CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Frances Thibodeaux-Fox	Principal	fmthibodeaux@cps.edu
Michelle Jefferson	AP	mingram-holmon@cps.edu
Takia Barbee	Teacher Leader	tjfoster@cps.edu
Jala Phillips	Teacher Leader	jlphillips3@cps.edu
Deborah Bradley	Teacher Leader	dlbradley@cps.edu
Kara Lee	Teacher Leader	klee43@cps.edu
Traci Telander	Teacher Leader	tatelander@cps.edu
Venus Finley	Parent	venus.finley@urbaninitiatives.org
Yvonne Jones	Parent	yrjones2@cps.edu
Jimmette Price	Postsecondary Lead	jprice58@cps.edu
Erika Perez	Connectedness & Wellbeing Lead	emperez11@cps.edu
Jalonda Gaston	Partnerships & Engagement Lead	jgaston@youth-guidance.org

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/1/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/9/23
Reflection: Connectedness & Wellbeing	6/1/23	6/9/23
Reflection: Postsecondary Success	6/1/23	6/9/23
Reflection: Partnerships & Engagement	6/1/23	6/9/23
Priorities	5/1/23	6/30/23
Root Cause	6/1/23	6/30/23
Theory of Acton	6/1/23	6/30/23
Implementation Plans	6/1/23	8/25/23
Goals	6/1/23	8/25/23
Fund Compliance	7/1/23	8/25/23
Parent & Family Plan	8/1/23	8/1/23
Approval	8/14/23	8/14/23

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	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	-Continue with Rigor Walks -Provide teachers with feedback, action items and follow-up -Create and develop goals (school, grade, indivudal teacher, and student) -Build opportunities for the Advisory Team to attend professional learning (district and network) and lead within their grade/content team. -Create a professional learning cycle that includes both academic and SEL priorities. -Administer the student perspective surveys quarterly and analyze the data for changes. within instructional core. -Consistent analysis of student work and conferencing with students about their progress. (Soaring to the Top). -	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** feedback trends across stakeholders; feedback trends across specific stakeholder groups] Use the EOY Survey (Teacher) . Some of the staff members have also expressed that the students receive too many conversations and not enough consequences. There also needs to be more professional learning opportunities for the staff to learn about restorative justice; what it means and its practices.	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** impact on most students; impact on specific student groups] -Teachers have an understanding of using data to inform small groups. As a result students are able to receive instruction both at grade level and focus skills. -Teachers planning has become more intentional with a focus on student misconceptions in mind.	

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

problems experienced by most students; problems experienced by specific student groups]
-Lack of differentiation based on interventions and enrichments within several of the classrooms.
-Lack of student voice and choice, more teacher talk or silence when teacher asks questions; students' lack and experience with engaging in collegial conversation.
-Lack of consistency with communicating academic progress, a conversation between the teacher and student, allowing the student to set targeted goals towards improvement.
-Lack of analysis of student work and feedback.

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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	-Problem solving process frequency needs to be increased. -Collaboration with all stakeholders (clinicians, parents, teachers) for identifying possible services. -Consistent data entry in BrM of results from progress monitoring. -Weekly communication to parents regarding student progress (Soaring to the Top) -Training and professional development on implementing Co-Teaching model to meet the needs of all students (DL, Gen. Ed. and ELL) with Fulcrum. -Allocating resources to support ELL students with academic and SEL needs.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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.		-Incorporate speaking and listening opportunities for school-wide jobs. -Intregation of inclusion for 4th-8th grade students.	MTSS Academic Tier Movement
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Use the data collected from the EOY Staff Survey linked here. ✍️	EL Program Review Tool
No	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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		A master schedule has been created to continue the intervention block which is embedded in the schedule to support differentiated supports. A partnership was created with Fulcrum Group to support co-teaching in the gen ed. classrooms. There has been an establishment of MTSS team members to support academic and behavioral supports for students. These team members will work more intentional around supporting the students' needs through providing professional development supports for teachers. ✍️	

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

[problems experienced by most students; problems experienced by specific student groups] ✍️
-Need to incorporate more college and career readiness skills.
-Ensuring our DL students are ready for high school and beyond

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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	After reviewing the data, discussions determined that there are quite a few action steps that need to take place that involve intentional practices that support students' engagement in restorative practices that will provide students with a toolkit of strategies they can engage in. ✍️ -Partnership with Office of SEL to support the development of Culture and Climate Team. -Continue the work and build upon BHT. -Continue with school-wide Calm Classroom, implementation of Second Step and Paths. -Development of a schedule for Restorative Justice Coordinator, Youth Interventionist and Counselors can support SEL. -Monthly focus of character education traits. -Continue to provide a variety of opportunities for students to explore interests and build self esteem and perserverance. -Develop a detailed attendance plan with steps for reentry for students. -A formalized plan for students who are chronic absences.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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.		**What is the feedback from your stakeholders?** Use the data collected from the EOY Staff Survey linked here. ✍️	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

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

Reduction in number of students with dropout codes at EOY |

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

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

Relationship building between student/student and teacher/student. Chronic attendance issues have resulted in students not being able to focus due to their sporadic attendance. Our students struggle with understanding how to handle various emotions. When something happens, the students react as opposed to understanding how to use different strategies to handle their emotions. There needs to be more intentionality around what actions students should take when they are feeling overwhelmed, so they begin to understand how to use different strategies to support their social and emotional needs. ✍

The deans work with supporting classroom teachers with the fidelity of social emotional learning supports. TIERRS has also partnered with Spencer to provide SEL support to teachers by providing them with professional development support around SEL strategies that they can readily implement in their classroom. Intentional work will continue to be a "look for" towards improving the execution of restorative practices. There is also an attendance plan in place in which individuals are assigned to make phone calls and meet with parents to discuss supports needed in order to make certain students are in school so they are present to learn about different strategies that are available to support them. One of the barriers is the constant changing of the phone numbers for reaching parents. Through the before/after school program (Sustainable Schools), engaging our parents in various workshops has become the focus. The workshops will include licensure opportunities, SEL workshops, financial planning workshops, in addition to offering opportunities for the students and their families to engage in school sponsored activities such as November Friendsgiving and family dances. The H.U.G. (Hello-Update-Goodbye) mentoring program has been implemented in order to support Tier 3 students that need more guidance and support around social and emotional supports. The program has helped some of the students who exhibited behavior concerns. ✍

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Counselors will develop a plan to support 6th-8th grade students for college and career readiness. ✍	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track |
| No | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| No | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**
N/A No evidence for this space. ✍ | 9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| No | 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). | | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **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?**
N/A ✍ | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

What 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.

In order to complete all of the work that needs to be done, students must be in attendance. There are several students who are not regularly in attendance so having a supportive attendance plan in place woud be a necessity in order to see student growth improved. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-Increase the number of parent participation to support school and student goals. ✍️ -Continue to foster and build teacher-parent relationships. -Create multiple media outlets for parents to engage (Facebook, Instagram, Twitter, and school website) -Utilize the Student Voice Rubric and develop a committee set forth	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
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 is the feedback from your stakeholders?** No additional feedback at this time. ✍️	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.

One of the biggest challenges has been student attendance. The students need to be in school in order to ensure they are receiving the teaching and learning support they need. ✍️

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?

As a result of know that several students have an attendance problem, we are working proactively to plan activities around those hot spot dates they are usually absent. ✍️

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

Curriculum & Instruction

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.
Partially	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

-Continue with Rigor Walks
-Provide teachers with feedback, action items and follow-up
-Create and develop goals (school, grade, indivudal teacher, and student)
-Build opportunities for the Advisory Team to attend professional learning (district and network) and lead within their grade/content team.
-Create a professional learning cycle that includes both academic and SEL priorities.
-Administer the student perspective surveys quarterly and analyze the data for changes. within instructional core.
-Consistent analysis of student work and conferencing with students about their progress. (Soaring to the Top).
-

What is the feedback from your stakeholders?

feedback trends across stakeholders; feedback trends across specific stakeholder groups]
Use the EOY Survey (Teacher) . Some of the staff members have also expressed that the students receive too many conversations and not enough consequences. There also needs to be more professional learning opportunities for the staff to learn about restorative justice; what it means and its practices.

What student-centered problems have surfaced during this reflection?

problems experienced by most students; problems experienced by specific student groups]
-Lack of differentiation based on interventions and enrichments within several of the classrooms.
-Lack of student voice and choice, more teacher talk or silence when teacher asks questions; students' lack and experience with engaging in collegial conversation.
-Lack of consistency with communicating academic progress, a conversation between the teacher and student, allowing the student to set targeted goals towards improvement.
-Lack of analysis of student work and feedback.

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

impact on most students; impact on specific student groups]
-Teachers have an understanding of using data to inform small groups. As a result students are able to receive instruction both at grade level and focus skills.
-Teachers planning has become more intentional with a focus on student misconceptions in mind.

Determine Priorities

Resources: 🚀

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

Students...

aren't performing at grade level in content areas and unable to compete with peers at the national norms. ✏️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

-Use data to inform instructional decisons.
-Develop intentional lesson plans based on grade level standards.
-Create differentiated supports for both intervention and enrichment opportunities.
-Vertical and hortizontal collaboration to analyze data and plan for instruction.
-Receive training on unpacking the standards and creating standards aligned tasks & assessments.
-Receive training on interepeting data and how to inform next steps. ✏️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Develop a coaching cycle to support teacher development around understanding how to implement Tier 1 instruction with fidelity ✏️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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.

then we see....

higher number of students achieving mastery on standards-based classroom assignments ✍️
and achieving growth on assessments

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...

higher number of students performing at or near grade level as evidenced by a growth of 10% ✍️
on iReady and STAR 360 overall in both ELA and Math.

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 ✍️

Instructional Advisory Teams

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	100% of teachers will use grade-level culturally responsive curriculum during Tier 1 Instruction.	Teachers	SY2023	In Progress
Action Step 1	For all content areas, teachers will attend district and network professional development to unpack units and plan for strong delivery of instruction.	Teachers, coaches, admin	SY2024	In Progress
Action Step 2	MTSS (Academics): Document proper data into Branching Minds system for a cadence around progress monitoring.	Teachers, coaches, admin	SY2023	In Progress
Action Step 3	A regular cadence of Instructional coaching on Skyline is accessible to coaches and teachers to support teaching and learning.	Coaches, admin, teachers	SY2023	In Progress
Action Step 4	For all content areas, teachers will attend district and network professional development and plan for strong delivery of lessons.	Admin, BHT team	SY2023	In Progress
Action Step 5	Administration will use a protocol to identify alignment of rigor with implementation of instruction, this taking place during classroom visits.	Teachers, coaches, admin.	SY2023	In Progress
Implementation Milestone 2	Measure the depth and breadth of student learning in relation to grade-level standards	Teachers, coaches, admin.	SY2023	In Progress
Action Step 1	K-2nd Grade- Use BOY, MOY and EOY iReady data to support with grouping students by each perfomance band in order to differentiate for students needing additional Tier 1 support during small group.	Teachers, coaches	Quarter 1-2	In Progress
Action Step 2	3rd-8th Grade (ELA/Social Studies)- Use BOY, MOY and EOY Star 360 data to support with grouping students by each performance band in order to differentiate for students needing additional Tier 1 support during small group.	Teachers, coaches	Quarter 1-2	In Progress
Action Step 3	3rd-8th Grade (Math)- Use BOY, MOY and EOY Star 360 data to with grouping students by each performances in order to differenciate for students meeting additional Tier 1 support during small group.	Teachers, coaches	Quarter 1-2	In Progress
Action Step 4	MTSS (Academics): Use curriculum to differentiate instruction to address varied learning levels, ensuring Tier 1 instruction is implemented with fidelity. A regular cadence of data entry into Braching Minds will help to ensure the work is being done.	Teachers, coaches	Quarter 1-2	In Progress
Action Step 5	Instructional Advisory Team will analyze data from assessments to discuss tier levels of students.	IAT team members	Quarter 1-2	In Progress
Implementation Milestone 3	Teachers will use questioning and discussion techniques to support student reasoning and explanation of their learning.	Teachers, students, coaches, admin.	SY2023-2026	*Select Status*
Action Step 1	ELA/Social Studies: Usage of text talks to increase student voice and advocacy	Teachers, coaches	SY2023-2026	*Select Status*
Action Step 2	Math: Usage of the Five Practices Model during instructional planning for students	Teachers, coaches	SY2023-2026	In Progress
Action Step 3	Science: Usage and evidence of investigation and inquiry process	Teachers, students, coaches	SY2023-2026	In Progress
Action Step 4	MTSS (Academics): Engage in the problem solving process to help understand student work performance.	Teachers, coaches, ANET	SY2023-2026	In Progress
Action Step 5	Instructional Advisory Team members support colleagues during peer observations with consistent feedback.	Coaches, IAT team	SY2023-2026	In Progress
Implementation Milestone 4	Create opportunity for students to display their learning and mastery of standards via a learning fair.	Students, teachers	SY2023-2026	Not Started
Action Step 1	ELA/Social Studies: Family Curriuculum Night to help inform parents of their students' learning opportunities	Families, teachers/staff, admin	SY2023-2026	Not Started

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

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

Curriculum & Instruction

Action Step 2	Math: Family Curriculum Night to engage families in teaching and learning	Families, teachers/staff, admin	SY2023-2026	Not Started
Action Step 3	Science: Grade level science fairs	teachers, students	SY2023-2026	Not Started
Action Step 4	MTSS: Progress monitoring by using Branching Minds and sharing progress with parents.	Teachers, coaches, admin	SY2023-2026	In Progress
Action Step 5	Instructional Advisory Team: Plan Family Curriculum Night for specific content teams	IAT team, teachers	SY2023-2026	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

100% of teachers are implementing a high quality, standards-aligned Tier 1 culturally relevant curriculum
100% teachers are routinely differentiating instruction to meet the varied instructional needs of students
Student proficiency will increase by 20% from previous year based on end of the year formative, summative, and large scale assessments
Teacher Team Leaders are facilitating data driven Learning Cycles with grade level, grade band, and content band colleagues for all core content

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

100% of teachers are implementing a high quality, standards-aligned Tier 1 culturally relevant curriculum
100% teachers are routinely differentiating instruction to meet the varied instructional needs of students
Student proficiency will increase by 30% from previous year based on end of the year formative, summative, and large scale assessments
Teacher Team Leaders are facilitating data driven Learning Cycles with grade level, grade band, and content band colleagues for all core content

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Increase Tier 1 instruction for all students, to include ELL and DL students	Yes	MTSS Academic Tier Movement	Overall	Internal/External Walkthroughs			
			Select Group or Overall				
Decrease the number of students within Tier 2 and 3 who are "below" or "far below" grade level on the iReady or Star 360 assessment	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	BrM/Star 360/iReady			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Consistent cadence of professional learning and instructional planning meetings to support knowledge of content	Staff will use research-based protocols to support professional learning and analysis of data to support teaching and learning with progress monitoring.	Staff will engage in analyzing student work samples that demonstrate an alignment of standards and lessons that are culturally relevant.
C&I:5 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.	Create a data analysis cycle that supports a balanced assessment system	Create an assessment calendar that supports standards based instruction.	Peer to peer observations to support the teaching and learning in each classroom, providing real time and relevant feedback to colleagues.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers from the IAT are able to learn from one another and lead discussions based on their skillset	The IAT team will create a professional development calendar to support the needs of the staff members on the IAT to lead the work.	Teachers will engage in progress monitoring based on the strategies taught in order to adjust teaching and learning where needed.

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

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 Tier 1 instruction for all students, to include ELL and DL students	MTSS Academic Tier Movement	Overall	Internal/External Walkthroughs		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Decrease the number of students within Tier 2 and 3 who are "below" or "far below" grade level on the iReady or Star 360 assessment	% of Students receiving Tier 2/3 interventions meeting targets	Overall	BrM/Star 360/iReady		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Consistent cadence of professional learning and instructional planning meetings to support knowledge of content	Limited Progress	Select Status	Select Status	Select Status
C&I:5 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.	Create a data analysis cycle that supports a balanced assessment system	Limited Progress	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teachers from the IAT are able to learn from one another and lead discussions based on their skillset	Limited Progress	Select Status	Select Status	Select Status

Progress Monitoring

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

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

Connectedness & Wellbeing

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.

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

What are the takeaways after the review of metrics?

After reviewing the data, discussions determined that there are quite a few action steps that need to take place that involve intentional practices that support students' engagement in restorative practices that will provide students with a toolkit of strategies they can engage in.
-Partnership with Office of SEL to support the development of Culture and Climate Team.
-Continue the work and build upon BHT.
-Continue with school-wide Calm Classroom, implementation of Second Step and Paths.
-Development of a schedule for Restorative Justice Coordinator, Youth Interventionist and Counselors can support SEL.
-Monthly focus of character education traits.
-Continue to provide a variety of opportunities for students to explore interests and build self esteem and perserverance.
-Develop a detailed attendance plan with steps for reentry for students.
-A formalized plan for students who are chronic absences.

What is the feedback from your stakeholders?

Use the data collected from the EOY Staff Survey linked here.

What student-centered problems have surfaced during this reflection?

Relationship building between student/student and teacher/student. Chronic attendance issues have resulted in students not being able to focus due to their sporadic attendance. Our students struggle with understanding how to handle various emotions. When something happens, the students react as opposed to understanding how to use different strategies to handle their emotions. There needs to be more intentionality around what actions students should take when they are feeling overwhelmed, so they begin to understand how to use different strategies to support their social and emotional needs.

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?

The deans work with supporting classroom teachers with the fidelity of social emotional learning supports. TIERRS has also partnered with Spencer to provide SEL support to teachers by providing them with professional development support around SEL strategies that they can readily implement in their classroom. Intentional work will continue to be a "look for" towards improving the execution of restorative practices. There is also an attendance plan in place in which individuals are assigned to make phone calls and meet with parents to discuss supports needed in order to make certain students are in school so they are present to learn about different strategies that are available to support them. One of the barriers is the constant changing of the phone numbers for reaching parents. Through the before/after school program (Sustainable Schools), engaging our parents in various workshops has become the focus. The workshops will include licensure opportunities, SEL workshops, financial planning workshops, in addition to offering opportunities for the students and their families to engage in school sponsored activities such as November Friendsgiving and family dances. The H.U.G. (Hello-Update-Goodbye) mentoring program has been implemented in order to support Tier 3 students that need more guidance and support around social and emotional supports. The program has helped some of the students who exhibited behavior concerns.

Return to Top | Determine Priorities

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

Students...

Students should be able to regulate their emotions by using intentional strategies to deal with various situations encountered.

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...

must work together consistently to address students' social and emotional needs by ensuring they are being taught how to deal with their emotions and how to communicate socially, and what strategies work best for them to regulate their emotions. The clinicians push into classrooms to support teachers through co-teaching strategies that include SEL strategies that will support students. Staff will work consistently to teach students how to use their voice to communicate their thoughts and feelings. There is not enough evidence of elationship building so staff will engage students in daily morning meetings that will allow time for discussions and also allows teachers to gauge how their students are feeling, to identify if anyone needs social emotional support before the instruction of the day begins. SEL curriculum supports are not being implemented with fidelity. Morning meetings are shorter than prescribed, leaving conversations between teacher/students cut short.

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....

Resources: 🚀

Connectedness & Wellbeing

introduce teachers, parents and students to school-wide Tier 1 behavioral practices that provide assistance with social emotional behaviors ✍️

then we see....

teachers teaching strategies to students and parents, and students and/or parents using those strategies that support social and emotional challenges ✍️

which leads to...

students moving to a lower tier level of support needed (Tier 1 or Tier 2), resulting in a decrease of discipline concerns, and decreasing behavioral infractions by 25%, parental engagement will increase by 10%. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Culture & Climate team, BHT

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Students and staff will engage in culture/climate opportunities towards building their knowledge base and understanding of how to engage in SEL practices.	C&C Team, admin	SY2023-2026	In Progress
Action Step 1	Counselors and social workers will collect data from students and teachers by implementing a needs assessment that will identify their level of need	C&C Team, BHT, students, teachers	SY2023-2026	In Progress
Action Step 2	Assign Tier 3 students to a mentor for H.U.G. (check-in/out) mentoring, when students are identified as needing additional support beyond the classroom.	BHT, students, mentors	SY2023-2026	In Progress
Action Step 3	All classrooms will engage students in daily morning meetings that will allow teachers to gauge students' social-emotional state for the morning, before lessons begin.	Teachers, staff, students	SY2023-2026	In Progress
Action Step 4	Ensure systems and structures regarding behavioral expectations are consistent throughout the building by providing staff with "Suggested topics" for Morning Meetings, "Look-fors" for Calm Classroom and/or Second Step and literature about Rose & Thorns to support with implementation, and providing professional learning opportunities when needed.	Dean, admin	SY2023-2026	In Progress
Action Step 5	Implement fidelity checks to monitor the amount of time spent teaching social and emotional strategies, holding daily discussions, relationship building between teacher and students, etc.	C&C Team, admin.	SY2023-2026	In Progress
Implementation Milestone 2	Creating additional supports for parents to engage in activities to support their individualized needs	SCS Advisory Team, admin	SY2023-2026	In Progress
Action Step 1	Parents will engage in parent support circles to help adults regulate and monitor their emotions.	Gaston, teachers	SY2023-2026	In Progress
Action Step 2	Parents will attend trade programs towards becoming certified in their field of interest	Gaston, parents	SY2023-2026	In Progress
Action Step 3	Parents will become parent workers at the school to support teaching and learning in the classrooms	Macon, admin	SY2023-2026	In Progress
Action Step 4	Parents will complete a needs assessment which the clinicians will use to best support the needs of our parent population.	Gaston	SY2023-2026	In Progress
Action Step 5		Gaston, advisory team	SY2023-2026	In Progress
Implementation Milestone 3	Increase student supports so they feel welcomed in school and will report daily	C&C, Gaston	SY2023-2026	In Progress
Action Step 1	Quarterly attendance meetings for parents; creating compacts for students	Attendance team, admin	SY2023-2026	In Progress
Action Step 2	Celebrate excellent attendance through recognition on display or during assemblies	Attendance team, admin	SY2023-2026	In Progress
Action Step 3	Clear communication for parents regarding the importance of attending school daily by the weekly progress report that is sent home to parents "Soaring to the Top".	Attendance team, admin	SY2023-2026	In Progress
Action Step 4	Creating a student voice committee to allow students to collaborate and advocate for their specific needs..	Counselors, admin, deans	SY2023-2026	In Progress
Action Step 5	Implement and analyze the Cultivate survey towards creating action steps that will support students and their needs.	Admin, Lead Coach, Interventionist	SY2023-2026	In Progress
Implementation Milestone 4	Support the staff knowledge regarding the implementation of restorative practices	Administration	SY2023-2026	Select Status

Connectedness & Wellbeing

Action Step 1	Culture & Climate committee will engage in professional learning to increase the awareness and understanding of equity-based restorative practices (TIERRS) implemented by staff	C&C team, admin	SY2023-2026	*Select Status*
Action Step 2	C&C will lead school-wide professional learning opportunities for staff	Deans, C&C team	SY2023-2026	*Select Status*
Action Step 3	Form a social committee to engage staff in extracurricular opportunities to support relationship building	C&C team, admin	SY2023-2026	*Select Status*
Action Step 4	Assign mentors to staff to ensure all staff feel supported within the school atmosphere.	Administration, Lead Coach, Interventionist	SY2023-2026	*Select Status*
Action Step 5	Create a wellness space and opportunities for staff to engage in SEL exercises	Administration, C&C team	SY2023-2026	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By 2026, student attendance will increase by 10%, parental engagement will increase by 10%, as measured by the Cultivate survey results, the 5E results, the parent and student surveys from Sustainable Schools, after/before school enrollment forms, and sign-in sheets from participation of parent/student activities.	✍️
SY26 Anticipated Milestones	By 2026, Spencer school teams will provide an equity based MTSS Framework, mplemented with fidelity; which is strategy based with SEL lessons regarding behavioral practices for setting students and staff up for success.	✍️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
The connectedness of the students with chronic attendance concerns will improve, causing students to want to attend school regularly.	Yes	Increase Average Daily Attendance	Overall				
			Select Group or Overall				
Students will be identified within different tiers in order to identify what SEL supports are needed based on their individualized academic and behavioral data.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of teachers and staff will understand the SEL standards and how to apply them into their daily teaching and learning.	10% of teachers and staff will understand the SEL standards and how to apply them into their daily teaching and learning.	90% of teachers and staff will show evidence of SEL implemented structures within their daily curriculum
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Bi-weekly cadence of meetings for the BHT committee to discuss and collect data on the basic SEL needs of students will ensure 75% of students are receiving personalized attention to address their SEL needs.	The percentage of students within Tier 3, needing SEL supports will decrease by 10%, moving into Tier 2.	The percentage of students within Tier 3 needing SEL supports will decrease by 10%, moving into Tier 2 or out.
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.	50% of students will begin to use SEL strategies that are taught to better support their social and emotional needs when they feel challenged.	The percentage of students who are able to use SEL strategies to support their needs will increase by 10%.	Discipline reports for students exhibiting behavioral infractions will decrease by 10%.

Connectedness & Wellbeing

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
The connectedness of the students with chronic attendance concerns will improve, causing students to want to attend school regularly.	Increase Average Daily Attendance	Overall			On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will be identified within different tiers in order to identify what SEL supports are needed based on their individualized academic and behavioral data.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of teachers and staff will understand the SEL standards and how to apply them into their daily teaching and learning.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Bi-weekly cadence of meetings for the BHT committee to discuss and collect data on the basic SEL needs of students will ensure 75% of students are receiving personalized attention to address their SEL needs.	Select Status	Select Status	Select Status	Select Status
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.	50% of students will begin to use SEL strategies that are taught to better support their social and emotional needs when they feel challenged.	Select Status	Select Status	Select Status	Select Status

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

Return to Top

Resources: 🚀

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parental engagement will increase through various opportunities offered to parents: 1. Parent support circles (SEL workshop for parents), parents receiving training towards become parent workers in the primary classrooms (parents receive two stipends during the school year), trainings and workshops offered for parents to earn different levels of certifications, upgrading the parent room to allow parents the opportunity to come in for workshops for financial planning, housing, GED certification, etc. The creation of parent ambassadors as created by our supervisor for the parent program. These various activities will support many of the different typs of needs that effect our parent population. ✏️

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