

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
	Principal	
Elva Bahena	AP	egallegos@cps.edu
Amy Miller	Inclusive & Supportive Learning Lead	acmiller@cps.edu
Damaris Cami	Curriculum & Instruction Lead	dtcami@cps.edu
Elsa Garza Shalaveyus	Inclusive & Supportive Learning Lead	emgarza@cps.edu
Claudia Solano	Teacher Leader	cevaliente@cps.edu
Roxanne Karia	Teacher Leader	rescamilla@cps.edu
Rosalba Granados	Teacher Leader	rgranados@cps.edu
Christina Korbakis	Teacher Leader	ckorbakis@cps.edu
Donna Andrade	Teacher Leader	ddandrade@cps.edu
Christine Pope	LSC Member	cristinepope@yahoo.com
Pamela Swope	Teacher Leader	plrexius@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	5/26/23	5/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing		
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities	6/1/23	7/28/23
Root Cause	7/5/23	
Theory of Action	7/5/23	
Implementation Plans	9/5/2023	
Goals	9/5/2023	
Fund Compliance	9/7/2023	
Parent & Family Plan	9/5/2023	
Approval	9/11/2023	

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	Oct. 19
Quarter 2	Dec. 18
Quarter 3	March 18
Quarter 4	May 31

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
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
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

We saw growth throughout the three administration in Star 360. The ELs and newcomers did grow. There was movement, but not to where we would like to be. Also, students were very successful in iReady for Reading in Spanish. In math, there were more one grade below rating. There was growth in some students but not all. Results were better in Reading than Math. The results reflect what instruction is in Spanish and which instruction is in English in different grade levels. Our scores in Math in Spanish are very positive.

What is the feedback from your stakeholders?

The questions in Math were different than questioning in Reading. There is a concern about the assessment reflecting the students' learning at all grade levels. We need to explore the common core connection to iReady. We need a bridge to transfer the learning from Spanish in Math to English in Math. Are the assessments are assessing foundational skills? We need to have foundational skills and rigorous materials in our curriculum. There is a group of new teachers that are still developing their craft.

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?

Adapting Skyline curriculum for EL. We are going through the process of creating a stronger Dual Language program. We are starting to revamp the allocated minutes for Spanish and English. How do help students make cross linguistics connections across both language?- Meeting with Karen Beeman to discuss dual language program.

- [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](#)

What student-centered problems have surfaced during this reflection?

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

Students are not transferring content knowlegde and foundational skills from across languages.

Students are not demonstrating and understanding of Tier 1 across content areas and language areas.

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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
		MTSS Integrity Memo

In Tier Movement there was in increase in Tier 1 and Tier 2 and a decrease in Tier 3 for Reading.

The majority of the interventions were given in Reading, not Math, hence we did not see as big of a change with Tier movement in Math. In Math, there was in increase in Tier 2 and 3 and a decrease in Tier 1. In math there were 43 students that went up a tier (studnets needed more support) and 21 students went down a tier (needed less support). Whereas in Reading, only 16 students went up a tier (required more suppost) and 87 students went down a tier (required less support).

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Yes	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.	LRE Dashboard Page
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

When we look at the data Star360 Spanish results are higher than the English data. We had 81 students that transferred into Talcott.
[2023 Data # of Emergent Bilingual Students](#)

What is the feedback from your stakeholders?

The interventions have been working and were a great start, but there is still improvements to be made. The fidelity for the program is working. Math needs a stronger system for intervention for next year. We need another data point to monitor students in Spanish in Reading in the primary grades. The family engagement component needs to be improved for the families to be more engaged in the MTSS process. Language objectives are not clear across content areas and grades.

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?

MTSS survey for teachers. Results showed that teachers needed resources for implementing interventions, progress monitoring in Spanish and English. Also, the teachers stated they needed more professional development in goal setting. Teacher area of growth- setting appropriate goals for students interventions.
Karen Beaman

[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

Lower performance in Math vs. Reading. Is it due to lower number of interventions in Math compared than Reading. Newcomers coming in the middle of the year are not reflected on the BOY data. Continue the implementation of high quality instruction for all students (including Newcomers).

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

Using the associated references, is this practice consistently implemented?	References
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment SEL Teaming Structure</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>
Partially	<p>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.</p>

What are the takeaways after the review of metrics?	Metrics
<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Creating community and respecting different identities.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p>

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
	<p>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>Students lack coping skills when they come to a difficult situation, particularly outside of the classroom. Students have difficulty building a community within the classroom and how this transfers to other areas of the students' day. Students have difficulty embracing diversity within the community and understanding their identity. 🗑️</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>We will have a calm classroom during announcements. The classroom environment reflects the students and their diversity. How does your classroom help create a community within your classroom? Create a process for welcoming a new student to help them become part of the classroom community. 🗑️</p>	<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>This year we will start using Skyline, School Links, and Success Bound for our College and Career curriculum. In the past, we used Naviance and have been in compliance every year as far as completing the ILP tasks. 🗑️</p> <p>For the GoCPS application, our 8th grade families and students have to opportunity to meet with the counselor in one-on-one meetings to ensure our students apply to the best high school match and families/students are very happy with the high school they choose based on their offers.</p> <p>The structures for supporting the completion of postsecondary ILPs are: schedule lessons with the school counselor to complete the ILP in Naviance/Skylinks, partnerships with the Middle Grades Network with the University of Chicago, Success Bound, and Supplies for Dreams for mentoring.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	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		<p>9th and 10th Grade On Track</p>
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>The work based learning activities are Career Days, visit to College Campuses., mentors from Supplies of Dreams. 🗑️</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	<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>Staff will be trained to learn the curricula, platforms and figure out how to translate the information not available in Spanish. Cluster program teacher will work with the counselor to make curricula accessible to students in the cluster program. 🗑️</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.

This year our students and staff will use Skyline, Schoollinks and Success Bound to complete the College and Career ILPs. Students and Staff will need to familiarize with the new curricula and platforms. Success Bound is not fully available in Spanish and we have a high number of English learner students. Modifications will be needed for students who are learning English to access the curricula. Another challenge is that the curriculum will

need to be modified for students in the cluster program.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Surveying families and taking data into consideration to give voice to families. La tiendita for families, monthly newsletters, weekly reminders. variety of families events, fun run, art gallery, and assemblies. MGN with students and teacher participation. Given student perspective data survey with students. Back to School Bash with parent volunteers from parent committees.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Improve communication with families was feedback from parent survey. From the perspective survey, feeling safe was a major concern from our students.</p>	<p>Formal and informal family and community feedback received locally. (School Level 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>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>Based on student survey, listening to Students' attitude and perception about safety. 🍌</p>		<p>LSC Representation, MGN Fellowship Team, Perspective Survey 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We saw growth throughout the three administration in Star 360. The ELs and newcomers did grow. There was movement, but not to where we would like to be. Also, students were very successful in iReady for Reading in Spanish. In math, there were more one grade below rating. There was growth in some students but not all. Results were better in Reading than Math. The results reflect what instruction is in Spanish and which instruction is in English in different grade levels. Our scores in Math in Spanish are very positive.

What is the feedback from your stakeholders?

The questions in Math were different than questioning in Reading. There is a concern about the assessment reflecting the students' learning at all grade levels. We need to explore the common core connection to iReady. We need a bridge to transfer the learning from Spanish in Math to English in Math. Are the assessments are assessing foundational skills? We need to have foundational skills and rigorous materials in our curriculum. There is a group of new teachers that are still developing their craft.

What student-centered problems have surfaced during this reflection?

Students are not transferring content knowledge and foundational skills from across languages. Students are not demonstrating and understanding of Tier 1 across content areas and language areas.

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?

Adapting Skyline curriculum for EL. We are going through the process of creating a stronger Dual Language program. We are starting to revamp the allocated minutes for Spanish and English. How do help students make cross linguistics connections across both languages?- Meeting with Karen Beeman to discuss dual language program.

Return to Top Determine Priorities

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

Students... are not transferring content knowledge using metalinguistic strategies across languages to enhance their learning across all content areas. Students are currently not demonstrating a proficient understanding of Tier 1 concepts across various content and language areas.

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... 1)lack rigorous and consistent Tier 1 instruction, 2) do not have a curriculum that represents our diverse population across all content areas, and 3) have not developed a plan to best support our ELs and Newcomers.

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.

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What is your Theory of Action?

If we... invest in high quality Tier 1 curriculum in all subjects, provide professional learning around dual language best practices bridging between languages, and carry out learning cycles

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....

consistent use of high quality Tier 1 curriculum in all subjects, implementation of meta-linguistic instruction, and fidelity to defined linguistic spaces



which leads to...

the development of strong foundations of both languages in all content areas which results in biliteracy and bilingualism, resulting in a 10% increase in IAR in math and reading from Did Not Meet Expectations to Approached Expectations, Approached expectations to Met Expectations, and 5% increase from Met Expectations to Exceeded Expectations.



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[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT Members (Granados, Korbakis, Karia, Swope, Bahena, Solano, Shalaveyus, Cami, Miller, Andrade)

Dates for Progress Monitoring Check Ins

Q1	Oct. 19	Q3	March 18
Q2	Dec. 18	Q4	May 31

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By end of Q2, 100% of dual language classrooms will establish interactive linguistic spaces and implement specified language allocations	All Teachers	End of Quarter 2	<input type="button" value="Select Status"/>
Action Step 1	All classroom teachers attend Dual Language Institute by Dr. K. Beeman	Administration	August	<input type="button" value="Completed"/>
Action Step 2	Identify high expectations for the Dual Language Environment to create a classroom environment checklist	Administration	August	<input type="button" value="Completed"/>
Action Step 3	Conduct an Environment Walk every 5 weeks until the end of Q2	ILT leads	On going	<input type="button" value="In Progress"/>
Action Step 4	Provide feedback and support (peer) for educators in need of improvement	ILT leads	On going	<input type="button" value="In Progress"/>
Action Step 5	Review lesson plans and schedule of specified language allocations	Dual Language Coordinator	On going	<input type="button" value="Not Started"/>
Implementation Milestone 2	By the end of Quarter2, 100% of Dual language teachers will implement two HQ Dual Language instructional practices.	DLLT	End of Quarter 2	<input type="button" value="In Progress"/>
Action Step 1	DLLT will identify what are the HQ instructional practices	DLLT	End of September	<input type="button" value="Not Started"/>
Action Step 2	Identifying grade level appropriate HQ dual language instructional practices that all dual languages will implement.	DLLT	August	<input type="button" value="Not Started"/>
Action Step 3	All teachers understand and implement bridge	DLLT	ongoing	<input type="button" value="Not Started"/>
Action Step 4	All dual teacher will participate in at least one Peer observation.	DLLT	ongoing	<input type="button" value="Not Started"/>
Action Step 5	All dual teacher will participate in continues feedback and reflections.	DLLT	ongoing	<input type="button" value="Not Started"/>
Implementation Milestone 3	All teachers identify core standards in Skyline and/or Eureka that reflect the DLE language allocation with at least 50% of classrooms consistently implementing HQ curriculum.	All Teachers	End of Q3	<input type="button" value="Not Started"/>
Action Step 1	Create/Adapt a unit internalization tool to identify core standards in Skyline for a Dual Language Program	DLLT/ILT	ongoing	<input type="button" value="Not Started"/>
Action Step 2	Identify core standards in Skyline that translate into a DLE Program	DLLT/ILT	ongoing	<input type="button" value="Not Started"/>
Action Step 3	Create alignment in SLA/ELA using the DLE strategies and core standards identified	All Teachers	ongoing	<input type="button" value="Not Started"/>
Action Step 4	All teachers will participate in learning walks, focused on HQ curriculum implementation	All teachers	ongoing	<input type="button" value="Not Started"/>
Action Step 5				<input type="button" value="Select Status"/>
Implementation Milestone 4				<input type="button" value="Select Status"/>
Action Step 1				<input type="button" value="Select Status"/>
Action Step 2				<input type="button" value="Select Status"/>
Action Step 3				<input type="button" value="Select Status"/>
Action Step 4				<input type="button" value="Select Status"/>
Action Step 5				<input type="button" value="Select Status"/>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones continuous Peer Observation for HQ Dual language strategies, continuing PDs in Dual language instructional strategies, continue working on the bridging and implementation, participate in Lesson studies, Planning of a scope and sequence in curriculum (Skyline & units). Continue differentiated PLCs, Coaching Cycle continue as needed. Continue meeting monthly/quarterly with DLLT and continue with a focus on instructional strategies.



Fidelity of language allocation and continue adapting HQ curriculum to reflect dual language model.

SY26 Anticipated Milestones Fidelity of curriculum and school wide scope and sequence, continue with coaching cycles as needed, begin work on integration with arts.

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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 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
10% increase in IAR in math and reading from Did Not Meet Expectations to Partially Met Expectations, Partially Met Expectations to Approached Expectations, Approached expectations to Met Expectations, and 5% increase from Met Expectations to Exceeded Expectations.	No	IAR (English)	English Learners	Exceeded - 0% Met - 7% Approached - 21% Partially Met - 24% Did Not Meet - 47%			
			Overall	Exceeded - 4% Met - 24% Approached - 24% Partially Met - 19% Did Not Meet - 29%			
X% of students who started below At/Above Benchmark in either Star English or Star Spanish will move up at least one Star Benchmark Category from BOY to EOY	Yes	STAR (Reading)	English Learners	28%			
			Overall	41%			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	75% teachers are completing internalizations of high quality curriculum for each unit that reflects language allocation and 75% of classroom observations show evidence that teachers are consistently using high quality curriculum	85% teachers are completing internalizations of high quality curriculum for each unit that reflects language allocation and classroom observations result at least 80% of visits with objectives and tasks aligned to grade level standards.	90% teachers are completing internalizations of high quality curriculum for each unit that reflects language allocation and classroom observations result at least 85% of visits with objectives and tasks aligned to grade level standards
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Through learning walks, 75% of classrooms are utilizing HQ Dual language strategies	Through learning walks, 80% of classrooms are utilizing HQ Dual language strategies	Through learning walks, 90% of classrooms are utilizing HQ Dual language strategies
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Through environment walks and peer feedback, 100% of teachers will have designated linguistic spaces (Spanish, English, Metalinguistic).	Through environment walks and peer feedback, 100% of teachers have designated linguistic spaces (Spanish, English, Metalinguistic) and the inner core of the students.	Through environment walks and peer feedback, 100% of teachers have designated linguistic spaces (Spanish, English, Metalinguistic) and the inner core of the students.

[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
10% increase in IAR in math and reading from Did Not Meet Expectations to Partially Met Expectations, Partially Met Expectations to Approached Expectations, Approached expectations to Met Expectations, and 5% increase from Met Expectations to Exceeded Expectations.	IAR (English)	English Learners	Exceeded - 0% Met - 7% Approached - 21% Partially Met - 24% Did Not Meet - 47%		Select Status	Select Status	Select Status	Select Status
		Overall	Exceeded - 4% Met - 24% Approached - 24% Partially Met - 19% Did Not Meet - 29%		Select Status	Select Status	Select Status	Select Status
X% of students who started below At/Above Benchmark in either Star English or Star Spanish will move up at least one Star Benchmark Category from BOY to EOY	STAR (Reading)	English Learners	28%		Select Status	Select Status	Select Status	Select Status
		Overall	41%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	75% teachers are completing internalizations of high quality curriculum for each unit that reflects language allocation and 75% of classroom observations show evidence that teachers are consistently using high quality curriculum	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Through learning walks, 75% of classrooms are utilizing HQ Dual language strategies	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Through environment walks and peer feedback, 100% of teachers will have designated linguistic spaces (Spanish, English, Metalinguistic).	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

In Tier Movement there was an increase in Tier 1 and Tier 2 and a decrease in Tier 3 for Reading. The majority of the interventions were given in Reading, not Math, hence we did not see as big of a change with Tier movement in Math. In Math, there was an increase in Tier 2 and 3 and a decrease in Tier 1. In math there were 43 students that went up a tier (students needed more support) and 21 students went down a tier (needed less support). Whereas in Reading, only 16 students went up a tier (required more support) and 87 students went down a tier (required less support). When we look at the data Star360 Spanish results are higher than the English data. We had 81 students that transferred into Talcott.

2023 Data # of Emergent Bilingual Students

What is the feedback from your stakeholders?

The interventions have been working and were a great start, but there is still improvements to be made. The fidelity for the program is working. Math needs a stronger system for intervention for next year. We need another data point to monitor students in Spanish in Reading in the primary grades. The family engagement component needs to be improved for the families to be more engaged in the MTSS process. Language objectives are not clear across content areas and grades.

What student-centered problems have surfaced during this reflection?

Lower performance in Math vs. Reading. Is it due to lower number of interventions in Math compared than Reading. Newcomers coming in the middle of the year are not reflected on the BOY data. Continue the implementation of high quality instruction for all students (including Newcomers).

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?

MTSS survey for teachers. Results showed that teachers needed resources for implementing interventions, progress monitoring in Spanish and English. Also, the teachers stated they needed more professional development in goal setting. Teacher area of growth- setting appropriate goals for students interventions. Karen Beaman

Return to Top Determine Priorities

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

Students...
 37% of students are not meeting grade level criteria in reading, as measured by i-ready and Star360, many missing foundational skills (about 1/3 of students are arriving without skills they need to read in 3rd grade).

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...
 1) Do not consistently identify all students needing academic support. 2) Have limited research-based interventions and resources in English and Spanish (Reading, Math) 3) Did not build sufficient teacher capacity to identify and implement appropriate interventions.

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...
 identify all students at risk academically (<24%ile, D/F grades, long proficiency level), inclusive of students who are EL and/or DL, and provide predictable cycles of intervention that match instructional methods with the students' specific learning needs...

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....

95% of teachers providing intensive intervention, delivered in the appropriate language (based on the language needs of students), monitoring students' growth, and making timely adjustments to intervention instruction based on students' performance towards learning targets...



which leads to...

student acceleration through a progression of learning that moves them closer to grade level and/or language proficiency.



-- The % of students receiving T2 and T3 interventions will decrease by 25% AND 15%, respectively, using the tier movement report as a metric.

-- All students moving towards grade level proficiency in both languages as seen by their academic percentile universal screening scores.

-- 90% of students receiving intervention will meet their intervention goal(s) each cycle.

[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT Members (Damaris, Donna, Amy, Claudia, Elsa and Roxanne)

Dates for Progress Monitoring Check Ins

Q1 Oct. 19

Q3 March 18

Q2 Dec. 18

Q4 May 31

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Identify evidence-based resources for data collection, progress monitoring, and intervention implementation for math, reading, language development (English and Spanish)	MTSS Team	End of first quarter	Completed
Action Step 1	Order a high quality intervention program for both reading and math in English and Spanish.	MTSS Lead	September 5, 2023	Completed
Action Step 2	Identify persons responsible within the team to carry out this process	Admin and MTSS Lead	August 21, 2023	In Progress
Action Step 3	Identify evidence-based data tools and data points for measuring baseline and progress monitoring benchmarks for language proficiency development	MTSS Team	September 15, 2023	In Progress
Action Step 4	Become familiar with and organize resources so that they become available for teachers as soon as possible. Create a check-in/check-out system for the materials	MTSS Team	September 30, 2023	In Progress
Action Step 5				Not Started
Implementation Milestone 2	Build teacher's capacity for understanding, identifying, and implementing appropriate interventions taking into account language development.	MTSS Team/MTSS Lead	End of 2nd quarter	Select Status
Action Step 1	Intensive ESL and SSL instruction for newcomers outside of classroom for first 5 weeks after they arrive as needed	ELPT/Interventionists	End of 1st quarter	In Progress
Action Step 2	Design a professional learning plan that builds teachers' capacity to carry out research-based intervention cycles.	MTSS Team/MTSS Lead	End of 1st quarter	Not Started
Action Step 3	Provide professional learning to establish a common understanding of MTSS practices with a strong Tier 1 for all students.	MTSS Team/MTSS Lead	End of 1st quarter	In Progress
Action Step 4	Execute consistent intervention cycles in all classrooms	Classroom teachers/Interventionists	every five weeks throughout the school year, beginning 11/3/2023	Not Started
Action Step 5	Progress monitor interventions and maintain ongoing MTSS	MTSS Lead	Ongoing	Not Started
Implementation Milestone 3	Develop a sustainable accountability system that provides ongoing support for intervention implementation.	Admin/MTSS Team	Ongoing	In Progress
Action Step 1	Follow the intervention protocol as dictated by the MTSS flowchart	Classroom Teachers	Ongoing	Not Started
Action Step 2	Build transparency through a consistent intervention monitoring tool that shows all interventions carried out by each teacher in each cycle	MTSS Team/MTSS Lead/ Classroom Teachers	Ongoing	In Progress
Action Step 3	Use Branching Minds to progress monitor the use of the interventions provided	Admin/MTSS Team/MTSS Lead	Ongoing	Not Started
Action Step 4	Continuous progress monitoring of interventions and maintain ongoing MTSS coaching based on teacher needs.	Admin/MTSS Team/MTSS Lead/Classroom Teachers	Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

- SY25 Anticipated Milestones** Create a schedule of ongoing intervention cycles that all teachers will execute throughout the year. Teachers will effectively identify students who need academic interventions. MTSS intervention coaching cycles will be provided for new teachers and/or those who may need additional support.
- SY26 Anticipated Milestones** Teachers will effectively identify all students who need academic interventions. They will adhere to the schedule of ongoing intervention cycles which will be executed throughout the year. MTSS intervention coaching cycles will be provided for new teachers and/or those who may need additional support. There will be a robust system of interventions in both English and Spanish that all teachers will utilize.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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
90% of students receiving reading interventions and Tier 1 grade level instruction will move up one tier level.	Yes	STAR (Reading)	Overall				
			English Learners				
90% of EL students receiving intensive ESL support will move at least one level on their ACCESS scores.	Yes	ACCESS	English Learners	37% (of students who Tested at Talcott with access scores in both SY23 and SY22)			
			Other [Newcomers]	44% (of students who Tested at Talcott with access scores in both SY23 and SY22)			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will use the MTSS framework and will record their interventions consistently on Branching Minds with 75% of students meeting their intervention goals.	80% of teachers will use the MTSS framework and will record their interventions consistently on Branching Minds with 80% of students meeting their intervention goals.	95% of teachers will use the MTSS framework and will record their interventions consistently on Branching Minds with 85% of students meeting their intervention goals.
C&I:2 Students experience grade-level, standards-aligned instruction.	75% of teachers will implement Tier 1 grade level aligned instruction and conduct Tier 2 interventions in their classroom.	80% of teachers will implement Tier 1 grade level aligned instruction and conduct Tier 2 interventions in their classroom.	95% of teachers will implement Tier 1 grade level aligned instruction and conduct Tier 2 interventions in their classroom.
Select a Practice			

SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
90% of students receiving reading interventions and Tier 1 grade level instruction will move up one tier level.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
90% of EL students receiving intensive ESL support will move at least one level on their ACCESS scores.	ACCESS	English Learners	37% (of students who Tested at Talcott with access scores in both SY23 and SY22)		Select Status	Select Status	Select Status	Select Status
		Other [Newcomers]	44% (of students who Tested at Talcott with access scores in both SY23 and SY22)		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	75% of teachers will use the MTSS framework and will record their interventions consistently on Branching Minds with 75% of students meeting their intervention goals.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	75% of teachers will implement Tier 1 grade level aligned instruction and conduct Tier 2 interventions in their classroom.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We aim to empower parents to effectively utilize allocated funds to achieve their goals, as determined by the Parent Advisory Committee (PAC). The PAC will curate articles, professional resources, and workshops tailored to enhance parent participation, leadership, and student achievement. These objectives encompass:

- Collaborating with various parent committees to boost parent and community engagement.
- Establishing a comprehensive Community Engagement Team composed of representatives from BAC, PAC, PTO, Local School Council (LSC) members, teachers, and middle-grade students.
- Coordinating with the Community Engagement Team to establish clear communication pathways among all stakeholders.
- Providing opportunities for parents and students to engage in school-wide and classroom activities, including workshops addressing family and community needs, internet safety, social-emotional support, and other pertinent topics.
- Organizing monthly celebrations and Fine Arts Program exhibitions.
- Cultivating external partnerships and collaborations to strengthen family and community engagement, ultimately enhancing student academic achievement.



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