

CIWP Team & Schedules

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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
Dr. Brad Rossi	Principal	brossi@cps.edu
Sharee Onyezia	AP	sonyezia@cps.edu
Latasha Cobbs	School Culture Coordinator	lcobbs@cps.edu
Martha Seiler	Arts Integration Coordinator	mjiurla@cps.edu
Yanessa Rodriguez	Teacher Leader	ygrodriguez6@cps.edu
Leslie Garrison	Case Manager	lagarrison@cps.edu
Michelle Okuno	Teacher Leader	mflaming6@cps.edu
Micheal Horton	Counselor	mdhorton@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/24/23	7/28/23
Reflection: Curriculum & Instruction (Instructional Core)	3/17/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/17/23	6/9/23
Reflection: Connectedness & Wellbeing	3/17/23	6/9/23
Reflection: Postsecondary Success	3/17/23	6/9/23
Reflection: Partnerships & Engagement	3/17/23	6/9/23
Priorities	5/1/23	9/6/23
Root Cause	8/16/23	9/6/23
Theory of Acton	8/16/23	9/6/23
Implementation Plans	8/16/23	9/6/23
Goals	8/16/23	9/6/23
Fund Compliance	8/16/23	9/6/23
Parent & Family Plan	8/16/23	9/6/23
Approval	9/6/23	9/6/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations



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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	After reviewing the data, we can see that our students struggle hitting a 3.0 gpa across the board. We also that our on track rate can definitely be improved and is also very inconsistent. It constantly waivers depending on the time of year and we're really like to work to improve that. We also see that based on Network Rigor Walks, we'd like to see more of students experiencing productive struggle, using academic vocabulary and challenging and questioning each other in the classroom. We also see that we need to really focus on making sure there is standards-based evidence learning happening in every classroom. 	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Quality Indicators of Specialty Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Learning Conditions Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> -Start creating time and space for department vertical alignment of courses -Start teacher sharing of instructional practices in GLTs (what is working and not working) -Stop teaching directly from the book -Start using supplementary work in between gaps of what AP expects of students during tests and where students are at -Start writing benchmarks for each grade -Start establishing hard deadlines for completion -Think outside of the box, work conceptually/creatively rather than only with culturally specific arts practices. -Prioritize writing skill development -Start I do/we do/you do - Systematic method of teaching with small steps - teacher modeling, guided and independent practice -Stop immediately beginning Pre-AP Curriculum at the beginning of the year without activating prior knowledge 	STAR (Math) iReady (Reading) iReady (Math)
Yes	Continuum of ILT Distributed The ILT leads instructional improvement through distributed leadership.		Cultivate Grades ACCESS
Partially	Customized Balanced ES Assessment Plan Development HS Assessment 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.		TS Gold Interim Assessment Data
Partially	Assessment for Learning Evidence-based assessment for learning practices are enacted daily in every classroom.	<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>Currently, Wells is working with The Network for College Success through the University of Chicago to help guide out ILT in improving our instruction by selecting a targeted area of instructions and deciding on a powerful practice that will help improve that area. The ILT had made a lot of progress last year and will really be focused on improving every students' writing in the building along with tracking that progress through a framework that really drives one on one student-teacher work. </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 are demonstrating low cohort growth on the PSAT/SAT and other assessments: low GPAs; disengagement; struggle in performing college level work and do not have a consistent on track rate. </p>			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	-Mostly foundational or developed on the MTSS continuum because we didn't have a full time interventionist last year but this year we should be able to be fully operational	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	-Start to improve students grade level comprehension in reading and math at the beginning of the year -Start to development of foundational skills -Start scaffolding to meet students backgrounds -Start to fill in gaps between expected pre-ap knowledge and current student knowledge -Best fit AP classes - "they can handle it" + "what else fits their schedule" -Stop allowing students to complete a packet at the end of the quarter to recover credit -Add Policies in place for universal accountability -Start exploring school wide grading policies for consistency -Hire/Allow space for educators that speak languages of our student population	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	-Integrating fine arts in lessons (without realizing) -Start Consultation meetings, speed dating with arts teachers to see what is possible. -Documenting the projects we're doing better so it is technically considered arts integration -Finding certain arts standards that fit -Each subject area focusing on an arts integrated project in order of quarters so students are doing something every quarter- game planning finals especially. No pauses in projects across classes -Open with skill building to improve grade level comprehension -Start to Think outside of the box, work conceptually/creatively rather than only with culturally specific arts practices. -Start instituting schoolwide behavioral policies and providing support for classroom enforcement -MORE incentives and rewards for academic and behavioral excellence	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	-Start to improve students grade level comprehension in reading and math at the beginning of the year -Start to development of foundational skills -Start scaffolding to meet students backgrounds -Start to fill in gaps between expected pre-ap knowledge and current student knowledge -Best fit AP classes - "they can handle it" + "what else fits their schedule" -Stop allowing students to complete a packet at the end of the quarter to recover credit -Add Policies in place for universal accountability -Start exploring school wide grading policies for consistency -Hire/Allow space for educators that speak languages of our student population	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	-Start to improve students grade level comprehension in reading and math at the beginning of the year -Start to development of foundational skills -Start scaffolding to meet students backgrounds -Start to fill in gaps between expected pre-ap knowledge and current student knowledge -Best fit AP classes - "they can handle it" + "what else fits their schedule" -Stop allowing students to complete a packet at the end of the quarter to recover credit -Add Policies in place for universal accountability -Start exploring school wide grading policies for consistency -Hire/Allow space for educators that speak languages of our student population	
<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 need more supports to help them stay on track and be successful throughout all of their years at Wells</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 have hired an MTSS Intervention Specialist who will be working on making sure each student receives proper interventions and supports which will hopefully help ontrack rates.</p>	

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Based on the data, students, staff and families want Wells to be a safe place where everyone can be themselves and for there to be systems in place and supports available when various situations arise. We found that there is a lack of consistency and common language in the building when it comes to Social Emotional Learning. There is also sometimes a lack of understanding of what is expected.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula. Skilling integrated SEL		Reduction in Access to OST

Partially	including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> -More relatable opportunities/supports for ESL students -Transparency and consistency around who is suspended and why -Atonement- Who is managing the follow through? -Clear communication of expectations to incoming Freshmen -How can we better utilize advisory for these concepts? -Cell Phone Policy Revision -Slide deck for Advisory to teach specific SEL/Post Secondary concepts -do not rely on the 5-Essentials data -Consistency in documentation -Staff should be trained in Tier 2 practices that can be incorporated into the classroom environment -Staff logging the RP practices that are taking place in ASPEN -Have Security as a member of Culture & Climate Team -How to adequately support students with a history of trauma; Trauma informed practices; -Improve parental involvement in the Restorative Process; -Use an alternate behavioral / RP survey to capture data -Staff make phone calls regarding behavior with students that they have a relationship with -Make sure ALL staff is trained in RP and 'refreshers' are available throughout the school year. -Teachers feel like they have 'no teeth' with student misbehavior -- how do we empower teachers to deal with student misbehavior in the classroom environment & to feel supported; -Inconsistent cell phone policy enforcement -How do we incorporate restorative conversations with also holding students accountable with their actions? -No decline in student infractions: More communication btwn levels. More so bottom up than top down. -What does consequence entail? Besides ISS/OSS -Stop allowing students to be obviously high in the building -Stop allowing students to assault and batter teachers- -Start requiring parent meetings for any verbal or physical assaults -Start cunch detention / ISS / After school detention -Start consequences for tardies and cuts -start allowing parents to shadow students with consistent behavioral issues -start actively supporting classroom teachers on a schoolwide and administrative level with the enforcement of existing policies -Start differentiating between SEL and Mental Health Days. Aligning SEL Days with SEL Standards. -Start taking SEL diagnostic assessments and helping students build skills in deficient areas. Learning how to leverage student strengths. -Start skill-based SEL versus just having fun -Start shared vocabulary around Social Emotional Learning -start a crisis management team and protocol -start to create a list of resources in area and citywide -Improve feedback on RHT referrals 	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</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> <p>Student Voice Infrastructure</p>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			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.

A lack of consistency and common language around SEL and Safety in individual classrooms and a need for supports and systems that support our current schedule and needs.



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 currently have a Climate and Culture team in place that already works toward improving the climate of our building and supporting staff in incorporating SEL into their daily routines. The team is constantly addressing barriers that arise and always trying to find what works best. They have been working on developing a "toolbox" of resources for students and staff to help improve the climate of the building and they try their best to make sure every student has every support they need to be successful.



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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career	We see that a lot of our students have a plan for after high school but don't always stick to that plan or sometimes don't stick to a plan at all.	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	Individualized Learning		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Yes	Work Based Learning	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> -Start adding elements of the curriculum that supports post-secondary exposure and attainment -Start In Seminar/Transitional Math require CCC Placement test as Assessment 	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p>

	(6th-12th).		Assessment -Start Adding more trips to colleges/Trade Fairs for all grade levels -Invite More guest speakers to introduce school/career opportunities -Add seminar for all grade levels as an elective -add consistent, full time college and career coach -Continue building dual enrollment and partnerships with colleges and universities -Communicate (Survey) with teachers to develop post-secondary opportunities -Decision Day should be an entire school event	Freshmen Connection Programs Offered (School Level Data)
Yes	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		
Yes	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	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?	
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	We have a very strong post-secondary team that tries to prepare our students for their lives after high school with not only skills learned in seminar classes but also with resources that will help them along the way. They work side by side with students and really do try to guide them on a path where they can be successful. 	
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 continuing on a post-secondary track after high school and not just submitting a plan so they can graduate. 				

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Using the associated references, is this practice consistently implemented?	Reference	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	We've found that parents really value safety in the building and that students really want to be heard by the adults in the building. They also appreciate the changes we try to make based on what they tell us. We've also found that we can definitely continue to work on our partnerships and our connection with our community. 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? -Build partnerships with trades and postsecondary paths outside of college  -Increase communication with outside partners	Formal and informal family and community feedback received locally. (School Level Data)

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

Students need more opportunities for their voices to be heard.

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 really been working on finding structured but authentic ways for students' voices to be heard. As a staff, we got a lot out of these opportunities last year and are working toward creating more opportunities for students to tell us how they really feel about school and finding ways to achieve what they would like to see. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
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?

After reviewing the data, we can see that our students struggle hitting a 3.0 gpa across the board. We also that our on track rate can definitely be improved and is also very inconsistent. It constantly waivers depending on the time of year and we're really like to work to improve that. We also see that based on Network Rigor Walks, we'd like to see more of students experiencing productive struggle, using academic vocabulary and challenging and questioning eachother in the classroom. We also see that we need to really focus on making sure there is standards-based evidence learning happening in every classroom.

What is the feedback from your stakeholders?

- Start creating time and space for department vertical alignment of courses
- Start teacher sharing of instructional practices in GLTs (what is working and not working)
- Stop teaching directly from the book
- Start using supplementary work in between gaps of what AP expects of students during tests and where students are at
- Start writing benchmarks for each grade
- Start establishing hard deadlines for completion
- Think outside of the box, work conceptually/creatively rather than only with culturally specific arts practices.
- Prioritize writing skill development
- Start I do/we do/you do - Systematic method of teaching with small steps - teacher modeling, guided and independent practice
- Stop immediately beginning Pre-AP Curriculum at the beginning of the year without activating prior knowledge

What student-centered problems have surfaced during this reflection?

Students are demonstrating low cohort growth on the PSAT/SAT and other assessments: low GPAs; disengagement; struggle in performing college level work and do not have a consistent on track rate.

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?


Currently, Wells is working with The Network for College Success through the University of Chicago to help guide out ILT in improving our instruction by selecting a targeted area of instructions and deciding on a powerful practice that will help improve that area. The ILT had made a lot of progress last year and will really be focused on improving every students' writing in the building along with tracking that progress through a framework that really drives one on one student-teacher work.

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Determine Priorities

Resources: 

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

Students... demonstrate low Cohort growth on PSAT/SAT and other assessments; low GPAs; disengagement; unable to 

[Determine Priorities Protocol](#)


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

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Root Cause

Resources: 

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

As adults in the building, we... lack a full implementation of rigorous and engaging curriculum 


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

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

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Theory of Action

What is your Theory of Action?

If we.... implement AP and Pre-AP Frameworks for all students and increase access to these courses 

Resources: 

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

then we see....
students that are sufficiently challenged by the rigorous tasks



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

which leads to...
improved student growth and an increase in student growth percentiles



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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/PLCs/Admin/Counselors/Programmer

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/1/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Every student takes Pre-AP/AP classes and being intentionally equitable when programming classes	Admin/Programmer/Counselor	2024	In Progress
Action Step 1	Intentionally program all students into at least 1 Pre-AP or AP Course	Admin/Programmer/Counselor	2024	In Progress
Action Step 2	Creating a strategic masters schedule so all students have the opportunity to take at least one/as many Pre-AP courses as they would like	Admin/Programmer/Counselor	2024	In Progress
Action Step 3	Offer supports that prepare ALL students for Pre-AP/AP classes	ILT	2024	Select Status
Action Step 4	Solicit supports for ELL/Diverse Learners taking Pre-AP/AP Courses	Admins/ILT		Select Status
Action Step 5				Select Status
Implementation Milestone 2	All teachers either teach Pre-AP/AP courses or align their curriculums to the Pre-AP/AP standards/principles	Admin/Staff	2024	In Progress
Action Step 1	Offer teacher training in Pre-AP/AP Courses	Admin/Staff	2024	In Progress
Action Step 2	Offer time for teachers to align curriculums to Pre-AP/AP standards	Admin/ILT/PLC/Programmer	2024	In Progress
Action Step 3	Offer individual support so teachers can get help aligning curriculums with Pre-AP/AP Standards	Instructional Coach/Mentors	2024	In Progress
Action Step 4	Invest in materials that can help support teachers plan and teach their courses	Admin/ILT/InstCoach	2024	In Progress
Action Step 5	Connect teachers to professional communities for support and assistance	Admin		Select Status
Implementation Milestone 3	Expand AP course offerings and styles of AP classes (Project-based, Research-based, etc.)	Admin/Staff	2024	In Progress
Action Step 1	Solicit feedback from students on what AP courses they would be interested in	ILT/PLC	2024	Not Started

Action Step 2	Solicit feedback from teachers on what courses they would be interested in teaching	ILT/PLC	2024	In Progress
Action Step 3	Research AP offerings and their styles of assessment to determine the best fit for Wells	Admin	2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will have proper training and proper materials to successfully implement Pre-AP/AP standards and shared principals
SY26 Anticipated Milestones	Teachers will connect Pre-AP/AP shared principles and standards to other non pre-ap/ap curriculum which leads to a school wide common language and expectation.

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Network learning walk data will show an increased rigor and connection to standards in lessons observed.	Yes	Other	Overall	16.7% Comprehensive /50%Retrieval/3 3% non	25% retrieval/75% Comprehension or above	100% Comprehension or above	100% Analysis and Knowledge Utilization
			Other [Specify]				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers align lessons to state/wida/sel standards and attempt to connect to Pre-AP/AP Shared principles	80% teachers units somehow align to the Pre-AP/AP shared principles	80% teachers units somehow align to the Pre-AP/AP shared principles

<input type="text" value="Select a Practice"/>			
<input type="text" value="Select a Practice"/>			

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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
Network learning walk data will show an increased rigor and connection to standards in lessons observed.	Other	Overall	16.7% Comprehensiv e/50%Retrieval/33% non	25% retrieval/75% Comprehens ion or above	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Other [Specify]			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
	Select Metric	Select Group or Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Select Group or Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="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.	All teachers align lessons to state/wida/sel standards and attempt to connect to Pre-AP/AP Shared principles	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Select a Practice		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Select a Practice		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
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?

After reviewing the data, we can see that our students struggle hitting a 3.0 gpa across the board. We also that our on track rate can definitely be improved and is also very inconsistent. It constantly waivers depending on the time of year and we're really like to work to improve that. We also see that based on Network Rigor Walks, we'd like to see more of students experiencing productive struggle, using academic vocabulary and challenging and questioning eachother in the classroom. We also see that we need to really focus on making sure there is standards-based evidence learning happening in every classroom.

What is the feedback from your stakeholders?

- Start creating time and space for department vertical alignment of courses
- Start teacher sharing of instructional practices in GLTs (what is working and not working)
- Stop teaching directly from the book
- Start using supplementary work in between gaps of what AP expects of students during tests and where students are at
- Start writing benchmarks for each grade
- Start establishing hard deadlines for completion
- Think outside of the box, work conceptually/creatively rather than only with culturally specific arts practices.
- Prioritize writing skill development
- Start I do/we do/you do - Systematic method of teaching with small steps - teacher modeling, guided and independent practice
- Stop immediately beginning Pre-AP Curriculum at the beginning of the year without activating prior knowledge

What student-centered problems have surfaced during this reflection?

Students are demonstrating low cohort growth on the PSAT/SAT and other assessments: low GPAs; disengagement; struggle in performing college level work and do not have a consistent on track rate.

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?

Currently, Wells is working with The Network for College Success through the University of Chicago to help guide out ILT in improving our instruction by selecting a targeted area of instructions and deciding on a powerful practice that will help improve that area. The ILT had made a lot of progress last year and will really be focused on improving every students' writing in the building along with tracking that progress through a framework that really drives one on one student-teacher work.

Return to Top Determine Priorities

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

Students... need to improve their on-track rate

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... see low student engagement and minimally engaging curriculum.

Resources:

[5 Whys 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... have greater integration of the fine arts across disciplines

then we see... multiple pathways to construct and demonstrate understanding

which leads to... increased student performance and engagement

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	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	Description	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers integrate arts into their curriculum at least once every semester	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 1	Create school-wide, pre-planned arts integration project that connects to SEL, AP Standards, the school TIA and the community	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 2	AI Coordinator supports teachers in planning and execution of projects	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 3	Prepare materials needed for project	Arts Integration Coordinator	2024	In Progress
Action Step 4	Display finished projects/performances at community gatherings and connect family & community	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 5	Track progress with on-track and other data sources	Admin/ILT/GLT	2024	Select Status
Implementation Milestone 2	Create a culture of confidence around teaching the arts in non-arts classes	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 1	Offer arts integration professional development for all teachers	Teachers/Arts Integration Coordinator	2024	In Progress
Action Step 2	Support teachers in incorporating arts in their everyday curriculum as often as possible	Arts Integration Coordinator	2024	In Progress
Action Step 3	Plan teacher visits to other Fine Arts schools	Arts Integration Coordinator	2024	Not Started
Action Step 4	Create and purchase tools that help support teachers in this goal.	Arts Integration Coordinator	2024	In Progress
Action Step 5	Build a strong, collaborative relationship with RE:ALIZE	Arts Integration Coordinator	2024	In Progress
Implementation Milestone 3	Non-Arts teachers leading training in arts integration	Teachers	2025	Select Status
Action Step 1	Teachers gain the capacity and opportunity to present their arts integration lessons and how they planned them to others frequently	Teachers/Arts Integration Coordinator	2025	In Progress
Action Step 2	Celebrate when teachers integrate arts into their lessons	Teachers/Arts Integration Coordinator	2025	In Progress
Action Step 3	Offer digital and non-digital resources for teachers to use in arts integration lessons/trainings	Admin		Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers observe arts integrations lessons from other teachers across the city.
SY26 Anticipated Milestones	Teachers are comfortable and confident enough to lead arts integrated trainings.

[Return to Top](#) **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 an 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.

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

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Schoolwide ontrack rate will improve.	Yes	9th and 10th Grade On Track	Overall	9th:80% ontrack/10th:71%	9th:85%,10th:75%	9th:90% &10th:80%	9th:95%,10th:85%
			Other [Specify]				
			NA				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers participate in school-wide bi-annual arts integration projects and will be measured by returned projects.	100% of teachers participate in school-wide bi-annual arts integration projects and quarterly integrate arts into their curriculum and will be measured by returned projects and student feedback.	100% of teachers participate in school-wide bi-annual arts integration projects and monthly integrate arts into their curriculum and will be measured by returned projects. and student voice.
Select a Practice			
Select a Practice			

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
Schoolwide ontrack rate will improve.	9th and 10th Grade On Track	Overall	9th:80% ontra	9th:85%,10th:75%	Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
	Select Metric	NA			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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers participate in school-wide bi-annual arts integration projects and will be measured by returned projects.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed



Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal 9th and 10th Grade On Track: Schoolwide ontrack rate will improve.

Required Reading Goal Other: Network learning walk data will show an increased rigor and con...

Optional Goal Cultivate : Academic Risk and Growth Mindset will see an increase on th...

Student Groups	Baseline	SY24	SY25	SY26
Overall	9th:80% ontrack/10th:71%	9th:85%, 10th:75%,	9th:90% & 10th:80%	9th:95%, 10th:85%
Other [Specify]				
Overall	16.7% Comprehensive/50% Retrieval/33% non	25% retrieval/75% Comprehension or above	100% Comprehension or above	100% Analysis and Knowledge
Other [Specify]				
Overall	Academic Risk 19 & 40/Growth Mindset 13&33	Academic Risk:50 Growth Mindset:50	Academic Risk:70 Growth	Academic Risk:85 Growth Mindset:8
Select Group or Overall				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our academic priority areas are focusing on Pre-AP/AP implementation and growing our ontrack rate. We would plan to engage parents and families by hosting open houses where families can come in and see what their children are learning and how they are learning it. We will also continue to update parents on academics through our monthly family and community newsletter. We plan to expand the information in our newsletter so that parents can not only know what their children are learning, but also maybe see examples/video of how they are learning the information.



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