CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Margaret Loranger	Principal	mmloranger@cps.edu
Lisa Berens	Partnerships & Engagement Lead	llberens@cps.edu
Decarla Jackson	Curriculum & Instruction Lead	dajackson@cps.edu
Caroline Laird	Postsecondary Lead	claird1@cps.edu
Vesna Carrasquillo	LSC Member	vcarrasquillo@cps.edu
Ana Castillo	Inclusive & Supportive Learning Lead	acastillo5@cps.edu
Sandra Ruiz	LSC Member	sandraruiz0925@gmail.com
Anthony DeLaCruz	Student Leader	aydelacruz-r@cps.edu
Brian Kestler	Teacher Leader	tgmelchor@cps.edu
Luke Bigelow	Teacher Leader	ldbigelow@cps.edu
	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	6/20/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	7/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	7/25/23
Reflection: Connectedness & Wellbeing	6/20/23	7/25/23
Reflection: Postsecondary Success	6/20/23	7/25/23
Reflection: Partnerships & Engagement	6/20/23	7/25/23
Priorities	8/14/23	8/18/23
Root Cause	8/14/23	8/18/23
Theory of Acton	8/14/23	8/18/23
Implementation Plans	8/14/23	9/1/23
Goals	8/14/23	9/1/23
Fund Compliance	8/18/23	9/12/23
Parent & Family Plan	8/18/23	9/12/23
Approval	8/18/23	9/13/23

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	We have a large number of students who are approaching benchmark for ELA; we have a majority of students far from benchmark in math; we have not seen the anticipated growth in reading and math in our Star 360 data ✍️	IAR (Math)
				IAR (English)
				Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric		PSAT (EBRW)
		Teacher Team Learning Cycle Protocols		PSAT (Math)
		Quality Indicators Of Specially Designed Instruction		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	**What is the feedback from your stakeholders?**	STAR (Math)
		Learning Conditions	Interventions work; our level of rigor / use of reviews for too long in the school year are leading to stagnancy; ✍️	iReady (Reading)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		iReady (Math)
		Distributed Leadership		Cultivate
				Grades
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		ACCESS
		ES Assessment Plan Development Guide		TS Gold
		HS Assessment Plan Development		Interim Assessment Data
		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?**	
No	Evidence-based assessment for learning practices are enacted daily in every classroom.		We are revising all unit plans to include a variety of assessments with teacher feedback in order to improve student learning outcomes; unit plan revisions include grade level standards and increased rigor; we are working on developing effective rubrics that allow students to see what is necessary to move from one level of understanding to the next; we are working on alignment between standards, objectives, tasks, and assessments ✍️	

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 with different instructors have different curriculum and assessments. Students experience different grading practices. Students experience too much review of elementary standards. Students are not given daily feedback on their work or formative assessments. ✍️

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	IEP development is not consistent across teams of teachers, students, and partners; we have begun to create interventions but are not yet solid in goal setting and progress monitoring; we need improvement on the timeliness, quality, and consistency of our IEPs; we need to continue to support classroom teachers in developing EL supports ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Continuum		MTSS Continuum
		Roots Survey		Roots Survey
		MTSS Integrity Memo		ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS 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?** Branching Minds and Star 360 were new last year, and we were still learning how to use them. Parents want to know how to support their children and how to know if they need more help. GenEd and DL teachers need more focused, action oriented meetings.	Quality Indicators of Specially Designed Curriculum
				EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We are working on cohoring new arrivals across our campus to ensure bilingual instructors in each of their core classes; we are revising our content teacher IEP feedback form; we started our Branching Minds work with the 9th grade and will be expanding one grade level per year; we hired an interventionist who will lead professional development, goal setting, and progress monitoring work.	
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.

Students have indicated that they would prefer to stay in SC classes; student receive general accomodation rather than IEP specific accomodations and modifications; student interventions began with 9th grade; students are not partners yet in their interventions, goal setting and progress monitoring

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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.	BHT Key Component Assessment SEL Teaming Structure	This is an area in which we are doing solid work. Students feel connected according to their Cultivate Survey results and 5 Essentials. We will focus on supporting students with chronic absenteeism and drug use.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students feel like they belong at Worla Language. Their are several groups including our GSA which have created OST opportunities for students. We have also provided Teen Mental Health classes for students, parents, and teachers which have really helped all feel supported. We have had a few families who suffered tragedies over the last two years, and we have struggled to support those students.	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
We need better progress monitoring and support for students who return from chronic absenteeism. ✏️	We have an active BHT team and Culture and Climate team. We are continuing to work on Conscious Discipline. We are continuing to try to find better solutions and support for our absent students. ✏️

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**
Partially	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)	We will implement the C4 and ILP plans with greater fidelity in all grade levels. We are struggling with aligning our support for freshmen and sophomores to ensure their on-track success rates. We are steadily increasing the access for all of our students in ECCE options. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	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		
Partially	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?**	
Partially	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).		Alumni report in interviews that they did not feel prepared for the level of work in their college courses. Teachers feel that they are challenged between addressing the needs of EL and DL students while ensuring they are prepared for post-secondary success. ✏️	
Yes	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 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?**	
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 increased our students' access to ECCE through the introduction of an additional AP course in Computer Science, increased Jumpstart to Jobs enrollment, and Seal of Biliteracy. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
Students are enrolling in college (74.3%), but they are not persisting to post-secondary graduation (45.8%). Students in the CTE program and Jumpstart to Jobs have a clearer path and more opportunites for post-secondary certificates than our other students. Students in the 9th & 10th grades have not had access to clear college and career planning. ✏️

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	We need to continue our outreach to students in their primary language and look for the best way for them to communicate with the school; we will build upon the success of our family nights, LSC participation, and volunteer opportunities.	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) |
| Yes | 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?** Staff turnover in the partner agencies have resulted in a lack of effective partnerships. Student voice committee has not been established. Parent representatives on the LSC feel empowered and are trying to engage more parents to take part in the BAC and PAC. | |

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.

Educating students and their parents about the various pathways to post-secondary opportunities needs to be available starting freshman year;

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 instituted two annual family nights; we now have a full parent cohort on the LSC.

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We have a large number of students who are approaching benchmark for ELA; we have a majority of students far from benchmark in math; we have not seen the anticipated growth in reading and math in our Star 360 data

What is the feedback from your stakeholders?

Interventions work; our level of rigor / use of reviews for too long in the school year are leading to stagnancy;

What student-centered problems have surfaced during this reflection?

Students with different instructors have different curriculum and assessments. Students experience different grading practices. Students experience too much review of elementary standards. Students are not given daily feedback on their work or formative assessments.

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 are revising all unit plans to include a variety of assessments with teacher feedback in order to improve student learning outcomes; unit plan revisions include grade level standards and increased rigor; we are working on developing effective rubrics that allow students to see what is necessary to move from one level of understanding to the next; we are working on alignment between standards, objectives, tasks, and assessments

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Return to Top   **Determine Priorities**

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

Students...

Students do not have access to grade-level appropriate curriculum and assessments with feedback to help them identify gaps in their knowledge and create specific action steps to improve content knowledge and skills that will prepare them for post-secondary success.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   **Root Cause**

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

As adults in the building, we...

As adults in the building, we spend too much time reviewing skills and filling in perceived gaps that we don't provide the curriculum, instruction, and assessments with feedback that will prepare students for sustained college success.

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

If we adapt the Skyline curriculum and assessments for each course with a focus on formative assessment practices that inform instruction, provide timely feedback, and allow multiple pathways for student success.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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

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

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

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

then we see....

then we see teachers providing specific, actionable feedback on formative assessments throughout units of study which allow students to identify their strengths and areas of growth and allows teachers to create targeted, intentional interventions.

which leads to...

which leads to daily learning targets focused on student growth that meets students where they are and provides differentiated strategies which leads to; increased pass rates, decreased failure rates, higher graduation rates, and greater post secondary enrollment. 90% Freshmen On-Track, 75% Bs or better, and 50% meeting expectations on the SAT.

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 ✍️

Departments / Department Chairs

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 — 100 % of core courses have completed Unit Plans per course with feedback provided by administration via the Quality Curriculum Rubric	course teachers	5/3/24	In Progress
Action Step 1 — Unit plan 1	course teachers	8/25/2023	In Progress
Action Step 2 — Unit plan 2	course teachers	9/22/2023	In Progress
Action Step 3 — Unit plan 3	course teachers	10/27/2023	In Progress
Action Step 4 — Unit plan 4	course teachers	11/27/2023	Not Started
Action Step 5 — Unit plan 5	course teachers	12/22/2023	Not Started
Implementation Milestone 2 — 100% of core courses have common summative assessments aligned with unit standards.	ILT, course teachers	5/3/24	In Progress
Action Step 1 — provide sustained professional development in aligned, analytic rubric creation	ILT, course teachers	12/22/2023	In Progress
Action Step 2 — Create system of specific competencies that students should achieve in each of the core courses	ILT, course teachers	11/27/23	In Progress
Action Step 3 — Align course competencies with corresponding competency assessments	ILT, course teachers	1/26/24	In Progress
Action Step 4 — Establish protocols for analyzing student work to norm levels of rigor and performance levels.	ILT, course teachers	10/27/23	In Progress
Action Step 5			Select Status
Implementation Milestone 3 — Create feedback action plan (feed-up, feedback, feed-forward) to ensure students have clear, actionable feedback on formative assessments.	ILT, course teachers	5/3/24	Not Started
Action Step 1 — Provide sustained professional development on cycles of feedback to students	Admin, ILT	08/21/23 and monthly	Not Started
Action Step 2 — Evaluate quality of feedback aligned to rubrics to provide students with specific, actionable steps to increase mastery of skills and content.	ILT, course teachers	11/27/23 and montly	Not Started
Action Step 3			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	Finalizing Skyline curriculum adaptions for general education, instructional courses, and EL stand alone classes. Established cycles of student work analysis and consensus on criteria descriptors.	✍️

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

SY26 Anticipated Milestones

!00% of teachers will be using a high quality core curriculum.

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Reading	Yes	STAR (Reading)	Overall	15% at benchmark	35% at benchmark	55% at benchmark	75% at benchmark
			Select Group or Overall				
Math	Yes	STAR (Math)	Overall	27% at benchmark	50% at benchmark	70% at benchmark	90% at benchmark
			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.	Most teachers are observed effectively implementing high quality, aligned instruction in the Rigor Walk.	All teachers are observed effectively implementing high quality, aligned instruction in the rigor walk.	All teachers follow high quality curriculum and instructional practices each day.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Most units have standard aligned assessments, both formative and summative, which provide feedback to students.	All units have standard aligned assessments, both formative and summative, which provide feedback to students	Assessments within units have been backward planned and have been evaluated by item for alignment to the high quality curriculum.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubrics for summative assessments are developed to reflect student learning goals and to provide a mechanism for feedback.	Rubrics for all assessments are developed to reflect student learning goals and provide a mechanism for feedback.	Unit plans reflect imbedded assesment throughout every lesson, which provides feedback loops for students.

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
Reading	STAR (Reading)	Overall	15% at benchmark	35% at benchmark	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Math	STAR (Math)	Overall	27% at benchmark	50% at benchmark	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

Math

STAR (Math)

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:2 Students experience grade-level, standards-aligned instruction.	Most teachers are observed effectively implementing high quality, aligned instruction in the Rigor Walk.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Most units have standard aligned assessments, both formative and summative, which provide feedback to students.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Rubrics for summative assessments are developed to reflect student learning goals and to provide a mechanism for feedback.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	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).
Partially	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).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
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).
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).

What are the takeaways after the review of metrics?

We will implement the C4 and ILP plans with greater fidelity in all grade levels. We are struggling with aligning our support for freshmen and sophomores to ensure their on-track success rates. We are steadily increasing the access for all of our students in ECCE options.

What is the feedback from your stakeholders?

Alumni report in interviews that they did not feel prepared for the level of work in their college courses. Teachers feel that they are challenged between addressing the needs of EL and DL students while ensuring they are prepared for post-secondary success.

What student-centered problems have surfaced during this reflection?

Students are enrolling in college (74.3%), but they are not persisting to post-secondary graduation (45.8%). Students in the CTE program and Jumpstart to Jobs have a clearer path and more opportunites for post-secondary certificates than our other students. Students in the 9th & 10th grades have not had access to clear college and career planning.

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 increased our students' access to ECCE through the introduction of an additional AP course in Computer Science, increased Jumpstart to Jobs enrollment, and Seal of Biliteracy.

Return to Top   **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students from World Language who are enrolling in college are not persisting beyond the second year, and those students who indicate plans for immediate employment could be taking advantage of the certification and college credits from Jumpstart to Jobs and Dual Credit.

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**

Resources: 🚀

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

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

As adults in the building, we...

As adults in the building, we have not provided instruction and support for successful post-secondary planning and implementation.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

If we plan and implement a structured post secondary curriculum which is vertically aligned and supports mulitiple pathways to post secondary success

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Postsecondary Success

then we see....

students who have created their own individual learning plan for college and career and teachers who imbed career interest, exploration, and development into course curricula ✍️

which leads to...

which leads to increased college completion (90%), industry recognized certification (50%), and early college credit attainment (50%). ✍️

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 ✍️

PLT, Counselors, Course Teachers

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	Create and implement a vertically aligned College and Career Competency Curriculum for grades 9- 12 using the CPS Success Bound resourses.	PLT, Course Teachers	5/20/24	Not Started
Action Step 1	Explore the CPS Success Bound resourses in grade level team meetings.	PLT, Course Teachers	1/24/24	Select Status
Action Step 2	Decide which courses will integrate sections of the curricula.	PLT, Course Teachers	3/25/24	Select Status
Action Step 3	Map scope and sequence for grades 9-12.	PLT, Course Teachers	4/19/24	Select Status
Action Step 4	Begin curriculum delivery in courses.	Course Teachers	5/20/24	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create and implement a parent program to ensure that parents are aware of college and career planning throughout their child's high school journey.	BAC, Admin, LSC, Enlace, Counselors	5/3/24	In Progress
Action Step 1	Establish a strong PAC and BAC.	LSC, BAC, Admin	9/18/23	Select Status
Action Step 2	Work with our community partners to connect with parents for informational sessions.	Admin, Enlace	10/27/23	Select Status
Action Step 3	Create clear pathway explanations in English and Spanish for parents.	Admin, Counselors	12/21/23	Select Status
Action Step 4	Conduct parent information session each semester to help parents support their student's course choices and career exploration.	Admin, Counselors	12/21/23	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Ensure equal opportunity and enrollment in ECC courses that are strategicall aligned with each student's Individualized Learning Plan and helps advance their career pathway.	ILT, Counselors, Admin	6/6/24	In Progress
Action Step 1	Begin EOS cohort. Fall Study cycle - orientation, launch, convening, school visit, and site lead check in.	ILT reps, Admin	10/9/23	Select Status
Action Step 2	Winter Cycle - strategize - convening, school visit 2, site lead check-in, trusted adult training.	ILT reps, Admin	2/7/24	Select Status
Action Step 3	Spring Cycle - support - convening, school visit 3, site lead check-in, end of year wrap up.	ILT reps, Admin	5/20/24	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	College and Career curriculum integrated into all courses. Building student ownership of ILP and pathway choices. EOS year 2 support around AP, CTE, Dual Credit courses.	✍️

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

Postsecondary Success

SY26 Anticipated Milestones	Student leadership in revising college and career curricula and pathway choices. Alumni support and coordination strengthened to ensure post-secondary success. Sustained improvement of access to AP, CTE, and Dual Credit courses.	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Student participation of 100% in either AP, CTE, or Jumpstart to Jobs pathways.	No	Program Inquiry: Programs/participation /attainment rates of % of ECCC	Overall	47.60%	65%	85%	100%
			Select Group or Overall				
College enrollment at 85% of graduating seniors, and college persistance to completion of program at 90% of enrolled students.	Yes	College Enrollment and Persistence Rate	Overall	45.80%	65%	80%	90%
			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
PS:1 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).	All teachers will become familiar with the CPS Success Bound Skyline Curriculum and the resources available for student learning.	CPS Success Bound Curriculum will be integrated into Freshman Seminar and Senior Seminar courses.	CPS Success Bound Curriculum will be integrated into all grade level courses and adapted for DL and EL students.
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Counselors will present comprehensive training on the ILPs to all teaching staff members and create implementation plans for SY25.	ILP completion will be integrated into Freshman Seminar and Senior Seminar courses.	ILP completion will be fully integrated into all grade level courses.
PS:4 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).	Students and parents will be fully familiarized with the Advanced and Early College course pathways and their alignment with post-secondary goals. EOS PLC will complete first year.	Students and teachers will beginning planning Advanced and Early College courses beginning Freshman year and mapping to their senior year and post-secondary goals.	Students and teachers will increase the number of Advanced and Early College courses offered and taken at the school. Students will be able to articulate how the Advanced coursework supports their career plans.

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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
Student participation of 100% in either AP, CTE, or Jumpstart to Jobs pathways.	Program Inquiry: Programs/participation/ attainment rates of % of ECCC	Overall	47.60%	65%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
College enrollment at 85% of graduating seniors, and college	College Enrollment and	Overall	45.80%	65%	Select Status	Select Status	Select Status	Select Status

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

Postsecondary Success

persistance to completion of program at 90% of enrolled students.	Persistence Rate	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
PS:1 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).	All teachers will become familiar with the CPS Success Bound Skyline Curriculum and the resources available for student learning.	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Counselors will present comprehensive training on the ILPs to all teaching staff members and create implementation plans for SY25.	Select Status	Select Status	Select Status	Select Status
PS:4 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).	Students and parents will be fully familiarized with the Advanced and Early College course pathways and their alignment with post-secondary goals. EOS PLC will complete first year.	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

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	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	STAR (Math): Math	Overall	27% at benchm	50% at bench	70% at b	90% at benchm
		Select Group or Overall				
Required Reading Goal	STAR (Reading): Reading	Overall	15% at benchm	35% at bench	55% at b	75% at benchm
		Select Group or Overall				
Optional Goal	Select a Goal					

Parent and Family Plan

☑ **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.

☐ **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.

The academic priority around which our Title 1 Parent & Family Engagement funds will be used is to engage parents in learning more about the learning pathways available at World Language and how those tie into post-secondary educational and career options for their children.

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