utilize MTSS AND BM, but feedback is that seasoned teachers do not.

What student-centered problems have surfaced during this reflection?

Because MTSS has not been implemented with fidelity, there are students who are falling through the cracks instructionally and therefore they engage in inappropriate off-task behaviors (e.g. fights, cutting class, sleeping in class). This results in higher failure rates that could be reduced if students were receiving appropriate Tier 2 and Tier 3 supports.

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?

Our entire staff (teaching and non-teaching) staff will be engaging in data-informed protocols to support daily practice. This means that even the security and custodial teams will participate in the implementation of Tier 3 strategies to support our scholars.

We are utilizing the Enrichment Period as a way for students to access academic support. This program offers 123 additional academic supports to students outside of the class period

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Determine Priorities

Resources:

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

Students...
Students are experiencing failure rates that can be reduced by providing a data informed Multi Tiered System of Supports.

[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...
As adults in the building, we have not been consistently using data to inform our practice which has led to adults missing opportunities to provide direct support to scholars who are struggling with content or experiencing difficulty with SEL needs. We have not implemented a cohesive approach to MTSS which has caused us to miss our goal of an 80% Bs or Better rate by 30% as a school community. 5Essentials data indicates student to teacher trust score of 46 which connects to the fact that students do not feel included and supported.

[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.

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Theory of Action

What is your Theory of Action?

If we....
If we implement a strategic approach to MTSS with consistent data cycles, adjustments to instructional practice as a result of data analysis and support for students through Academic Enrichment classes

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....

then we will see growth from our current Bs or better rate of 50% to 75% by June 2024, an improvement from 75% to 85% by June 2025 and an improvement from 85% to 90% by June 2026

which leads to...

performance consistent with selective enrollment schools across the district.

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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

MTSS Team

Dates for Progress Monitoring Check Ins

Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Students Scheduled into Academic Enrichment Classes	MTSS Team	September 1, 2023	Completed
Action Step 1	MTSS Team Data Meetings	MTSS Team	August 25, 23	Completed
Action Step 2	Student Scheduling Into Enrichment Blocks	AP Ofori	September 1, 2023	Completed
Action Step 3	Students Attend Enrichment Classes	Literacy and Math teachers as well as TutorCorps Tutors	September 5, 2023	Completed
Action Step 4	Data Review with Staff	MTSS Team	9/22/23	Completed
Action Step 5	Data Review for MTSS Tier adjustments	MTSS Team	10/27/23	Completed
Implementation Milestone 2	School-Wide Classroom Community Approaches to Teaching and Learning (IB Learner Profiles)	SLT and ILT in partnership with DePaul consultants	9/22/23	Completed
Action Step 1	Identify IB Learner Profiles with Scholars in Advisory	Advisors	9/1/23	Completed
Action Step 2	Implement Instructional Arc and Look For Tool in Department Team Meetings	Instructional Coaches and IB Coordinators	9/8/23	In Progress
Action Step 3	Utilize MTSS, IEP/504, and Assessment data to support school-wide norms around approaches to teaching and learning per the IB Learner Profiles	Department Teams with support from ILT	9/22/23	In Progress
Action Step 4	Progress Monitor	SLT and ILT in partnership with DePaul consultants	10/6/23	Not Started
Action Step 5	Data Review for Q2 Adjustments to Instructional Practices	Department Teams with support from ILT	10/27/23	Not Started
Implementation Milestone 3	Rigor and Reflection - Instructional Arcs 3 and 4	SLT and ILT in partnership with DePaul consultants	10/20/23	Not Started
Action Step 1	Review and Reset for Rigor and Reflection in Q2 during 10/27/23 PD	SLT	10/27/23	Not Started
Action Step 2	Focus on Rigor through Approaches to Learning in Department Meetings	SLT and ILT in partnership with DePaul consultants	11/17/23	Not Started
Action Step 3	Finals Assessment Planning with a focus on Rigor and Reteaching	ILT	12/1/23	Not Started
Action Step 4	Data Review and reflection in preparation for Semester 2	SLT and ILT in partnership with DePaul consultants	12/22/23	Not Started
Action Step 5				Not Started
Implementation Milestone 4	Cycle 2 of Instructional Arcs: School-Wide Classroom Community Approaches to Teaching and Learning (IB Learner Profiles) and Rigor and Reflection	SLT and ILT in partnership with DePaul consultants	4/1/23	Not Started
Action Step 1	Revisit MTSS, Star 360, PSAT, IEP/504, and Assessment data to support school-wide norms around approaches to teaching and learning per the IB Learner Profiles	ILT		Not Started
Action Step 2	Progress Monitor per goals set in December 2023	SLT and ILT in partnership with DePaul consultants		Not Started
Action Step 3	Revisit Rigor in Instructional Practices aligned with PSAT, classroom and Star 360 data	ILT		Not Started
Action Step 4	Implement cycles of re-do and reteaching grounded in MTSS strategies	SLT and ILT in partnership with DePaul consultants		Not Started
Action Step 5	Final Reflection and Goal Setting for SY25	SLT and ILT		Not Started

SY25 Anticipated Milestones
 By June 2025 we demonstrate growth from a Bs or better rate 75% to 85% through competency based Grading Practices aligned to IB Standards in Practices Rubrics to ensure rigorous implementation of curriculum aligned to data-based student needs.

SY26 Anticipated Milestones
 By June 2026 we demonstrate growth from a Bs or better rate of 85% to 90% through individualized student learning plans aligned to specific learning goals and post-secondary goals with clear plan for attaining Bs or better in all classes.

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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 Cs or Better Rate	Yes	Grades	Overall	75.40%	89%	91%	94%
			African American Male	69.15%	80%	91%	94%
Increase Freshman On Track from 93% to 99% by 2026	Yes	9th and 10th Grade On Track	Overall	93%	97%	98%	99%
			STLS Scholars	63%	90%	95%	99%

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.	Integrate MTSS within all grade level team meetings in order to structure tiered supports through instructional practices in class and in Academic enrichment. Success will be monitored through the use of Branching Minds and tracked through Star 360, P/SAT and classroom assessment data	Branching Minds will be implemented with full fidelity including tracking parent contacts and generating reports regarding MTSS interventions.	Parents will be provided with MTSS tools to try at home in concert with the school community such that all scholars are receiving Tier 1 interventions that enhance their experience beyond the school day to support a calm and supportive learning environment
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.	Align Instructional practices to the IB learner profiles by using our Instructional Arcs process and track progress through Department team meetings and looking at work protocols such that 80% of scholars report that the SSICP curriculum is focused on the Inner Core through Cultivate or internal survey data..	90% of scholars will report that the SSICP curriculum is focused on the Inner Core through Cultivate or internal survey data.	95% of scholars will report that the SSICP curriculum is focused on the Inner Core through Cultivate or internal survey data.
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.	Integrate MTSS within all grade level team meetings through the use of Branching Minds, Star 360, P/SAT and classroom assessment data.	100% of teachers will progress monitor academic intervention plans in Branching Minds.	100% of academic intervention plans will also include opportunities for parent engagement in supports provided.

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

Inclusive & Supportive Learning Environment

Increase Cs or Better Rate	Grades	Overall	75.40%	89%	Select Status	Select Status	Select Status	Select Status
		African American Male	69.15%	80%	Select Status	Select Status	Select Status	Select Status
Increase Freshman On Track from 93% to 99% by 2026	9th and 10th Grade On Track	Overall	93%	97%	Select Status	Select Status	Select Status	Select Status
		STLS Scholars	63%	90%	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.	Integrate MTSS within all grade level team meetings in order to structure tiered supports through instructional practices in class and in Academic enrichment. Success will be monitored through the use of Branching Minds and tracked through Star 360, P/SAT and classroom assessment data	On Track	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.	Align Instructional practices to the IB learner profiles by using our Instructional Arcs process and track progress through Department team meetings and looking at work protocols such that 80% of scholars report that the SSICP curriculum is focused on the Inner Core through Cultivate or internal survey data..	On Track	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Integrate MTSS within all grade level team meetings through the use of Branching Minds, Star 360, P/SAT and classroom assessment data.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

5Essentials data indicates that scholars feel connected to the school community but do not have a sense that all staff members take their wellbeing into account when providing supports.

Dashboard Discipline Data indicates an increase in out of school suspensions and fighting within a core group of scholars. Qualitative feedback from scholars indicates that they do not have a strong sense of belonging in general and more specifically feel the need to be defensive rather than open to advocacy in our school community.

BHT data indicates repeat negative behaviors and negative responses from specific staff members who serve as "triggers" for scholars who struggle with SEL.

There is a need to have a cohesive approach to positive behavior intervention as a school community in order to ensure that all scholars feel a sense of connectedness and wellbeing.

What is the feedback from your stakeholders?

Student surveys and focus groups indicate that students don't feel seen and heard by their teachers in terms of the amount and type of work that is assigned to them. They have expressed the need to get to know staff members as people and not just as teachers.

Students and staff agree that a change to the Block schedule with the use of Seminar Days and enrichment will allow for a better sense of community as well as an opportunity to take a wellness break as a school community.

What student-centered problems have surfaced during this reflection?

Students have experienced higher rates of punitive consequences because restorative practices have not been followed by all staff members.

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?

Student and Staff handbooks have been updated to reflect the TARSway and support is being provided to implement strategies reflected there.

Training in restorative practices as well as culturally relevant instructional strategies grounded in SEL will be provided in Week 0 PD as well as in five week cycles throughout the school year.

Our Behavioral Health Team ended the year pushing into specific classrooms to provide SEL lessons, which resulted in a decrease in student/teacher and student/student conflict. The team is building upon that this year by providing SEL lessons whole school on Seminar days.

Return to Top Determine Priorities

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

Students...
 Students often don't feel seen and heard by staff members in terms of their needs as human beings. They feel that our school does not offer them time and space to grow as learners because of the amount and type of work that is assigned to them. They have expressed the need to get to know staff members as people and not just as teachers so that there will be a greater sense of community as a school.

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...
 As adults in the building we are often focused on academics and miss the opportunity to address scholars SEL needs as indicated by 5Essentials data where students report school-wide future orientation score of 70. Teachers often equate missed assignments as an indication that scholars do not care about their work rather than an indication that they are struggling.

Resources: 

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we shift our traditional schedule to a Block schedule with an intentional cycle of personal and academic enrichment

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....

scholars who are able to engage in learning connected to their personal passions and academic needs



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...

scholars receiving the support they need both academically and socially to exceed the rigorous expectations of our school curriculum while experiencing the joy of learning and an increase in 5Essentials percentage of students reporting school-wide future orientation score from 70 to 80.



[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

Senior Leadership Team

Dates for Progress Monitoring Check Ins

Q1 Q3
Q2 Q4

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement a Modified Block Schedule with Academic Enrichment and Seminar Days	SLT	August 21, 2023	Completed
Action Step 1	Engaged scholars, families and staff in identifying the block schedule that works for SSICP	SLT	April 2023	Completed
Action Step 2	Voted and approved modified block schedule	Principal and PPC	May 2023	Completed
Action Step 3	Communicated Block Schedule and School Calendar to all Stakeholders	Principal	July 2023	Completed
Action Step 4	Provided Block Schedule Orientation	SLT and Counselors	August 2023	Completed
Action Step 5	Block Schedule Support through First two weeks of advisory	SLT and Advisors	September 1, 2023	In Progress
Implementation Milestone 2	Semester 1 Seminars and Enrichment Courses	SLT and MTSS	December 21, 2023	In Progress
Action Step 1	Teachers provide descriptions of seminars and enrichment that are based upon personal interest and academic needs	Teachers	August 18, 2023	Completed
Action Step 2	Scholars select seminar and enrichment courses; scholars are also placed in academic enrichments at least one day of the week per SY23 data	Assistant Principal and MTSS Team	September 1, 2023	In Progress
Action Step 3	Scholars provide feedback regarding seminar and enrichment	Advisors	10/20/23	Not Started
Action Step 4	Adjustments made to academic enrichment per Q1 feedback data	Assistant Principal and MTSS Team	10/23/23	Not Started
Action Step 5	Conduct Cultivate Survey in Enrichment	Assistant Principal and MTSS	12/21/23	Not Started
Implementation Milestone 3	Semester 2 Q3 Seminars and Enrichment Courses	SLT and MTSS	March 22, 2024	Not Started
Action Step 1	Teachers provide descriptions of seminars and enrichment for Semester 2	Teachers	January 8, 2024	Not Started
Action Step 2	Scholars select seminar and enrichment courses; scholars are also placed in academic enrichments at least one day of the week per SY24 S1 data	Assistant Principal and MTSS Team	January 12, 2024	Not Started
Action Step 3	Conduct 5Essentials Survey	SLT and MTSS	March 2024	Not Started
Action Step 4	Adjustments made to academic enrichment per Q3 feedback data	SLT and MTSS	March 22, 2024	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Q4 Seminars and Enrichment Courses and Block Schedule Feedback	SLT	May 2024	Not Started
Action Step 1	Engage scholars and families and staff in reviewing the successes and challenges of the block schedule during parent teacher conferences	SLT	April 11, 2024	Not Started
Action Step 2	Engage staff in reviewing the successes and challenges of the block schedule during PD	SLT and DePaul Consultants	April 1, 2024	Not Started
Action Step 3	Make adjustments to block schedule if needed for waiver vote	SLT and PPC	May 2024	Not Started
Action Step 4	Provide scholars with summer opportunities for enrichment and seminar extension through programs and internships	SLT and Teachers	May 2024	Not Started
Action Step 5	Develop plan for student-led seminars in SY25	SLT	May 24, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By June 2025 the 5Essentials percentage of students reporting school-wide future orientation will increase to 85 as impacted by student-led seminars, enrichments and student led projects to grow a sense of connectedness and wellbeing.	
SY26 Anticipated Milestones	By June 2026 the 5Essentials percentage of students reporting school-wide future orientation will increase to 90 as impacted by student based budgeting projects where students can develop ongoing projects that connect with the IB programmes as well as a sense of connectedness and wellbeing.	

[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 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 5Essentials percentage of students reporting school-wide future orientation score from 70 to 80	Yes	5E: Supportive Environment	Overall	70	80	85	90
			Select Group or Overall				
Increase 5Essentials percentage of students reporting student to teacher trust score from 46 to 70	Yes	5E: Supportive Environment	Overall	46	70	75	80
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:3 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.	80% of students will report that their Enrichment and Seminar courses are responsive to their interests and needs through quarterly school wide surveys.	90% of students will report that their Enrichment and Seminar courses are responsive to their interests and needs through quarterly school wide surveys.	95% of students will report that their Enrichment and Seminar courses are responsive to their interests and needs through quarterly school wide surveys.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Discipline infractions will decrease by an average of 20% each quarter and the suspension rate will be reduced by 40% of SY23 baseline.	Discipline infractions will decrease by an average of 10% each quarter and the suspension rate will be reduced by 50% of SY23 baseline.	Discipline infractions will decrease by an average of 10% each quarter and the suspension rate will be reduced by 60% of SY23 baseline.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance contracts will be in place for 100% of scholars who miss five or more days of school.	90% of scholars will attend school 95% of the time.	95% of scholars will attend school 98% of the time.

[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 5Essentials percentage of students reporting school-wide future	5E: Supportive	Overall	70	80	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 =>

Connectedness & Wellbeing

Reflection students reporting school-wide future orientation score from 70 to 80	Root Cause Environment	Implementation Plan Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Increase 5Essentials percentage of students reporting student to teacher trust score from 46 to 70	5E: Supportive Environment	Overall	46	70	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:3 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.	80% of students will report that their Enrichment and Seminar courses are responsive to their interests and needs through quarterly school wide surveys.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Discipline infractions will decrease by an average of 20% each quarter and the suspension rate will be reduced by 40%of SY23 baseline.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance contracts will be in place for 100% of scholars who miss five or more days of school.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.

Our parent engagement and skills development will be aligned most closely with the priority area of connectedness and wellbeing. Parents have identified the need to have better ways to connect with their scholars to support their success. They have also highlighted the need for strategies to manage mental health and wellbeing for their families. We will use the funds to provide workshops as well as opportunities for parents to engage with their scholars around academic and SEL success. 

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