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).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Lupe Perez	Principal	gjperez1@cps.edu
Terry Khuu	AP	tkhuu1@cps.edu
Lauren Czochara	Other [Counselor]	laczochara@cps.edu
Jing Jian	Other [ELPT]	jjian@cps.edu
Susan Healy	Other [Case Manager]	smhealy@cps.edu
Misty Richmond	Curriculum & Instruction Lead	mjrichmond@cps.edu
Danielle Valhuerdi	Other [MTSS Lead/Coordinator/Interventionist]	dcvalhuerdi@cps.edu
Jasmine Wong	Teacher Leader	jwong25@cps.edu
Nohemi (Mimi) Visoso	LSC Member	mimivisoso@gmail.com
Racquel Don	Other [Community Member]	donraq75@gmail.com
Krysta Barton-Phillips	LSC Member	happikat@gmail.com
Victoria Carpenter	LSC Member	victoria.goodman@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	8/8/23	
Reflection: Curriculum & Instruction (Instructional Core)	8/16/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/16/23	
Reflection: Connectedness & Wellbeing	8/8/23	
Reflection: Postsecondary Success	8/16/23	
Reflection: Partnerships & Engagement	8/16/23	
Priorities	8/8/2023	
Root Cause	8/8/23	
Theory of Acton	8/8/23	
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval	9/14/23	

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	**IAR Math:** Met/exceeded flat since pandemic: 34% up to 36% SY20-23 (56% SY19) Partial/DNM improving, but still far off pandemic: 43% down to 36% SY20-23 (21% SY19) GL Observations: Some grades bouncing back more quickly (8th, 4th) % of Did Not Meet continues to grow steadily in 3rd 27% up from ~0% in SY19. 6th continues to struggle w/ ~1/5 of students at DNM IAR ELA: % of Meets/Exceeds approaching pre-pandemic levels. 27% up to 39% SY20-23 (47% SY1). % Approaching has rebounded to pre-pandemic levels 27% SY19 vs 26% SY23 % of DNM flat 18% down to 16% (11%SY19) GL Observations: Grades 5,7th are now out-performing pre-pandemic %s. 7th showed dramatic improvement in SY 23 Grade 3 DNM/Partially met high/flat over pandemic, but % of DNM continues to grow (27% up SY22 to 38% SY23)	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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?** Students have not received targeted, progress monitored interventions with consistency Low math performance numbers are surprising as students have historically been strong in this area.	STAR (Math) iReady (Reading) iReady (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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		TS Gold Interim Assessment Data
Partially	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?** We have adopted high quality curriculum for both ELA and math and are focusing on providing the time, support, and planning opportunities necessary to deliver engaging and differentiated instruction.	

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.

ELA - only 39% of all students are meeting and exceeding expectations and 61% of all students are not performing on/above grade level.
Math - only 36% of all students are meeting and exceeding expectations and only 65% of all students are not performing on/above grade level. Post-pandemic improvement in student scores has been uneven. Percent of 3rd and 6th grade students who did not meet expectations remains high in math, and high for 3rd in ELA

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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	Strengths: Universal Screening Creating small groups for tiered instruction Creating goals for tiered instruction 58% screening for at risk students Identifying EL students Areas of Growth: Establishing MTSS protocols and systems Behavior Academics Creating cycles of intervention	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.		Tracking Progress Monitoring Data through BrM System for referring students for DL services Establish universal screener for behavior (BrM?) Supporting a bridge from EL supports to DL supports when necessary	MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Simply knowing how to access interventions, who does what, will be helpful (screening, progress monitoring). ✍	EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	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?**	
			Development of MTSS Team that will support teachers in developing high quality intervention instruction ✍	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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.

8% of students fall into T3 for Reading, our goal is <5% (Based on SY'23 EOY)
Intervention: implementation is at 16% T2 and T3
Supplemental Intervention T2 and T3: Progress Monitoring 26% ✍

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	Strengths - Students feel safest inside the classroom and traveling to/from school and home - The majority of students interact with each other in class. ✍ Growths -More opportunities for students to work together/interact around assignments and classwork (34% reported access vs 54% average) -Students fall below the average for feeling safe (47% feeling "Mostly Safe") - 53% of students feel mostly safe in the classroom (5E) -Students reporting about bullying/crime has dropped almost 50% in 2 years from 2021-2023 - Only 34% of students feel that they have lots of opportunity to interact with each other (Cultivate)	% of Students receiving Tier 2/3 interventions meeting targets / Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** -Stepstool for neurodivergent students would be helpful to ensure that they're fully integrated into the classroom environment. ✍ -Add SEL classroom activities for neurodiverse learners also add some alternative options during assemblies and recess -Lingering COVID anxiety for some students -Restorative process needing closure -Voices of newcomers or language learners missing from data equitably -(The older) newcomers/ELs with limited English language proficiency (with low self esteem) usually have no interaction with their English speaking peers in the classroom -How are newcomers introduced to their class? Adults should	Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

encourage their peers to support and have empathy for them

- Add a table/area in the room where students can decompress

-Students have a low sense of inclusivity especially amongst older newcomers and neurodivergent students.

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.

Overall student responses to general feelings of safety have fallen from 99% in SY 21 to 52% in SY23. Less than half of students (47%) felt safe in classrooms in SY23. Only 34% of students responded that they were able to participate in collaborative learning. The Cultivate Survey score for Supportive Teaching was 52 during SY 23 ✏️

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

We have implemented the Leader in Me curriculum and some progress has been made in integrating the curriculum into daily T1 instrution. ✏️

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)	77% of students (grades 3-8) on track 12% Almost on Track 15 Students Accepted in S.E Programs SY 22-23 Naviance implemented Grades (6-8) Correlation between on track and attendance Need for Implementation of new CPS (ILP) Dedicated and consistent time to implement curriculum Increase attendance for off- track students ✏️	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?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Select Rating	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).			
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Select Rating	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?**	
Select Rating	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	We have opted in to Success Bound. ✏️	

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.

12% of all JWS students are almost on track, 2% are Near on track, 5% are Far on track, and 4% are off track completely as determined by CPS metrics including behavior, attendance, and grades. ✏️

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	Families would benefit from pre scheduled report card pick-up ✍️ times with their student's teacher(s) & support staff (if applicable) Parent Supportiveness rating for the past 3 consecutive years has been "Very Weak" Lack of data showing parents perspective 97% of teachers report that parents attended conferences most or all of the time when requested Parent involvement is higher in the primary grades	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Several themes emerged including the importance of ✍️ relationships, inclusive opportunities, communication, parent education, and family activities.	

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 third of our student population reports not feeling supported by their parents. ✍️
25% of teachers report that the school has created little to no opportunities for parents to participate in developing academic programs and influencing school curricula.

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?

Weekly newsletters are sent home to families communicating ✍️ opportunities for their engagement. Parent/Guardian volunteer process is facilitated by the school for families that need assistance. Collaboration and partnerships with various local community organizations to provide families information and education on school related initiatives. Provide parent/gurardian worksops through PAC, BAC, LSC, to build parent/guardian capacity.

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

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

Curriculum & Instruction

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.
Partially	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.
No	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?

IAR Math:
Met/exceeded flat since pandemic: 34% up to 36% SY20-23 (56% SY19)
Partial/DNM improving, but still far off pandemic: 43% down to 36% SY20-23 (21% SY19)

GL Observations:
Some grades bouncing back more quickly (8th, 4th)
% of Did Not Meet continues to grow steadily in 3rd 27% up from ~0% in SY19. 6th continues to struggle w/ ~1/5 of students at DNM

IAR ELA:
% of Meets/Exceeds approaching pre-pandemic levels. 27% up to 39% SY20-23 (47% SY1).
% Approaching has rebounded to pre-pandemic levels 27% SY19 vs 26% SY23
% of DNM flat 18% down to 16% (11%SY19)

GL Observations:
Grades 5,7th are now out-performing pre-pandemic %s. 7th showed dramatic improvement in SY 23
Grade 3 DNM/Partially met high/flat over pandemic, but % of DNM continues to grow (27% up SY22 to 38% SY23)

What is the feedback from your stakeholders?

Students have not received targeted, progress monitored interventions with consistency

Low math performance numbers are surprising as students have historically been strong in this area.

What student-centered problems have surfaced during this reflection?

ELA - only 39% of all students are meeting and exceeding expectations and 61% of all students are not performing on/above grade level.
Math - only 36% of all students are meeting and exceeding expectations and only 65% of all students are not performing on/above grade level. Post-pandemic improvement in student scores has been uneven. Percent of 3rd and 6th grade students who did not meet expectations remains high in math, and high for 3rd in ELA

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?

We have adopted high quality curriculum for both ELA and math and are focusing on providing the time, support, and planning opportunities necessary to deliver engaging and differentiated instruction.

Determine Priorities

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

Students...

ELA - only 39% of all students are meeting and exceeding expectations and 61% of all students are not performing on/above grade level.
Math - only 36% of all students are meeting and exceeding expectations and only 65% of all students are not performing on/above grade level. Post-pandemic improvement in student scores has been uneven. Percent of 3rd and 6th grade students who did not meet expectations remains high in math, and high for 3rd in ELA

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.

Root Cause

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

As adults in the building, we...

... have not had consistent access to high quality curriculum, planning resources, and professional learning. Nor has the ILT been provided with the necessary training and support to be able to lead grade level teams in the implementation of the curriculum.

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.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

strengthen the ILT Team to develop and execute strong learning cycles which will empower teacher teams with professional learning and time to intentionally plan. ✍

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....
all teachers planning from HQ curriculum and implementing grade level aligned instruction. ✍

which leads to...
by June SY26, 50% of students will perform at met or exceed expectations in ELA. 50% of students will perform at or exceed expectations in Math. ✍

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 ✍
Instructional Leadership Team

Dates for Progress Monitoring Check Ins
Q1 _____   Q3 _____
Q2 _____   Q4 _____

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	By the end of Q1 the ILT team will have started an initial learning cycle with a focus on unit internalization. 100% of teachers will collaborate to complete one Unit Internalization Protocol and receive feedback.	ILT & Teachers	End of Q1	*Select Status*
Action Step 1	ILT will recieve ongoing professional support through ILT collaborative meetings w/ a focus on building distributive leadership practices	ILT	See dates for district led PD	*Select Status*
Action Step 2	Teachers continue to receive ongoing, district-led, training and support focused on unit and lesson internalization.	Teachers	See dates for district led PD	*Select Status*
Action Step 3	Launch a learning cycle including at least 3 meetings of learning, planning, and reflecting together on Internalizing unit and lesson plans.	ILT & Teacher	Weeks 4, 5, and 6	*Select Status*
Action Step 4	Leaders & teacher leaders will receive and provide ongoing feedback on Unit Internalization plans	School & teacher Leaders	Week 5 and Week 9	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	By the end of Q2 50% of classrooms observed on ILT learning walks will have evidence of alignment between the taxonomy of standards, learning targets, and student tasks. 25% of classrooms will have evidence of supporting strategies for EL students (Complete Learning Cycle 1, Start Learning Cycle 2)	ILT & Teachers	End of Q2	*Select Status*
Action Step 1	ILT will develop a learning walk schedule for ILT members for Q2	ILT	Weeks 10 & 11	*Select Status*
Action Step 2	ILT will develop (1) an internal learning walk rubric to collect evidence of alignment between the taxonomy of standards, learning targets, and student tasks and (2) develop a look for tool of strategies for EL students	ILT	Weeks 10 & 11	*Select Status*
Action Step 3	ILT will develop a method for providing feedback from learning walks and timeline	ILT	Weeks 10 & 11	*Select Status*
Action Step 4	ILT will engage teachers in the problem-solving process	ILT & Teachers	Weeks 10 through 17	*Select Status*
Action Step 5	Teachers will participate in professional learning around strategies in support of EL students	ILT, ELPT, & Teachers	Weeks 10 through 17	*Select Status*
Implementation Milestone 3	By the end of Q3 75% of classrooms observed on ILT learning walks will have evidence of alignment between the taxonomy of standards, learning targets, and student tasks. 50% of classrooms will have evidence of supporting strategies for EL students.	ILT & Teachers	End of Q3	*Select Status*
Action Step 1	ILT will develop a learning walk schedule for ILT members for Q3	ILT	Weeks 18 & 19	*Select Status*
Action Step 2	ILT will engage teachers in the problem-solving process	ILT & Teachers	Weeks 18 through 28	*Select Status*
Action Step 3	Teachers will participate in professional learning around strategies in support of EL students	ILT, ELPT, & Teachers	Weeks 18 through 28	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	By the end of Q4 90% of classrooms observed on ILT learning walks will have evidence of alignment between the taxonomy of standards, learning targets, and student tasks. 75% of classrooms will have evidence of supporting strategies for EL students.	ILT & Teachers	End of Q4	*Select Status*
Action Step 1	ILT will develop a learning walk schedule for ILT members for Q4	ILT	Weeks 29 & 30	*Select Status*

Action Step 2	ILT will engage teachers in the problem-solving process	ILT & Teachers	Weeks 29 through 38	Select Status
Action Step 3	Teachers will participate in professional learning around strategies in support of EL students	ILT, ELPT, & Teachers	Weeks 29 through 38	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | By the end of SY25 95% of classrooms observed on ILT learning walks will have evidence of alignment between the taxonomy of standards, learning targets, and student tasks. 80% of classrooms will have evidence of supporting strategies for EL students. | ✍ |
| SY26 Anticipated Milestones | By the end of SY26 100% of classrooms observed on ILT learning walks will have evidence of alignment between the taxonomy of standards, learning targets, and student tasks. 90% of classrooms will have evidence of supporting strategies for EL students. | ✍ |

Goal Setting

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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
50% of All Students at Meets / Exceeds for ELA	No	IAR (English)	Overall	39% at Meets / Exceeds for IAR ELA	43% at Meets / Exceeds for IAR ELA	47% at Meets / Exceeds for IAR ELA	50% of Students at Meets / Exceeds for ELA
			English Learners	19% at Meets / Exceeds for IAR ELA	23% at Meets / Exceeds for IAR ELA	27% at Meets / Exceeds for IAR ELA	30% of Students at Meets / Exceeds for ELA
50% of All Students at Meets / Exceeds for Math	No	IAR (Math)	Overall	36% at Meets / Exceeds for IAR Math	40% at Meets / Exceeds for IAR Math	45% at Meets / Exceeds for IAR Math	50% of Students at Meets / Exceeds for Math
			English Learners	25% at Meets / Exceeds for IAR Math	28% at Meets / Exceeds for IAR Math	32% at Meets / Exceeds for IAR Math	35% of Students at Meets / Exceeds for Math

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	By EOY ILT will succesfully led their teams through 2 learning cycles around planning and delivering a HQ curriculum. Progress will be measured through review of unit internalization practices and rigor walks.	By EOY ILT will succesfully led their teams through 3 learning cycles around planning and delivering a HQ curriculum. Progress will be measured through review of unit internalization practices and rigor walks.	By EOY ILT will succesfully led their teams through 4 learning cycles around planning and delivering a HQ curriculum. Progress will be measured through review of unit internalization practices and rigor walks.
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.	By EOY 80% of teachers are successfully planning from and delivering HQ curriculum.	By EOY 90% of teachers are successfully planning from and delivering HQ curriculum.	By EOY 100% of teachers are successfully planning from and delivering HQ curriculum.
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Curriculum & Instruction

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
50% of All Students at Meets / Exceeds for ELA	IAR (English)	Overall	39% at Meets / Exceeds for IAR ELA	43% at Meets / Exceeds for IAR ELA	Select Status	Select Status	Select Status	Select Status
		English Learners	36% at Meets / Exceeds for IAR Math	23% at Meets / Exceeds for IAR ELA	Select Status	Select Status	Select Status	Select Status
50% of All Students at Meets / Exceeds for Math	IAR (Math)	Overall	#REF!	40% at Meets / Exceeds for IAR Math	Select Status	Select Status	Select Status	Select Status
		English Learners	25% at Meets / Exceeds for IAR Math	28% at Meets / Exceeds for IAR Math	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:4 The ILT leads instructional improvement through distributed leadership.	By EOY ILT will have succesfully led their teams through 2 learning cycles around planning and delivering a HQ curriculum. Progress will be measured through review of unit internalization practices and rigor walks.	Select Status	Select Status	Select Status	Select Status
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.	By EOY 80% of teachers are successfully planning from and delivering HQ curriculum.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

<div align="right">Connectedness & Wellbeing</div>

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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	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?

Strengths
- Students feel safest inside the classroom and traveling to/from school and home
- The majority of students interact with each other in class.

Growths
-More opportunities for students to work together/interact around assignments and classwork (34% reported access vs 54% average)
-Students fall below the average for feeling safe (47% feeling "Mostly Safe")
- 53% of students feel mostly safe in the classroom (5E)
-Students reporting about bullying/crime has dropped almost 50% in 2 years from 2021-2023
- Only 34% of students feel that they have lots of opportunity to interact with each other (Cultivate)

What is the feedback from your stakeholders?

-Stepstool for neurodivergent students would be helpful to ensure that they're fully integrated into the classroom environment.

-Add SEL classroom activities for neurodiverse learners also add some alternative options during assemblies and recess

-Lingering COVID anxiety for some students

-Restorative process needing closure

-Voices of newcomers or language learners missing from data equitably

-(The older) newcomers/ELs with limited English language proficiency (with low self esteem) usually have no interaction with their English speaking peers in the classroom

-How are newcomers introduced to their class? Adults should encourage their peers to support and have empathy for them

- Add a table/area in the room where students can decompress

-Students have a low sense of inclusivity especially amongst older newcomers and neurodivergent students.

What student-centered problems have surfaced during this reflection?

Overall student responses to general feelings of safety have fallen from 99% in SY 21 to 52% in SY23. Less than half of students (47%) felt safe in classrooms in SY23. Only 34% of students responded that they were able to participate in collaborative learning. The Cultivate Survey score for Supportive Teaching was 52 during SY 23

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?

We have implemented the Leader in Me curriculum and some progress has been made in integrating the curriculum into daily T1 instruction.

Determine Priorities

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

Students...

Overall student responses to general feelings of safety have fallen from 99% in SY 21 to 52% in SY23. Less than half of students (47%) felt safe in classrooms in SY23. Only 34% of students responded that they were able to participate in interactive learning. Students have a low sense of inclusivity especially amongst older newcomers and neurodivergent students.

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.

Root Cause

Return to Top

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

As adults in the building, we...

have implemented Leader in Me with uneven consistency and have only been offering programming once per week. Although some SEL practices have been integrated into T1 instruction, most have not. Moreover, teachers have had limited professional learning around successful integration of student-to-student based discussions into T1 instruction.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top — Theory of Action

What is your Theory of Action?

If we....

Ensure staff have appropriate training on and planning time for Leader in Me and integration of student-based discussion protocols into T1 instruction ✍

then we see....

evidence of SEL best practices in classrooms, consistent and intentional structures for students to engage in learning experiences (independent, partner, small group, whole group) as part of T1 instruction as gathered through internal rigor walks and class observations. ✍

which leads to...

A 5 point annual increase in the number of students who say they feel very safe in classrooms on the 5 Essentials Survey (47 points SY23 to 62 points SY26) and a 5% annual increase in the number of students who respond with mostly or completely true when asked if they have opportunities to interact with each other on the Cultivate Survey (67% SY23 to 82% SY26). ✍

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.

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 ✍

Dates for Progress Monitoring Check Ins

Q1		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	CCT will develop a series of learning cycles in order to support structured learning through a community of practice. By end of Q1, ILT will have completed phase 1: Learn & Plan In phase 1, the ILT will focus learning and engage in Foundational Texts, Teacher Beliefs Reflection, Strategy Planning, Equity Pause	CCT	End of Q1	*Select Status*
Action Step 1	Engage CCT in foundational texts to deepen understanding of Classroom Community Learning Condition	CCT	End of Q1	*Select Status*
Action Step 2	Understand the Key Teacher Beliefs for the Classroom Community Learning Condition.	CCT	End of Q1	*Select Status*
Action Step 3	Identify a practice shift or strategy to implement over time to foster Classroom Community	CCT	End of Q1	*Select Status*
Action Step 4	Engage in an Equity Pause to reflect on the Classroom Community Learning Condition.	CCT	End of Q1	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	By the end of Q2, the CCT will have completed Phase 2: Do (Curriculum Study) 1) Strategy Implementation 2)Equity Pause	CCT	End of Q2	*Select Status*
Action Step 1	Understand the Notice and Wonder strategy for conducting a Curriculum Study and determine a process for conducting it.	CCT	End of Q2	*Select Status*
Action Step 2	As part of Curriculum Study, CCT will engage in activity around: Anticipating Student Thinking in an effort to refine planning decisions to intentionally foster classroom community	CCT	End of Q2	*Select Status*
Action Step 3	CCT will work on refining planning decisions around the progression of tasks to support depth of student learning and to intentionally foster classroom community	CCT	End of Q2	*Select Status*
Action Step 4	CCT will work on refining planning decisions around facilitation moves to support depth of student learning and to intentionally foster classroom community	CCT	End of Q2	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	By the end of Q3, ILT will have completed phase 3 of learning cycle: Study	ILT & Teachers	End of Q3	*Select Status*
Action Step 1	ILT will engage in learning walks and collect data around identified strategy implementation	ILT & Teachers	End of Q3	*Select Status*

Action Step 2	ILT will engage in a peer observation debrief	ILT & Teachers	End of Q3	*Select Status*
Action Step 3	The ILT will utilize the Peer Coaching Guide to provide educators with agency in receiving valuable feedback on instruction	ILT & Teachers	End of Q3	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	By the end of Q4, the ILT will have completed phase 4 of learning cycle: Act & Share which will focus on Celebrations & Affirmations and documenting our learning	ILT & Teachers	End of Q4	*Select Status*
Action Step 1	To celebrate and affirm team members in their learning and implementation of the Classroom Community Learning Condition, ILT will engage teachers in activities to celebrate and affirm team members.	ILT & Teachers	End of Q4	*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	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

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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

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
The overall Supportive Teaching score from the Cultivate survey will improve from a score of 52 to 65 by SY26.	No	Cultivate	Overall	52	56	60	65
			Select Group or Overall				
a 5 point annual improvement in the Cultivate identity safety metric.	No	Cultivate	Overall	45	50	55	60
			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Behavioral Health and Climate Culture teams meet on an established basis to provide targeted support for T1 SEL instruction. 80% of classrooms show evidence of support stuctures for student connectedness and wellbeing to take place evidenced by data collected through learning walks.	The Behavioral Health and Climate Culture teams meet on an established basis to provide targeted support for T1 SEL instruction. 90% of classrooms show evidence of support stuctures for student connectedness and wellbeing to take place evidinced by data collected through learning walks.	The Behavioral Health and Climate Culture teams meet on an established basis to provide targeted support for T1 SEL instruction. 100% of classrooms show evidence of support stuctures for student connectedness and wellbeing to take place evidinced by data collected through learning walks.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	X% of staff and a core team of students at each GL have been trained in restorative practices. SEL instruction including both Leader in Me and Skyline related T1 supports have been fully integrated into at least 90% of lessons as evidenced through unit/lesson plan reviews and rigor walk/class observations.	X% of staff and a core team of students at each GL have been trained in restorative practices. SEL instruction including both Leader in Me and Skyline related T1 supports have been fully integrated into at least 90% of lessons as evidenced through unit/lesson plan reviews and rigor walk/class observations.	X% of staff and a core team of students at each GL have been trained in restorative practices. SEL instruction including both Leader in Me and Skyline related T1 supports have been fully integrated into at least 90% of lessons as evidenced through unit/lesson plan reviews. Rigor walk/class observations show clear evidence of student-to-student engagement in at least 90% of classes.

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

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
The overall Supportive Teaching score from the Cultivate survey will improve from a score of 52 to 65 by SY26.	Cultivate	Overall	52	56	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
a 5 point annual improvement in the Cultivate identity safety metric.	Cultivate	Overall	45	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Behavioral Health and Climate Culture teams meet on an established basis to provide targeted support for T1 SEL instruction. 80% of classrooms show evidence of support stuctures for student connectedness and wellbeing to take place evidinced by data collected through learning walks.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	X% of staff and a core team of students at each GL have been trained in restorative practices. SEL instruction including both Leader in Me and Skyline related T1 supports have been fully integrated into at least 90% of lessons as evidenced through unit/lesson plan reviews and rigor walk/class observations.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

| If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | ☑ | **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. |
| If Checked:

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

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.

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