



CIWP Team & Schedules

[Resources](#) 

Indicators of Quality CIWP: CIWP Team



The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Israel Perez	Principal	iperez32@cps.edu
Elizabeth Gonzalez-Rose	Teacher Leader	egonzalez214@cps.edu
Ingrid Moorehouse	Teacher Leader	icoss@cps.edu
Rebecca Johnson	Teacher Leader	rjohnson195@cps.edu
Concepcion Calderon	AP	
Brenda Tate-Fearn	Lead Coach	bltate@cps.edu
Agnes Williams	Teacher Leader	awilliams593@cps.edu
Mauricio Garcia	Teacher Leader	mgarcia514@cps.edu
Jeannette Moreno	Teacher Leader	jmoreno139@cps.edu
Roxana Mendez	Teacher Leader	rcamacho11@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	5/25/23	5/25/23
Reflection: Curriculum & Instruction (Instructional Core)	5/25/23	5/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23 2:30 PM	6/8/2023
Reflection: Connectedness & Wellbeing	6/8/23 2:30 PM	6/8/2023
Reflection: Postsecondary Success	6/15/23 1:00	6/15/2023
Reflection: Partnerships & Engagement	6/15/23 1:00 PM	6/15/2023
Priorities	6/20/23 2:00 PM	6/20/23
Root Cause	7/5/23	7/5/23
Theory of Acton	7/12/23	7/12/23
Implementation Plans	7/19/23	7/19/23
Goals	8/9/23	8/9/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 	
Quarter 1	10/20/23
Quarter 2	12/21/23
Quarter 3	3/10/23
Quarter 4	6/6/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<ul style="list-style-type: none"> - On IAR (Math) majority (71%) of DL students (29) who took the assessment scored "did not meet expectations." - On IAR (Math) 44% of our gen ed students (58) who took the assessment scored "did not meet expectations." - On IAR (Math) there are more students participating and our scores are trending in a positive direction. - On IAR (Math) 3rd and 7th showed the greatest increase and 5th decreased. -On IAR Reading, More students in the Approached Expectations (19), but the Exceeded and Meets Expectations increased (14) -On IAR Reading, No movement for the "Did Not Meet Expectations" (42) across two years. -On IAR Reading, DL students were either Partially Met or Did Not Meet Expectations. -On IAR Reading, 62 EL students did not meet, higher by 8 from previous year, but more students in the Approached Expectations (12). STAR360 Math District We had an influx of newcomers during the EOY which increased the number of students in red. DLs had a decrease in red in the 3rd & 7th grades. -On Star 360 (reading) more students tested in EOY than BOY -From BOY to EOY the percentage went up in students who were in Urgent Intervention from 1.48% -At or above grade level percentage went up 0.39% 	<ul style="list-style-type: none"> IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	<ul style="list-style-type: none"> Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction 	<p>What is the feedback from your stakeholders?</p> <p>Community members are encouraged by the work in progress. </p>	<ul style="list-style-type: none"> STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
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.	<ul style="list-style-type: none"> Powerful Practices Rubric Learning Conditions 	<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> <ul style="list-style-type: none"> -Grades with the smallest class sizes (3rd and 7th) have made the greatest progress on district and state wide assessments. - Current curriculum does not have materials 100% in Spanish. 	
Yes	The ILT leads instructional improvement through distributed leadership.	<ul style="list-style-type: none"> Continuum of ILT Effectiveness Distributed Leadership 		
Yes	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.	<ul style="list-style-type: none"> Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

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 don't have access to entire curriculum due to pacing. Students don't experience the depth and breadth of all grade level common core standards. Students don't consistently have access to bilingual curriculum.

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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.	<ul style="list-style-type: none"> MTSS Integrity Memo MTSS Continuum 	<ul style="list-style-type: none"> -Based on MTSS framework, students are not entirely informed of the process and moved through the tired system in a timely manner. - EL students are not appropriately placed in classrooms that maximize WIDA standards and the understanding of different language objectives. 	<ul style="list-style-type: none"> Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum
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		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.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?


-Community members need more information regarding the MTSS process, and procedures. How this process looks for parents, and students. 
 -Teachers need a better understanding of the process itself in order to follow it and engage on a appropriate level.

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?

-Include WIDA can do descriptors in lesson planning 
 -Bilingual teachers in each grade level
 -Keep parents informed throughout the MTSS process

Roots Survey
ACCESS
MTSS Academic Tier Movement
Annual Evaluation of Compliance (ODLSS)
Quality Indicators of Specially Designed Curriculum
EL Program Review Tool

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

- Students and families need to be more informed of the MTSS process. 
 - Students need to move through the MTSS process in a timely manner to ensure they receive the necessary supports and interventions.


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

Using the associated references, is this practice consistently implemented?	References
No	BHT Key Component Assessment SEL Teaming Structure
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

- This is an opportunity area to monitor SEL programs and collect progress monitoring data 
 - ISS and OSS numbers have decreased because we consistently enforced expectations
 - "Other action non suspensions" has increased which may be the cause for the ISS and OSS decrease
 - Attendance has increased and we ended the year at 90.2%
 - Cultivate data shows an increase to "Well Organized"

What is the feedback from your stakeholders?

- A strong percentage of students said there is student teacher trust and a supportive school environment 
 - Parents stated they have an influence in decision making in school

Metrics
% of Students receiving Tier 2/3 interventions meeting targets
Reduction in OSS per 100
Reduction in repeated disruptive behaviors (4-6 SCC)
Access to OST
Increase Average Daily Attendance
Increased Attendance for Chronically Absent Students
Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Cultivate (Belonging & Identity)
Staff trained on alternatives to exclusionary discipline (School Level Data)
Enrichment Program Participation: Enrollment & Attendance

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

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?

[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 have an established system in place to inform parents of absences, but no re entry plan is in place
- Students don't have strong SEL supports throughout their school day in the form of curriculum or structured program

-PLC being developed around supporting students and their social/emotional learning.
- Attendance Action Team will be shifting to On-Track Team to support students with: attendance and remaining academically on-track (including re-entry plans after absences).
- Creation of Climate and Culture Team to support SEL of school-wide community.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

No An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).

[College and Career Competency Curriculum \(C4\)](#)

-Based on 3-8 on track data, 17 students had a 3.5-4.0 GPA with a 97.5-100% attendance rate. This data takes into account if students are on-track to graduate.
-Based on the 3-8 on track data, 25 students had less than 85% attendance and between a 2.5-3.5 grade point average. This data takes into if students are on-track to graduate.

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)

No Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).

[Individualized Learning Plans](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

No Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).

[Work Based Learning Toolkit](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

-School community agrees that they grading policy may not encourage students to raise their attendance rate because their grades attendance do not directly correlate.
-School community encourages looking at post-secondary opportunities for students outside of the typical four year college path.

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

N/A Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).

N/A Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).

[ECCE Certification List](#)

N/A There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).

[PLT Assessment Rubric](#)

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

N/A 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](#)

-Attendance team is focused on incentives for students that fall into the "on-track" category for behavior, attendance, and grades.

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

Students are not exposed to a strong post secondary program/initiatives are not in place.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Inadequate amount of student survey participates for 5 essentials survey. PAC and BAC is lacking involvement and engagement. SCS & LSC also is seeing a lack in parent involvement and engagement.</p>	<p>Cultivate</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>-Community members feel that the opportunities to be involved in different parent committees isn't as advertised or take into account scheduling conflicts and hours of working parents.</p> <p>-Programs/events/fundraising that were previously done have disappeared throughout the last few years. (Taste of Yates)</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students have limited opporunities offered to be invovled in the school community, but there continues to be a lack of student/family involvement and engagement.</p>		<p>-Based on parent and community feedback, one barrier is the distance that some of our students are from the school.</p> <p>-Based on parent and community feedback, another barrier is the value that parents have in being engaged in their students' school.</p> <p>-A possible initiative: "Give Me 5". Parents volunteer or complete five initiatives in the quarter. (Helping with a bulletin board, sharpening pencils, following up with teacher phone call, cutting out letters, etc.) Parents could receive certificate, gift cards, dinner...ideas to build the intrinsic motivation and see the value in pouring in to the school community.</p>	

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.
Yes	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?

- On IAR (Math) majority (71%) of DL students (29) who took the assessment scored "did not meet expectations."
- On IAR (Math) 44% of our gen ed students (58) who took the assessment scored "did not meet expectations."
- On IAR (Math) there are more students participating and our scores are trending in a positive direction.
- On IAR (Math) 3rd and 7th showed the greatest increase and 5th decreased.
- On IAR Reading, More students in the Approached Expectations (19), but the Exceeded and Meets Expectations increased (14)
- On IAR Reading, No movement for the "Did Not Meet Expectations" (42) across two years.
- On IAR Reading, DL students were either Partially Met or Did Not Meet Expectations.
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- At or above grade level percentage went up 0.39%

What is the feedback from your stakeholders?

Community members are encouraged by the work in progress.

What student-centered problems have surfaced during this reflection?

Students don't have access to entire curriculum due to pacing. Students don't experience the depth and breadth of all grade level common core standards. Students don't consistently have access to bilingual curriculum.

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?

- Grades with the smallest class sizes (3rd and 7th) have made the greatest progress on district and state wide assessments.
- Current curriculum does not have materials 100% in Spanish.

Return to Top Determine Priorities

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

Students...
Students are not exposed to the full depth and breadth of grade level standards throughout the school year

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...
...do not understand the full scope of standards and are not prioritizing planning time to focus on instruction.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
provide professional development and coaching to empower teachers with the knowledge and skills necessary to achieve proficient understanding of grade-level academic expectations, assessment techniques, and student engagement strategies.

Resources:

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

then we see....
all teachers implementing grade-level academic expectations, assessment techniques, and engagement strategies that are grade-level standards-aligned.

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...
students experiencing all grade level standards by engaging daily in high-quality instruction to ensure students meet their projected STAR 360 goals and I-Ready Goals.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

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

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	By the end of the first quarter, ten teachers will demonstrate an understanding of the grade-level academic expectations and know how to use the available resources, and implement grade level standard based lesson plans	Admin and Instructional Coach	10/27/23	Select Status
Action Step 1	Curriculum Review- Analysis and Review of High-Quality Curriculum and pacing guides	ILT	8/14/23	Completed
Action Step 2	Teachers will review and become proficient on grade-level standards, resources available to them, and grade-level priorities	ILT	8/14/23	In Progress
Action Step 3	Teachers will co-plan with peers and receive support from Coach, Inter	ILT	9/6/23	In Progress
Action Step 4	Teacher will receive feedback on their lesson plans, ILT will analyze tre	ILT, Instructional Coach, Admin	9/18/23	In Progress
Action Step 5		ILT	10/27/23	Select Status
Implementation Milestone 2	By the end of the second quarter, 20 teachers will plan for and implem	ILT	12/21/2023	Select Status
Action Step 1	Increase teacher's expertise and implementation of strategies in their	ILT	11/10/2023	Select Status
Action Step 2	All teachers will administer survey to all students on their learning pre	Teachers	11/13/2023	Select Status
Action Step 3	20 teachers will plan for 2-3 cooperative strategies in each content are	Instructional Coach and Admin	12/6/2023	Select Status
Action Step 4	20 teachers will be implementing 2-3 co-operative strategies in each c	ILT	12/15/2023	Select Status
Action Step 5	Teachers will administer and reflect on post student survey responses	Teachers and ILT	12/21/2023	Select Status
Implementation Milestone 3	By the end of the third quarter, ten teachers will administer standards-aligned assessment	ILT	3/22/2024	Select Status
Action Step 1	Teachers will learn how to identify pre and post test that are aligned to the priority standar	Interventionist	1/10/2024	Select Status
Action Step 2	Teachers will admister standards aligned pre-test to determine students' knowledge and p	Teachers	1/19/2024	Select Status
Action Step 3	Teachers will familiarize themselves with the data tracker, collect data, and create flexible	Instructional Coach and Interventionist	1/31/2024	Select Status
Action Step 4	Teachers will adminster standards aligned post test to the unit priority to measure student	Teachers	3/8/2024	Select Status
Action Step 5	Teachers will analyze pre and post data collection, identify student needs, and prepare for	Teachers and ILT	3/22/2024	Select Status
Implementation Milestone 4	By the end of the fourth quarter, 10 teachers will successfully use assessments for flexible	Teachers, Instructional Coach, and	6/6/2024	Select Status
Action Step 1	Teachers will administer standards aligned pre-test to determine students' knowledge and	Teachers	4/5/2024	Select Status
Action Step 2	Teachers will identify flexible group goals.	Teachers, Interventionist, Instructional Coach	4/17/2024	Select Status
Action Step 3	Teachers will progress monitor towards meeting and/or exceeding grade-level standard	Teachers, Interventionist, Instructional Coach	4/24/2024	Select Status
Action Step 4	Teachers will reflect student progress towards meeting and/or exceeding grade-level standards	Teachers, Interventionist, Instructional Coach	5/1/2024	Select Status
Action Step 5	Teachers will adjust groupings based on progress monitoring	Teachers, Interventionist, Instructional Coach	5/8/2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
By the end of year 2 of the CIWP, 50% of the teachers will be proficient utilizing the curriculum and its components, implementation of instructional strategies to differentiate to meet the student needs, and implement assessments to monitor student progress towards meeting grade level standards. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.

SY26 Anticipated Milestones	By the end of year 3 of the CIWP, 80% of the teachers will ensure to meet all grade level standards and utilize strategies that engage students in their learning and teachers will implement pre and post assessments, formative, and summative assessments to monitor student progress towards meeting and exceeding grade level expectations. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.	
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Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of school year 2026, students will achieve a minimum 20% increase in In Star360 Reading.	Yes	STAR (Reading)	Overall				
			NA				
By the end of school year 2026, students will achieve a minimum 20% increase in In Star360 Math.	Yes	STAR (Math)	Overall				
			NA				

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.	By the end of year 1 of the CIWP, ten teachers will demonstrate an understanding of the grade-level academic expectations and know how to use the available resources, and implement grade level standard based lesson plans.	By the end of year 1 of the CIWP, 15 teachers will demonstrate an understanding of the grade-level academic expectations and know how to use the available resources, and implement grade level standard based lesson plans.	By the end of year 1 of the CIWP, 20 teachers will demonstrate an understanding of the grade-level academic expectations and know how to use the available resources, and implement grade level standard based lesson plans.
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.	By the end of year 2 of the CIWP, 25% of the teachers will be proficient utilizing the curriculum and its components, implementation of instructional strategies to differentiate to meet the student needs, and implement assessments to monitor student progress towards meeting grade level standards. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.	By the end of year 2 of the CIWP, 50% of the teachers will be proficient utilizing the curriculum and its components, implementation of instructional strategies to differentiate to meet the student needs, and implement assessments to monitor student progress towards meeting grade level standards. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.	By the end of year 3 of the CIWP, 80% of the teachers will ensure to meet all grade level standards and utilize strategies that engage students in their learning and teachers will implement pre and post assessments, formative, and summative assessments to monitor student progress towards meeting and exceeding grade level expectations. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.

[Return to Top](#) **SY24 Progress Monitoring**

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.

Resources:

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of school year 2026, students will achieve a minimum 20% increase in In Star360 Reading.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

By the end of school year 2026, students will achieve a minimum 20% increase in In Star360 Math.	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of year 1 of the CIWP, ten teachers will demonstrate an understanding of the grade-level academic expectations and know how to use the available resources, and implement grade level standard based lesson plans.	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.	By the end of year 2 of the CIWP , 25% of the teachers will be proficient utilizing the curriculum and it's components, implementation of instructional strategies to differentiate to meet the student needs, and implement assessments to monitor student progress towards meeting grade level standards. Teachers requiring coaching will be identified from results from Rigor Walks, lesson planning feedback, and student outcomes.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

- This is an opportunity area to monitor SEL programs and collect progress monitoring data
 - ISS and OSS numbers have decreased because we consistently enforced expectations
 - "Other action non suspensions" has increased which may be the cause for the ISS and OSS decrease
 - Attendance has increased and we ended the year at 90.2%
 - Cultivate data shows an increase to "Well Organized"

What is the feedback from your stakeholders?

- A strong percentage of students said there is student teacher trust and a supportive school environment
 - Parents stated they have an influence in decision making in school

What student-centered problems have surfaced during this reflection?

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 an established system in place to inform parents of absences, but no re entry plan is in place
 - Students don't have strong SEL supports throughout their school day in the form of curriculum or structured program

-PLC being developed around supporting students and their social/emotional learning.
 - Attendance Action Team will be shifting to On-Track Team to support students with attendance and remaining academically on-track (including re-entry plans after absences).
 - Creation of Climate and Culture Team to support SEL of school-wide community.

Return to Top Determine Priorities

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

Resources:

[Determine Priorities Protocol](#)

Students...

need strong SEL supports throughout their school day in the form of curriculum or structured programs including but not limited to on-track, restorative practices and other student supports.

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?

Resources:

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

As adults in the building, we...

change the mindset of teachers in regards to the benefit of teaching SEL to students and we need to adopt a programming that meets the SEL needs of our students, as well as engage in professional development for the programming, and implement the program with consistency and fidelity.

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?

Resources:

If we....

provide professional development and coaching programs to empower staff with the knowledge and skills necessary to build community and positive relationships through restorative classroom management so staff will understand how restorative practices can effectively meet students' needs and implement well-structured restorative plan.

Indicators of a Quality CIWP: Theory of Action

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

then we see....
all staff will implement restorative practices in all settings to ensure students are supported, feel a sense of belonging and community.

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...
Students and staff feeling a sense of community and belonging, and reduction in our discipline referrals.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
ILT

Dates for Progress Monitoring Check Ins
Q1 10/20/23 Q3 3/10/23
Q2 12/21/23 Q4 6/6/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of quarter 1 all staff will have completed a foundational professional development on restorative classroom management. This professional development will cover the basic principles of restorative practices, such as the importance of building relationships, creating a sense of community, and using conflict resolution skills.	Restorative Justice Dean	10/20/23	Not Started
Action Step 1	During the month of September, 2023 Restorative Justice Dean will communicate schoolwide restorative justice practices to the school community, including staff, students, families and larger community	Restorative Justice Dean	9/29/23	Select Status
Action Step 2	Restorative Justice Dean will provide small group informational sessions to students and families	Restorative Justice Dean, all staff, and community	9/14/23	Not Started
Action Step 3	All staff will receive initial professional development to identify the five (5) pillar and values of restorative justice	All Staff	9/29/23	Select Status
Action Step 4	Staff will apply at least two (2) restorative justice practices daily and reflect on their practice and impact of community building in their classroom	All Staff	10/20/23	Select Status
Action Step 5	Restorative Justice Dean will administer BOY surveys (staff, students, and families) to identify school wide needs.	Restorative Justice Dean, teachers	10/20/23	Select Status
Implementation Milestone 2	By the end of quarter 2, 50% of teachers will have participated in a bi-weekly coaching session with a Restorative Practices Dean. Coaching sessions will help teachers apply the principles of restorative practices to their own classrooms and develop a plan for implementing restorative practices in their daily practice.	Restorative Justice Dean and 50% teachers	12/21/23	Select Status
Action Step 1	Restorative Justice Dean will conduct classroom walk-throughs and identify/schedule teachers for coaching sessions	Restorative Justice Dean and 50% teachers	11/3/23	Select Status
Action Step 2	Restorative Justice Dean will meet with teachers and collaboratively identify coaching goals	Restorative Justice Dean and 50% teachers	11/17/23	Select Status
Action Step 3	Restorative Justice Dean and teachers engage in coaching session to meet coaching goals	Restorative Justice Dean and 50% teachers	12/1/23	Select Status
Action Step 4	Teachers apply new learning and strategies in their classroom (safe practice cycle)	Restorative Justice Dean and 50% teachers	12/15/23	Select Status
Action Step 5	Teachers reflect and share their reflections. Restorative Justice Dean	Restorative Justice Dean and	Week of 12/18/23	Select Status
Implementation Milestone 3	Teachers that engaged in coaching will have implemented at least three (3) restorative practice in their classroom. Practices will be documented and one (1) strategy will be shared with the rest of the staff so that they can learn from each other and other teachers can implement into their own practice.	Restorative Justice Dean and 50% teachers	3/22/24	Select Status
Action Step 1	Teachers who engaged with the restorative justice coaching will share out their experience and one (1) strategy to all staff	Teachers	2/9/24	Select Status
Action Step 2	All teachers will choose a strategy from the professional development on 2/9/24 and have the option to meet with the restorative justice coach for biweekly coaching sessions.	All teachers	2/9/24	Select Status
Action Step 3	All teachers will apply selected strategies (safe practice) for two weeks to prepare for peer observations and walkthroughs.	All teachers	3/1/24	Select Status
Action Step 4	Teachers will engage in peer walkthroughs to observe progress of restorative justice strategies.	All Teachers, admin, Restorative Justice Dean	3/8/24	Select Status
Action Step 5	Restorative Justice Coach will provide peer feedback and discuss schoolwide trends.	Restorative Justice Dean	3/22/24	Select Status
Implementation Milestone 4	Restorative Justice Coach conducts data analysis and shares out findings from various sources throughout the year of practice via student voice surveys, teacher implementation and restorative justice practices, and surveys (student, staff, families)	Restorative Justice Dean	6/6/24	Select Status

Action Step 1	Restorative Justice Dean will administer EOY surveys (staff, students, families) to measure the impact of restorative practice implementation.	Restorative Justice Dean	5/20/24	Select Status
Action Step 2	Analysis of data collected to measure the impact of restorative justice throughout the year.	Restorative Justice Dean	5/28/24	Select Status
Action Step 3	Restorative Justice Dean will share out with all staff data findings.	Restorative Justice Dean	6/3/24	Select Status
Action Step 4	Restorative Justice Dean will plan for year based off of findings from survey data.	Restorative Justice Dean	6/10/24	Select Status
Action Step 5	Restorative Justice Dean will collaborate with admin, SCS Leadership team to develop goals for next school year.	Restorative Justice Dean	6/10/24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of SY 24/25, 80% of the teacher will successfully implement restorative justice strategies in their classroom to create equitable community where all students feel supported and connected. 50% of support staff will receive professional developments on restorative strategies in order to support the implementation of restorative practices in other areas outside of the classrooms.	
SY26 Anticipated Milestones	By the end of the SY 25/26, restorative justice practices will be implemented within all spaces of the school to build a community where all students feel safe, connected and are able to be critical thinkers to build positive relationships with their peers and staff at the school.	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of the school year 2026, we will create a school community where all students and staff feel a sense of belonging and connection. This will be evidenced by a reduction in discipline referrals by 50%.	Yes	Reduction in OSS per 100	Overall	25 OSS	20 OSS	16 OSS	12 OSS
			NA				
By the end of the school year, 2026 our students' sense of community and connectedness will improve. This will be proven based on results provided by the 5 essentials survey. Our level will improve from low response to strong.	Yes	5E: Supportive Environment	Overall	Neutral	Strong	Strong	Very Strong
			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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Restorative Justice Coach conducts data analysis and shares out findings from various sources throughout the year of practice via student voice surveys, teacher implementation and restorative justice practices, and surveys (student, staff, families)	By the end of SY 24/25, 80% of the teacher will successfully implement restorative justice strategies in their classroom to create equitable community where all student feel supported and connected. 50% of support staff will receive professional developments on restorative strategies in order to support the implementation of restorative practices in other areas outside of the classrooms.	By the end of SY 24/25, 100% of the teacher will successfully implement restorative justice strategies in their classroom to create equitable community where all student feel supported and connected. 50% of support staff will receive professional developments on restorative strategies in order to support the implementation of restorative practices in other areas outside of the classrooms.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By the end of the SY 25/26, restorative justice practices will be implemented within 50% of the classrooms to build a community where all students feel safe, connected and are able to be critical thinkers to build positive relationships with their peers and staff at the school.	By the end of the SY 25/26, restorative justice practices will be implemented within 80% of the classrooms to build a community where all students feel safe, connected and are able to be critical thinkers to build positive relationships with their peers and staff at the school.	By the end of the SY 25/26, restorative justice practices will be implemented within 100% of the classrooms to build a community where all students feel safe, connected and are able to be critical thinkers to build positive relationships with their peers and staff at the school.

[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
By the end of the school year 2026, we will create a school community where all students and staff feel a sense of belonging and connection. This will be evidenced by a reduction in discipline referrals by 50%.	Reduction in OSS per 100	Overall	25 OSS	20 OSS	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
By the end of the school year, 2026 our students' sense of community and connectedness will improve. This will be proven based on results provided by the 5 essentials survey. Our level will improve from low response to strong.	5E: Supportive Environment	Overall	Neutral	Strong	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:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Restorative Justice Coach conducts data analysis and shares out findings from various sources throughout the year of practice via student voice surveys, teacher implementation and restorative justice practices, and surveys (student, staff, families)	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By the end of the SY 25/26, restorative justice practices will be implemented within 50% of the classrooms to build a community where all students feel safe, connected and are able to be critical thinkers to build positive relationships with their peers and staff at the school.	Select Status	Select Status	Select Status	Select Status
		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)**



<input type="text" value="Select a Goal"/>					
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Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The parent budget has not been determined yet as the meeting for PAC has not happened yet. The action items proposed are:
 -Parent Workshop on how to read i-Ready and STAR 360 Reports, Progress Reports, and Report Cards
 -Parent Workshop on How to help your child succeed at home.



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