CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name 👍	Role 👍	Email 👍
Gershon BL Jackson	Principal	gjackson58@ccc.edu
Catrice Pierce	Assistant Principal	VPpierce@tmchs.org
Dr. Joi Coleman	Director of Compliance	drcoleman@tmchs.org
Josue La Luz	School Counselor	mrlaluz@tmchs.org
Chris Connolly	Social Worker	mrconnolly@tmchs.org
Anthony Rodriguez	YCCS Coordinator	trodriguez@yccs.org
Darrell Kelly	Family and Student Advisor	mrkelly@tmchs.org
Mary Luz Montanez	Parent Involvement/STLS Student Engagement	mrsmontanez@tmchs.org
Jason Gylling	Math Teacher	mrgylling@tmchs.org
Tameka Foust	Parent	msfoust1178@gmail.com
Tanesha Boldarez	Parent	n/a
	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	7/25/23	9/11/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	9/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	9/11/23
Reflection: Connectedness & Wellbeing	7/25/23	9/11/23
Reflection: Postsecondary Success	7/25/23	9/11/23
Reflection: Partnerships & Engagement	7/25/23	9/11/23
Priorities	8/10/23	9/11/23
Root Cause	8/10/23	9/11/23
Theory of Acton	8/10/23	9/11/23
Implementation Plans	8/10/2023	9/11/23
Goals	8/10/23	9/11/23
Fund Compliance	8/10/23	9/11/23
Parent & Family Plan	07/31/23	9/11/23
Approval	7/25/23	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	10/2023
Quarter 2	11/2023
Quarter 3	01/2024
Quarter 4	04/2024

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

Curriculum & Instruction

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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	Truman Middle College serves students 16-22 years of age. We have a demographic that includes 30% black, 56% hispanic, 8% white and 1% other. Out of our population, 17% are English Language Learners and 16% have Individualized Education Plans. For the 2022-2023 school year, 63.6% of our students were at or above the typical growth from Fall to Spring in our current student growth. In reading, 49.2% were at or above typical growth from Fall to Spring. Out of our 10th graders, 52% are in need of urgent intervention in reading. Out of our 11th graders 48% are in need of urgent intervention for reading and for our 12th graders, 38% are in need of urgent intervention for reading. For math, 33% of our 10th graders need urgent intervention and 28% of our 11th graders need urgent intervention. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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 necessarily align with serving our dropout retrieval program at Truman Middle College. Therefore, many of the practices are not applicable to our population according to our trend data around skill gaps, truancy and credit attainment. ✏️	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Grades / ACCESS / TS Gold / Interim Assessment Data
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% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2% decrease in student disengagement and barrier reduction. 3) Truman Middle College 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.

The one significant challenge has been with the current, and forthcoming increase in students from our English Language Learner (ELL) population. A challenge during the previous year was with providing meaningful instructional minutes, intervention and supports to our English Language Learner (ELL) population. While our data shows minimal growth with this sub-group, new interventions are in place to support these new students to improve academic achievement and standardized testing. Please also note that our progress monitoring reports are not reflected in our students growth. While our ELL population for the 2022-2023 school year was at 17%, we anticipate the number growing to 24% by October 1, 2023 due to our programs partnerships with several community based organizations (REFUGEE ONE, ETHIOPIAN COMMUNITY ✏️

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge. We will also: • Utilize STAR assessment scaled score for learning progression. • Provide intervention based on skills students have not yet mastered. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Integrity Memo		MTSS Continuum / Roots Survey / ACCESS

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		• Access Data and Plan Instruction Using the STAR Record Book. • Set-up students individualized lessons plans according to skills and schedules. • Progress monitor and record mastery of student progress. • Progress monitor with an intense focus on 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. • Provide 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 (Tier 3 Reading Strategy)	[MTSS Academic Tier Movement](#) [Annual Evaluation of Compliance (ODLSS)](#)

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[LRE Dashboard Page](#)	**What is the feedback from your stakeholders?**	[Quality Indicators of Specially Designed Curriculum](#) [EL Program Review Tool](#)
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)	CPS best prcatices do not neccessarily align with serving Truman Middle College students. Therefore many of the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		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% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2% decrease in student disengagement and barrier reduction.	

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

One of our programs majpr challenges has been to address the continued loss of learning (COVID) and distrations caused by electronics/cell-phone use inside of our classrooms. Because of this, teachers have been limited in their ability to consistently drive instruction, skill-build, work in small groups or provide interventions inside of our classrooms. To address these barriers to learning, we have reconstructed our schools Electronic Device & Cell Phone Policy to prohibit said devices from the classrooms by

3) Yes, Truman Middle College 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

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)	From the 2023 5 Essentials Survey, Truman Middle College High School rates as Strong on Emotional Health with a score of 69. Also, TMCHS rates strong on School Safety with a score of 74. Students also rate Student Peer Relationships at a Very Strong level with 99 as score. While these are positive metrics, there are still a significant number of students who do not finish each semester. So a goal for those school, related to students who do not complete the semester, is to improve student retention.	[% 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](#)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[Increase Average Daily Attendance](#) [Increased Attendance for](#)
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?** Our student stake holders benefit from an adjusted level of rigor, by design, allowing students to navigate through trauma and behavior patterns have adverse effects. While the Essentials 5 survey reflects positive feedback from stakeholders, the feedback that comes from students leaving the school, from students exiting our enrollment is: Per the 5 Essentials Survey TMCHS rates the school as Strong in 2 categories and Very Strong in 1 category. Yet also, each quarter there are 10-15 students who exit enrollment. Those 10-15 students, even if they would rate Truman as Strong or Very Strong on the 5 Essentials Survey, they have reasons for not	[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)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Strong on the 5 Essentials Survey, they have reasons for not remaining enrolled.

Enrichment Program Participation: Enrollment & Attendance

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.

Student Centered Problems include: 1) Those who remain enrolled and fail classes and 2) those who do not continue on enrollment based on absences. For the 2nd of these categories, we can start to track how many students have a direct path to graduation, that is from the 1st day they enroll, do they remain enrolled until graduation day. And for those who graduate, how many students needed to re-enroll to get to graduation.

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 % attendance growth, 3 % reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2 % decrease in student disengagement and barrier reduction.

3) Yes, Truman Middle College High School 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
Related improvement efforts could also be to :
• Establish a campus average daily attendance rate goal for each student
• Verify that all teachers input attendance every period every day
• Provide additional scheduled instruction time beyond 300 minutes for every student
• Identify the attendance data that will be used to monitor individual student attendance rates weekly
• Create a continuum of attendance interventions for students not meeting the attendance rate goal
• Establish procedures for contacting absent students each day to encourage attendance the next day
• Create an opportunity for collaborative teams to discuss individual student attendance rates weekly
• Assign students to interventions based on their weekly attendance rates
• Monitor the progress of individual students and the effectiveness of interventions
• Establish a campus average daily attendance rate goal for each student • Attedance Team Meeting (Tiered Attendance Reports) AKAM Outreach (Home visit and Barrier Reduction)

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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**
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)	Truman Middle College achieved a Graduation Rate of 100% through several supports focusing on Learn.Plan.Succeed (LPS), Senior Seminar guidance, and data analysis. For all potential graduates, an assessment is conducted to best determine the supports needed for each student to ensure that the path to graduation is a successful one given each student's Individualized Learning Plan. Learn, Plan, Succeed was an important tool as we encouraged students to take multiple questionnaires offered by Naviance so that possible post-secondary paths can be identified for each student. The willingness and/or eagerness of the student taking the surveys, as well as the amount of surveys the student chose to partake in, helped in determining which students needed the most direct assistance in guiding them to take their respective Postsecondary path seriously. The Academic Advisor coordinated the LPS Focus with the support of four Senior Seminar teachers, who all assisted in ensuring that the students worked on LPS objectives during their assigned Senior Seminar periods. The combined efforts of these individuals allowed us to achieve a 100% completion rate in	Graduation Rate
		Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)

Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		[College Enrollment and Persistence Rate](#)

individuals allowed us to achieve a 100% completion rate in Learn.Plan.Succeed. In ensuring that our LPS and Graduation rate was on track, the school's Academic Advisor analyzed trends in (student academic) data to assess the best path for student's to achieve success in the completion of gradution requirements. One example of our data-driven decisions was through the evaluation of our student's historical academic performance. The patterns that were focused on were whether a student had challenges with a particular course or subject matter that was not driven by poor attendance and, given our population, whether there was an extended period of time if a student last took a particular subject matter due to infrequent enrollment patterns. As we offer PEAK-based learning, we know that some students achieve greater success with self-driven learning, particulary given the points just listed. As such, students have the option to be assigned a class period that would allow these students to take certain PEAK courses with in-class teacher support (if needs be). Course-work was imited and only focused on course-types that the student needed for graduation requirements. Importantly, the PEAK class period is taught by one of our school's Senior Seminar teachers, who would provide them with guidance and support in their classwork, as well as their Postsecondary path. Additionally, student's that displayed a history of satisfactory academic performance and displayed consistent attendance patterns were offered the opportunity to participate in the School's Dual Enrollment Program. The School's Dual Enrollment (DE) program is in partnership with Truman College and allowed students to take college courses during their tenure at our school. The DE program wasalso utilized to encourage students to pursue a Postsecondary path towards College; some students needed little convincing, other treated this program as "dipping their toes in the water". Total participants in this program measured out to 17 out of 70 total graduates. Data was also utilized to determine dips in academic performance of students who had a history of performing well at Truman Middle College or their prior academic high school. The Academic Advisor would meet with students monthly (at minimum) to review student progress. For students that exhibited signs of deviation from their graduation path, coursework, or attendance, the Academic Advisor would try to discover the driver of the student's change in beharior and engage with the necessary school supports/partners (Social Worker, Mentors, STLS Liason, SPED case manager, teachers, parents, etc.) to try to address the disruption in the student's academic path. The consistent interventions and supports helped keep students on track towards their Graduation Path. The oversight of these methods and actions were driven by the School's Post Secondary team, which is led by the school's Academic Advisor and consisted of the School's Senior Seminar Teachers. The team met once a month to determine what actions and supports are needed given the review of student performance (at that time), what requirements are due and how to achieve completion of said requirements within the designated timeframe. Any modifications of approach are determined at these meetings should we assess that any supports are not having the desired effect with the student population.

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](#)	[9th and 10th Grade On Track](#)
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).		[Cultivate (Relevance to the Future)](#)
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)	Freshmen Connection Programs Offered (School Level Data)
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](#)	
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](#)	

What is the feedback from your stakeholders?

Feedback has been primarily positive, as student stakeholders have been assisted by TMC's Postsecondary team throughout the academic year with their postsecondary options. Given that 100% of the school's graduates are pursuing college (two and four year options), vocational/trade school, or immediate employment, feedback has mostly geared towards improvements in effectiveness with guidance and resources. Students, overall, would have liked more opportunities (or more specific information) with the school's dual enrolment program. As such, students felt they would have gained more about knowing the variety of programs/pathways their dual enrollment participation will help them reach. This is being mediated now, as more thorough discussions about pathways occur early on when students express interest in the DE program. Also, in regards to students who chose employment and/or trade school as their postsecondary path, some would have preferred if they had earlier access to Truman's job placement/training center to give them better insight as to what training was available for potential vocations. This is being remedied as the school is strengthening the partnership with the Job Placement/Training Center to share resources to students early on who are considering a vocational path. Lastly, students that graduated that are classified as diverse learners would have liked to have enrolled earlier for the dual credit ESL courses that were offered, as they appreciated the dual credit ESL courses that they were able to take. This is being corrected as EL students that enroll are now immediately flagged and tested for entry in our Dual Credit ELL program.

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.

Our schools post-secondary data for the 2022-2023 school year showcased significant growth, leading our Network in this performance indicator. This was due to our realignment and partnership with Truman College, and our subsequent expansion of course offerings thru our Early College program. Reviewing our LPS data showed a shift in our scholars post-secondary goals, revealing that many of our students prefer

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?

The school is focusing on expanding our current offerings of CTE-based coursework and pathways, in partnership with Truman College, to provide students with tangible options that would allow them to earn certification in a particular vocation. As we have discovered over time, College is not the ideal postsecondary path for some students (despite our school's location being inside a College). CTE Courses will be offered alongside DE courses for students that have satisfactory academic performance and consistent attendance. In relation to the offering of CTE courses, we are strengthening our collaborative partnership with Truman College's job training center to provide students with potential employment opportunities (and work-related training) post-high school. Furthermore, we are increasing the on-site availability of our assigned City Colleges of Chicago (CCC) College Navigator (in partnership with the CCC High School Transitions/Options Department) to meet with students weekly and assist them with Postsecondary goals and opportunities. Lastly, as we

vocation, employment and entrepreneurial opportunities after completion of high school. This foundation has become one of our schools primary priorities. Principal Jackson has been in dialogue with Truman College President, department Deans and leadership from both the Career & Technical Education (CTE) and Continuing Education (CE) departments to further expand their course offerings to our Early College Program. Truman Middle College Principal (Mr. Jackson) has also engaged external partnerships with for-profit and not-for-profit organizations to support our scholars for the 2023-2024 school year. These business and community based organizations have already committed to supporting our scholars thru employment, internships and Job-shadowing opportunities. Naturally, we look forward to working with our new partners, and anticipate roll-out of these supports & services to begin immediately after the start of the school year.

with Postsecondary goals and opportunities. Lastly, as we continue to expand our enrollment of ELL students, we have placed priority in ensuring that in-person instruction and supports are readily available thru our partnering with Truman College's Adult Education Department. In doing this, our scholars not only receive in-person instruction, but also are eligible to earn 1.0 credit as part of this dual-credit opportunity.

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	Truman Middle College experienced a significant drop in parent/guardian involvement during the return of in-person learning due to COVID-19. At which time, the Truman Middle College team strategically worked to increase parent involvement/engagement by providing parents with an array of meeting options such as zoom/google meet, in-person, after-school and telephone conferences. This resulted in a constant and stable participation increase. Yielding one of the largest and continuous participation of parents/guardians during summer 2023 at enrollment, informational, and orientation sessions. The parent/guardian asked questions and enrolled into some of the support programs available such as STLS and Truman food pantry. Furthermore, we were able to distribute fall, summer and winter clothing and other items this summer. Over 500 items were distributed. This event allowed us to supply these items before the first day of school 2023 allowing us to connect with our families early in the year. The donation was received from CAEEL through the connection of our Principal. This was one of the largest donations received in the history of the school. The remaining items were donated to the college daycare and clothing closet. Should I provide a brief CAEEL description here? In addition, Truman Middle College values open-communication with all stake holders and is committed to planning events with the purpose of building. At this end, TMC parents will have the opportunity to log into PowerSchool's Parent Portal to review attendance and grades at any time within the school year. Parents are welcome to receive individual training and assistance in signing up for this program. Also, a PowerSchool training is provided at the beginning of each semester. A progress report is mailed out every five weeks and individual academic reports by individual teachers throughout the year. A FAFSA training and assistance in completing the application is provided twice per year.	Cultivate
Yes — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	For school year 2023-24Truman Middle Colleges plans to offer services to parent/guardian through the Adult Education Program. As part of planning this initiative, parent/guardians will be invited to an informational session before end of the fall semester regarding the services available at the Adult Education Program with the goal of enrolling those interested for the spring 24. Other program stakeholders are encouraged to visit the school and see for themselves what the program is doing with the resources and support that they are providing. For instance, ASN representatives visits include after-school programming and review of participant files. TMC has added a parent involvement component through the ASN program. A representative of TMC has been assigned to ensure that parents are aware of the additional support services and after-school clubs. Furthermore, the parent is informed of possible remediation for truant students within the after-school program.	5 Essentials Parent Participation Rate — 5E: Involved Families — 5E: Supportive Environment — Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) — Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
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	**What is the feedback from your stakeholders?** All stakeholders are confident that the work we provide is consistent with our mission, vision and affirmative action statement. All of our stakeholders are clear with the expectations that are set in place to ensure a successful and positive experience. All policies and procedures are provided and individual dialogue is provided as needed. All policies and procedures are discussed with all students, parents and guardians that attend the schools orientation session and a copy of the handbook and code of conduct is provided. For this reason, based on the school date for the 22-23 school year. Based on the feedback provided in the student, parent and teacher surveys, the school has become a safe-haven where students can learn and achieve. All of our stakeholders trust and confide in the decision made by the school's administration and adhere to said changes. This school year, TMC has implemented the Yondr pouch program and the feedback from parents/guardians and teachers is a positive one. The students have transitioned positively as well and are putting away their cell phones and electronic devices in the individual Yondr pouch provided until it is the approved time to unlock them.	Formal and informal family and community feedback received locally. (School Level Data)

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

Truman Middle College is working on addressing the following concerns: The increase in the amount of students and families needing assistance with personal items such as clothing, shoes, hygiene, food and unemployment opportunities. We are working closely with the food pantry and clothing closet coordinated by the College. We have made them aware of the need and we have solidified a schedule for our students to receive services at the food pantry two times per month. In terms of clothing needs, Truman Middle College will work to secure donations for the clothing closet. Once donations start coming...

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?

Truman Middle College continues its work in improving the following concerns: The increase in the amount of students and families needing assistance with personal items such as clothing, shoes, hygiene, food and unemployment opportunities. We are working closely with both internal and external partners like the Truman College food pantry and clothing closet, as well as our partners, at the Chicago Area...

College will work to secure donations for the clothing closet. Once donations start coming in and the closet is stocked,   students will receive services. Truman Middle College will also explore the start-up of laundry services. We will keep all stakeholders posted on our progress.

clothing closet, as well as our partners at the Chicago Area Alternative Education League (CAAEL) who provide us with clothing, toiletries for our students who have been involuntarily displaced or homeless. We have made them aware of the need and we have solidified a schedule for our students to receive services at the food pantry two times per month. In terms of clothing needs, Truman Middle College will work to secure donations for the clothing closet. Once sufficient donations are received, students will receive services. Truman Middle College will also explore the start-up of laundry services. We will keep all stakeholders posted on our progress.

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.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Truman Middle College serves students 16-22 years of age. We have a demographic that includes 30% black, 56% hispanic, 8% white and 1% other. Out of our population, 17% are English Language Learners and 16% have Individualized Education Plans. For the 2022-2023 school year, 63.6% of our students were at or above the typical growth from Fall to Spring in our current student growth. In reading, 49.2% were at or above typical growth from Fall to Spring. Out of our 10th graders, 52% are in need of urgent intervention in reading. Out of our 11th graders 48% are in need of urgent intervention for reading and for our 12th graders, 38% are in need of urgent intervention for reading. For math, 33% of our 10th graders need urgent intervention and 28% of our 11th graders need urgent intervention.

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving our dropout retrieval program at Truman Middle College. Therefore, many of the practices are not applicable to our population according to our trend data around skill gaps, truancy and credit attainment.

What student-centered problems have surfaced during this reflection?

The one significant challenge has been with the current, and forthcoming increase in students from our English Language Learner (ELL) population. A challenge during the previous year was with providing meaningful instructional minutes, intervention and supports to our English Language Learner (ELL) population. While our data shows minimal growth with this sub-group, new interventions are in place to support these new students to improve academic achievement and standardized testing. Please also note that our progress monitoring reports are not reflected in our students growth. While our ELL population for the 2022-2023 school year was at 17%, we anticipate the number growing to 24% by October 1, 2023 due to our programs partnerships with several community-based organizations (REFUGEE ONE, ETHIOPIAN COMMUNITY ORGANIZATION OF CHICAGO, ETC.). Also, due to the anticipated influx of refugees (additional 3,000 refugees to arive from Texas to Chicago to various northside refugee supporting CBO's) we believe that this new client base may potentially increase our ELL student population to 28% by December 1, 2023. Our proactive instructional approach to improving learning includes our partnership with Truman College Adult Education Department so that our students can receive in-person ESL instruction. ELL students who participate in this course will also receive dual-credit (1.0 credit hours) upon completion. In addition, all Middle College ELL students will also receive daily 1:1 and in-class supports during our 4th and 5th instructional periods with their EL Teacher and assigned Mentor.

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% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2% decrease in student disengagement and barrier reduction.

3) Truman Middle College 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...

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

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 provide differentiated 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 curriculum to ensure relevancy and benefit to the student. We will also continue to use the Yondr Pouch system which is helping with gainning more instructional time and less time on cellular devices. ✏️

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.

then we see....

a decrease in the number of skill gaps for reading and math, 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

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Principal - Instructional Lead

Dates for Progress Monitoring Check Ins

Q1	10/2023	Q3	01/2024
Q2	11/2023	Q4	04/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Professional Development	Principal	10/2023	In Progress
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	Principal	October 2023	In Progress
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring	Principal	October 2023	In Progress
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring	Principal	October 2023	In Progress
Action Step 4	Culturally Responsive Best Practices	Principal	October 2023	In Progress
Action Step 5	How to Analyze the Data	Principal	October 2023	In Progress
Implementation Milestone 2	Teacher Collaboration Planning	Principal	October 2023	In Progress
Action Step 1	Understand Achievement Levels- Intervention Plan	Principal	October 2023	In Progress
Action Step 2	Identify Skills Gaps -Develop Goals	Principal	October 2023	In Progress
Action Step 3	Align Individualized Student Plans to CBE	Principal	October 2023	In Progress
Action Step 4	Align school programs and resources	Principal	October 2023	In Progress
Action Step 5	Analyze Progress -Revise Instruction	Principal	October 2023	In Progress
Implementation Milestone 3	Progress Monitoring / Data Analysis	Principal	November 2023	Not Started
Action Step 1	Understand the evidence/data collected	Principal	November 2023	Not Started
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Principal	November 2023	Not Started
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Principal	November 2023	Not Started
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point (branching minds or PS Platform)	Principal	November 2023	Not Started
Action Step 5	Communicate progress (unpack standards and relevant skills)	Principal	November 2023	Not Started
Implementation Milestone 4	Progress Monitoring /Data Analysis	Vice Principal	December 2023	In Progress
Action Step 1	Analyze data to inform decisions (i.e. resources, programming)	Vice Principal	December 2023	In Progress
Action Step 2	Communicate progress (timely and systematic feedback)	Vice Principal	December 2023	In Progress
Action Step 3	Mastery Connecct	Vice Principal	December 2023	In Progress
Action Step 4	STAR	Vice Principal	December 2023	In Progress
Action Step 5	Plan and/or prepare for next year goals based on data analysis	Vice Principal	December 2023	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Using STAR data that has the students grouped based on concept needed to work on 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 5th grade level upon entry.	✏️

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 applicable baselines and trend data).

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

				Numerical Targets [Optional] ✏️			
Specify the Goal ✏️	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✏️	**SY24**	**SY25**	**SY26**
STAR Reading Goal: Increase student grade equivlent by 2% between BOY (Beginning of Year) and EOY (End of year) star window	Yes	STAR (Reading)	Overall				
			English Learners				
STAR Math Goal: Increase student grade equivlent by 2% between BOY (Beginning of Year) and EOY (End of year star window star window	Yes	STAR (Math)	Overall				
			English Learners				

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) that relate to the real world, 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) that relate to the real world, 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

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

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

Curriculum & Instruction

STAR Reading Goal: Increase student grade equivlent by 2% between BOY (Beginning of Year) and EOY (End of year) star window	STAR (Reading)	Overall			On Track	No Progress	No Progress	No Progress
		English Learners			On Track	No Progress	No Progress	No Progress
STAR Math Goal: Increase student grade equivlent by 2% between BOY (Beginning of Year) and EOY (End of year star window star window	STAR (Math)	Overall			On Track	No Progress	No Progress	No Progress
		English Learners			On Track	No Progress	No Progress	No Progress

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	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)	On Track	No Progress	No Progress	No Progress
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	On Track	No Progress	No Progress	No Progress
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.	On Track	No Progress	No Progress	No Progress

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	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.
Yes	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?

Utilize curriculum and instruction which is organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math. We recognize the need to widen the use of instruction to help students apply reading comprehension strategies to develop content literacy skills and to increase the breadth and depth of vocabulary knowledge. We will also:
• Utilize STAR assessment scaled score for learning progression.
• Provide intervention based on skills students have not yet mastered.
• Access Data and Plan Instruction Using the STAR Record Book.
• Set-up students individualized lessons plans according to skills and schedules.
• Progress monitor and record mastery of student progress.
• Progress monitor with an intense focus on 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.

• Provide 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 (Tier 3 Reading Strategy)

What is the feedback from your stakeholders?

CPS best prcatices do not neccessarily align with serving Truman Middle College students. Therefore many of the the practices aren't applicable to our population, according to our trend data around skills gaps, truancy and credit attainment.

What student-centered problems have surfaced during this reflection?

One of our programs majpr challenges has been to address the continued loss of learning (COVID) and distrations caused by electronics/cell-phone use inside of our classrooms. Because of this, teachers have been limited in their ability to consistently drive instruction, skill-build, work in small groups or provide interventions inside of our classrooms. To address these barriers to learning, we have reconstructed our schools Electronic Device & Cell Phone Policy to prohibit said devices from the classrooms by using the YONDR POUCH SYSTEM. With the new system, students insert their electronic devices inside of the YONDR Pouch at the beginning of the day. The pouch is locked by staff and given to the student prior to the start of class. Prior to the start of the lunch period, students return to the YONDR stations where there phones are unlocked during the lunch period. Upon return from lunch, students return to the locking stations and their phones are inserted back into the pouches for the remainder of the day. At dismissal, the pouches are unlocked and phones are returned to each student. The new system has proven to be very effective, as it allows Teachers to provide unencumbered instruction with minimal distractions.

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% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2% decrease in student disengagement and barrier reduction.

3) Yes, Truman Middle College 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...

upon entry, are reading at range between the 4th and 6th grade levels.

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...

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

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?

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

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

Inclusive & Supportive Learning Environment

Resources: 🚀

If we....

use STAR academic intervention strategies including Reading Horizons for struggling readers.

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

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.

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 - Instructional Lead

Dates for Progress Monitoring Check Ins

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Q2	11/2023	Q4	04/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development	Principal	October 2023	In Progress
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	Principal	October 2023	In Progress
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Action Step 4	STAR	Vice Principal	December 2023	In Progress
Action Step 5	Plan and/or prepare for next year goals based on data analysis	Vice Principal	December 2023	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Budget Revsion - Propose new hire (Mentor for ESL students)	✍️

SY26 Anticipated Milestones

Stakeholder Event - Address skills gap and resources needed to remediate in Monday meet-ups and parent night.

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
STAR Reading Goal: Increase student grade equivlent by 2% between BOY and EOY star window	Yes	STAR (Reading)	Overall				
			English Learners				
STAR Math Goal: Increase student grade equivlent by 2% between BOY and EOY star window	Yes	STAR (Math)	Overall				
			English Learners				

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. We will be sure to target those students that are reading at a 4th grade level and below from all the student population which include SPED and ELL.	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. We will be sure to target those students that are reading at a 4th grade level and below from all the student population which include SPED and ELL.
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 early high school levels using Reading Horizon	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 early high school levels using Reading Horizon	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 early high school levels using Reading Horizon
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 IXL and Renaissance.	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 IXL and Renaissance.	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 IXL and Renaissance.

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.

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

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
STAR Reading Goal: Increase student grade equivlent by 2% between BOY and EOY star window	STAR (Reading)	Overall			On Track	No Progress	No Progress	No Progress
		English Learners			On Track	No Progress	No Progress	No Progress
STAR Math Goal: Increase student grade equivlent by 2% between BOY and EOY star window	STAR (Math)	Overall			On Track	No Progress	No Progress	No Progress
		English Learners			On Track	No Progress	No Progress	No Progress

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	On Track	No Progress	No Progress	No Progress
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 early high school levels using Reading Horizon	On Track	No Progress	No Progress	No Progress
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 IXL and Renaissance.	On Track	No Progress	No Progress	No Progress

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

From the 2023 5 Essentials Survey, Truman Middle College High School rates as Strong on Emotional Health with a score of 69. Also, TMCHS rates strong on School Safety with a score of 74. Students also rate Student Peer Relationships at a Very Strong level with 99 as score. While these are positive metrics, there are still a significant number of students who do not finish each semester. So a goal for those school, related to students who do not complete the semester, is to improve student retention.

What is the feedback from your stakeholders?

Our student stake holders benefit from an adjusted level of rigor, by design, allowing students to navigate through trauma and behavior patterns have adverse effects. While the Essentials 5 survey reflects positive feedback from stakeholders, the feedback that comes from students leaving the school, from students exiting our enrollment is: Per the 5 Essentials Survey TMCHS rates the school as Strong in 2 categories and Very Strong in 1 category. Yet also, each quarter there are 10-15 students who exit enrollment. Those 10 -15 students, even if they would rate Truman as Strong or Very Strong on the 5 Essentials Survey, they have reasons for not remaining enrolled.

What student-centered problems have surfaced during this reflection?

Student Centered Problems include: 1) Those who remain enrolled and fail classes and 2) those who do not continue on enrollment based on absences. For the 2nd of these categories, we can start to track how many students have a direct path to graduation, that is from the 1st day they enroll, do they remain enrolled until graduation day. And for those who graduate, how many students needed to re-enroll to get to graduation.

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 % attendance growth, 3 % reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 2 % decrease in student disengagement and barrier reduction.

3) Yes, Truman Middle College High School 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
Related improvement efforts could also be to :
• Establish a campus average daily attendance rate goal for each student
• Verify that all teachers input attendance every period every day
• Provide additional scheduled instruction time beyond 300 minutes for every student
• Identify the attendance data that will be used to monitor individual student attendance rates weekly
• Create a continuum of attendance interventions for students not meeting the attendance rate goal
• Establish procedures for contacting absent students each day to encourage attendance the next day
• Create an opportunity for collaborative teams to discuss individual student attendance rates weekly
• Assign students to interventions based on their weekly attendance rates
• Monitor the progress of individual students and the effectiveness of interventions
• Establish a campus average daily attendance rate goal for each student • Attedance Team Meeting (Tiered Attendance Reports) AKAM Outreach (Home visit and Barrier Reduction)

Determine Priorities

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

Students...

Resources: 🚀

Determine Priorities Protocol

✏️ Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

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.

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

Connectedness & Wellbeing

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

then we see....

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...

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Dates for Progress Monitoring Check Ins

Q1	10/2023	Q3	01/2024
Q2	11/2023	Q4	04/2024

SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1			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
Implementation Milestone 2			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
Implementation Milestone 3			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
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	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

					Numerical Targets [Optional]		
Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Connectedness & Wellbeing

	Select Metric	Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	Select Group or Overall			*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
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Reading and Math achievement are priority areas where parent involvement, engagement and skill development are aligned. Title 1 requirements for parental involvement, including parent meetings and the parent compact are addressed at the annual meeting, September 2023. Post- secondary culture among parents including technology access to their child's academic performance and Early College enrollment, are promoted through the following scheduled activities: Parent-Teacher Conferences, Parent Meeting/Workshops, Progress Reports/Parent Notifications, Newsletters and Calendar of Events. Effective communication between Parents and Truman Middle College supports parent and family engagement. Additionally, (Montanez) new this year (idea only) Open House for parents to meet the Student Support Services Deparmtent team. We will host this one separately and another one for them to meet teachers and administrators will take place during mid-term reports in October. Enrollment of parents into the Adult Eduction program offered by TMC. Goall is for the SP semester start time. This will allow for all parents to receive information and attendance a parent meeting regarding this. Office time for parents (idea) on Thursday's from 6:00 to 8:00 pm. The meetings will allow parents to report any concerns and ask questions, if needed. I will host these meetings on Zoom from home. The meetings will start off every week. However, may be changed to every two weeks. This will be based on participation. I may add a team member from time to time based on the questions/concerns received at prior meetings. Optional: A parent/guardian/grad celebration lunch at the end of January for those who graduate in the fall. I think this is importnat to do. Let's think about this one. CAEEL donation

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