CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Melissa Lewis	Principal	melissal@pachs-chicago.org
Marvin Garcia	Executive Director	marving@pachs-chicago.org
Lizzette Richardson	Partnerships & Engagement Lead	lizzetter@pachs-chicago.org
Michelle Oquendo	Connectedness & Wellbeing Lead	michelleo@pachs-chicago.org
Crystal Morales	Postsecondary Lead	crystalm@pachs-chicago.org
Ellen Floren	Inclusive & Supportive Learning Lead	ellenf@pachs-chicago.org
Hristina Mileva	Curriculum & Instruction Lead	christinam@pachs-chicago.org
Maria Fuentes	Parent	mf91823@gmail.com
Rebecca Medina	Other [Community Member]	remedina0824@gmail.com
David Hannsberry	Teacher Leader	dhannsberry@yccs.org
	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	7/1/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	8/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/2/23	8/21/23
Reflection: Connectedness & Wellbeing	8/3/23	8/21/23
Reflection: Postsecondary Success	8/4/23	8/21/23
Reflection: Partnerships & Engagement	8/7/23	8/21/23
Priorities	8/18/23	8/24/23
Root Cause	8/25/23	9/1/23
Theory of Acton	9/1/23	9/4/23
Implementation Plans	9/5/23	9/6/23
Goals	9/8/23	9/9/23
Fund Compliance	9/11/23	9/11/23
Parent & Family Plan	9/11/23	9/11/23
Approval	9/11/23	9/11/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

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	Attendance drives instruction. Increase our attendance rate to 70%. Instruction should be informed through STAR Scores. Implementing instruction designed to identify and address the specific Reading and Math skill gaps for each student. STAR target groups below a Grade 6 at BOY. ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** CPS best practices do not neccessarily align with serving YCCS Campos students. YCCS Campos cultivates a community of care with individualized personalized instruction. Our school is rooted in the community and filled with individuals serving community and students, first. Cultural experiences are rich that highlight and extend thinking. There are classrooms where there is a wide gap between students who already demonstrate competency and those who are emerging. This makes differentiating material while maintaining a consistent flow to the lesson a challenge. Add to that the fact that material must be translated and adjusted for our ELL students. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. 2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction. 3) YCCS Campos is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on: a) Improving literacy and numeracy b) Instructional Interventions and learning supports c) Social and emotional learning . ✏️	

What student-centered problems have surfaced during this reflection?

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

Students need exposure to real world applications of curriculum and project driven design that allows them agency from process to product. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Attendance drives instruction. Increase our attendance rate to 70%. Instruction should be informed through STAR Scores. Implementing instruction designed to identify and address the specific Reading and Math skill gaps for each student. STAR target groups below a Grade 6 at BOY. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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?

CPS best practices do not neccessarily align with serving YCCS Campos students. Point of pride as a staff include trauma paced healing centered framework, everybody is on board with understanding that "every student has a story". Parent student family engagement as a priority and to celebrate the accomplishments of their young people. World class education opens doors of opportunity for our students. It gives them the keys to use for success in their future. We can provide more opportunities in and outside of school, partnering with other schools, partnering with community members, family and outside resources involved. We can build on student passions to give students options of how they can work in their passion successfully. We do/can work to provide navigation tools for not only survival but for a thriving lifestyle.

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual

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?

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

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

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

3) YCCS Campos is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

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 should build capacity around agency and self-advocacy as well as needing access to bilingual supports, differentiated instruction, tiered instruction, and diverse learner support.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Daily attendance monitoring for all teams, including school-wide interventions and supports. Teaming protocols for academic and behavior interventions-Instructional and Youth Development Team. Progress monitoring every 3 weeks students for academic, behavior, and attendance measures to ensure students are progressing toward Tier 1 (85% attendance, Passing all classes and zero behavior logs entries)	**% 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**
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			**Increase Average Daily Attendance** / **Increased Attendance for Chronically Absent Students** / **Reconnected by 20th Day, Reconnected after 8 out of 10 days absent**
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? CPS best practices do not neccessarily align with serving YCCS Campos students. Our feedback is to build community and build social and emotional youth capacity. It doesn't matter what subject you teach, you should teach SEL skills, communication, self-reflection, time management. Students build their social and emotional skills as they year goes along. Students are able to use reflective peace circles as skills they can practice on their own.	**Cultivate (Belonging & Identity)** / Staff trained on alternatives to exclusionary discipline (School Level Data) / **Enrichment Program Participation: Enrollment & Attendance**

| Yes | 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.

| Students struggle with issues of self confidence in academic press, self-regulation of emotions, social acceptance, identity-creation, and attention-seeking behaviors. ✍ |

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?

"1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness. ✍

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) YCCS Campos is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning
"

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
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	We have resources for consistent summer programming for engagement, alumnae support, Youth Employment, and career exploration as a priority. Dual enrollment programming that highlights post secondary pathways of interest to youth. Community based organization that provide resources and exposure to youth. All strategies relate to our SQRP PostSecondary metrics. ✍	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)
Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Youth, furthest from opportunity, often require and demand care and support. They understand how far they have been pushed back. Housing insecurity, financial insecurity, mental health, lack of access to trauma centers, undocumented, parenting youth, English language learners, youth-in-care are all competing priorities that require time and attention. ✍	
Yes — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
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	Highlight local workforce training and career path opportunities. Ensuring a connection to career and college in practicum planning Asking higher order level thinking questions and personal in nature. Post-secondary skills are a priority area. ✍	

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 should have the skills and competencies to be college and career ready after high school graduation. ✏️

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	A strong home and school connection to improve two way communication is priority. ✏️	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment
				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	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		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback. We will increase parent academy representation. 70% of our students and families will 55 be present at our Parent Academy and/or Parent Teacher Conferences. ✏️

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

Students need strong systems of support that include parents, community members and community-based organizations. ✏️

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?

Engaging families in dayto-day learning experiences enhances student success. Collaboration with families cultivates a supportive learning environment at home and school. Open communication helps educators understand students better. We will begin with a weekly "Office Hour" for parents in need of support. ✏️

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.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	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.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Attendance drives instruction. Increase our attendance rate to 70%. Instruction should be informed through STAR Scores. Implementing instruction designed to identify and address the specific Reading and Math skill gaps for each student. STAR target groups below a Grade 6 at BOY.

What is the feedback from your stakeholders?

CPS best practices do not neccessarily align with serving YCCS Campos students. YCCS Campos cultivates a community of care with individualized personalized instruction. Our school is rooted in the community and filled with individuals serving community and students, first. Cultural experiences are rich that highlight and extend thinking. There are classrooms where there is a wide gap between students who already demonstrate competency and those who are emerging. This makes differentiating material while maintaining a consistent flow to the lesson a challenge. Add to that the fact that material must be translated and adjusted for our ELL students.

What student-centered problems have surfaced during this reflection?

Students need exposure to real world applications of curriculum and project driven design that allows them agency from process to product.

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?

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) YCCS Campos is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Return to Top   **Determine Priorities**

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

Students...

struggle with learning skills that require teachers to support individulized student mastery in developing new skills over time.

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...

we will provide differientiated instruction that provides academic interventions to all students at various levels using a competency based framework as well as create opprtunties to generalize the skill across the curriculm to ensure relevancy and benefit to the student.

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....

utilize the 3+1 strategies, including our CBE framework (Personalized Learning, Applications of Learning, Interventions for Struggling Students, and Post-secondary Readiness) for academic interventions while progress monitoring

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....

a decrease in the number of skill gaps, we see real-world learning, and a decrease in barrier reduction ✍️

which leads to...

an increase in skills acqusiton, attendance rate, credit attainment, STAR reading and math growth, and graduation rates ✍️

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 ✍️

Principal

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development	Principal	6/1/2024	Not Started
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	Principal	6/1/2024	Not Started
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring	Principal	6/1/2024	Not Started
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring	Principal	6/1/2024	Not Started
Action Step 4	Culturally Responsive Best Practices	Principal	6/1/2024	Not Started
Action Step 5	How to Analyze the Data	Principal	6/1/2024	Not Started
Implementation Milestone 2	Teacher Collaboration Planning	Principal	6/1/2024	Select Status
Action Step 1	Understand Achievement Levels- Intervention Plan	Principal	6/1/2024	Select Status
Action Step 2	Identify Skills Gaps -Develop Goals	Principal	6/1/2024	Select Status
Action Step 3	Align Individualized Student Plans to CBE	Principal	6/1/2024	Select Status
Action Step 4	Align school programs and resources	Principal	6/1/2024	Select Status
Action Step 5	Analyze Progress -Revise Instruction	Principal	6/1/2024	Select Status
Implementation Milestone 3	Progress Monitoring / Data Analysis	Principal	6/1/2024	Select Status
Action Step 1	Understand the evidence/data collected	Principal	6/1/2024	Select Status
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Principal	6/1/2024	Select Status
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Principal	6/1/2024	Select Status
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)	Principal	6/1/2024	Select Status
Action Step 5	Communicate progress (unpack standards and relevant skills)	Principal	6/1/2024	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	Using STAR grouping data for returning students to inform instruction decision making	✍️
SY26 Anticipated Milestones	Creating teacher and student cohorts for targeted interventions in reading and math for student reading below the 6th grade level upon entry.	✍️

Curriculum & Instruction

Return to Top **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | Numerical Targets [Optional] ✍ | | |
					SY24	SY25	SY26
Increase student reading STAR by 3-5%	Yes	STAR (Reading)	Overall	53	58	60	62
			Select Group or Overall				
Increase student math STAR by 3-5%	Yes	STAR (Math)	Overall	54	58	60	62
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍ | Specify your practice goal and identify how you will measure progress towards this goal. ✍ | | |
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)
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.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports

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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
Increase student reading STAR by 3-5%	STAR (Reading)	Overall	53	58	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase student math STAR by 3-5%	STAR (Math)	Overall	54	58	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Progress Monitoring

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	*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.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving student performance captured in 5-week progress reports	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Attendance drives instruction. Increase our attendance rate to 70%. Instruction should be informed through STAR Scores. Implementing instruction designed to identify and address the specific Reading and Math skill gaps for each student. STAR target groups below a Grade 6 at BOY.

What is the feedback from your stakeholders?

CPS best practices do not neccessarily align with serving YCCS Campos students. Point of pride as a staff include trauma paced healing centered framework, everybody is on board with understanding that "every student has a story". Parent student family engagement as a priority and to celebrate the accomplishments of their young people. World class education opens doors of opportunity for our students. It gives them the keys to use for success in their future. We can provide more opportunities in and outside of school, partnering with other schools, partnering with community members, family and outside resources involved. We can build on student passions to give students options of how they can work in their passion successfully. We do/can work to provide navigation tools for not only survival but for a thriving lifestyle.

What student-centered problems have surfaced during this reflection?

Students should build capacity around agency and self-advocacy as well as needing access to bilingual supports, differentiated instruction, tiered instruction, and diverse learner support.

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?

1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.

2) The impact will result in a 3-5 % attendance growth, 3-5 % reduction in suspensions, 3-5 % increase in graduation rate and credit attainment, and a 2-4 % decrease in student disengagement and barrier reduction.

3) YCCS Campos is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
a) Improving literacy and numeracy
b) Instructional Interventions and learning supports
c) Social and emotional learning

Return to Top **Determine Priorities**

Resources: 🚀

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

Students...

upon entry, are reading at the 4th grade level.

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**

Resources: 🚀

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

As adults in the building, we...

will utlize YCCS best practices that address skills gaps targeting students that are reading below grade level as indicated on that STAR asssessment including SPED, GenEd snd ELL.

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....

Resources: 🚀

Inclusive & Supportive Learning Environment

use STAR academic intervention strategies including MyOn and FRECKLE (ELA) for struggling readers ✍️

then we see....

an increase on the students STAR grade equivelant and SGP scores ✍️

which leads to...

an increase in academic achievement (credit attainment) in core curriculum courses and a reduction in the number of students not meeting proficiency as measured. ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Implementation Plan

Return to Top

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 ✍️
Principal

Dates for Progress Monitoring Check Ins
Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Professional Development	Principal	6/1/2024	Not Started
Action Step 1 — Professional Development CBE Next Level, YCCS Curriculum Rubric	Principal	6/1/2024	Select Status
Action Step 2 — Professional Development Reboot - STAR Interventions/Progress Monitoring	Principal	6/1/2024	Select Status
Action Step 3 — Professional Development Reboot- Masteryconnect /Progress Monitoring	Principal	6/1/2024	Select Status
Action Step 4 — Culturally Responsive Best Practices	Principal	6/1/2024	Select Status
Action Step 5 — How to Analyze the Data	Principal	6/1/2024	Select Status
Implementation Milestone 2 — Teacher Collaboration Planning	Principal	6/1/2024	Select Status
Action Step 1 — Understand Achievement Levels- Intervention Plan	Principal	6/1/2024	Select Status
Action Step 2 — Identify Skills Gaps -Develop Goals	Principal	6/1/2024	Select Status
Action Step 3 — Align Individualized Student Plans to CBE	Principal	6/1/2024	Select Status
Action Step 4 — Align school programs and resources	Principal	6/1/2024	Select Status
Action Step 5 — Analyze Progress -Revise Instruction	Principal	6/1/2024	Select Status
Implementation Milestone 3 — Progress Monitoring / Data Analysis	Principal	6/1/2024	Select Status
Action Step 1 — Understand the evidence/data collected	Principal	6/1/2024	Select Status
Action Step 2 — Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Principal	6/1/2024	Select Status
Action Step 3 — Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Principal	6/1/2024	Select Status
Action Step 4 — Compare Data - Pre and Mid- Year (i.e. data tracking point)	Principal	6/1/2024	Select Status
Action Step 5 — Communicate progress (unpack standards and relevant skills)	Principal	6/1/2024	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	Using STAR grouping data for returning students to inform instruction decision making	✍️

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SY26 Anticipated Milestones	Creating teacher and student cohorts for targeted interventions in reading and math for student reading below the 6th grade level upon entry.

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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Increase student reading STAR by 3-5%	Yes	STAR (Reading)	Overall	53	58	60	62
			Select Group or Overall				
Increase student math STAR by 3-5%	Yes	STAR (Math)	Overall	54	58	60	62
			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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	"Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students "
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	"Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)

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
Increase student reading STAR by 3-5%	STAR (Reading)	Overall	53	58	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

		Overall	54	58	Select Status	Select Status	Select Status	Select Status
Increase student math STAR by 3-5%	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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Math (targeted Group) Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level using Freckle Math (or other)	Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

Dr. Pedro Albizu Campos Puerto Rican High School's mission is to provide a quality educational experience needed to empower students to engage in critical thinking and social transformation, from the classroom to the Puerto Rican community, based on the philosophical foundation of self-determination, a methodology of self-actualization and an ethics of self-reliance.
Parent-teacher conferences are scheduled as needed and during Parent Academies: 9/24, 11/18, 12/2, 2/24, 4/21, 5/5, 6/15
Progress reports are distributed during Parent Academies throughout the year.
Staff is available, when appropriate, early morning before classes begin and after school hours, as needed. In addition, parents and staff may communicate via email and phone calls. Classrooms are always open and available to parents. Teachers communicate with parents when volunteers are needed or when special projects are scheduled in order solicit parent classroom involvement. The school may announce special classroom activities or a need for volunteers during Parent Academies. Classrooms are always open and available to parents. Teachers communicate with parents when volunteers are needed or when special projects are scheduled in order solicit parent classroom involvement. The school may announce special classroom activities or a need for volunteers during Parent Academies.

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