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 ✍
Alahrie Aziz-Sims	Principal	aaaziz@cps.edu
Nora Dandurand	AP	nnagle@cps.edu
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Sharon Bland	Partnerships & Engagement Lead	sddixon@cps.edu
John Boggs	Curriculum & Instruction Lead	jeboggs@cps.edu
Katrice Hayes	Curriculum & Instruction Lead	khayes55@cps.edu
Claressa Allison	LSC Member	Claressallison@yahoo.com
Betsy Auguste	Connectedness & Wellbeing Lead	bnsalomon-auguste@cps.edu
Eli Jenkinson	Inclusive & Supportive Learning Lead	ejenkinson1@cps.edu
Jennifer Maali	Inclusive & Supportive Learning Lead	jemaali@cps.edu
Demetrius Dees	LSC Member	ddees@cps.edu
Lesly Alvarez	LSC Member	lalvarez87@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/27/23	8/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/27/23	7/27/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/27/23	7/27/23
Reflection: Connectedness & Wellbeing	7/27/23	7/27/23
Reflection: Postsecondary Success	7/27/23	7/27/23
Reflection: Partnerships & Engagement	7/27/23	7/27/23
Priorities	7/27/23	7/27/23
Root Cause	8/25/23	8/30/23
Theory of Acton	8/25/23	8/30/23
Implementation Plans	9/5/23	9/12/23
Goals	8/30/23	8/30/23
Fund Compliance	9/13/23	9/13/23
Parent & Family Plan	9/13/23	9/13/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	11/7/2023
Quarter 2	1/9/2024
Quarter 3	3/5/2024
Quarter 4	5/14/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Students believe that their English and math classes are challenging, but they believe also that teachers are more concerned with the curriculum and completing activities rather than supporting students and helping them learn. Students also report that they have an uneven experience with some teachers - while students report that many teachers are good or strong, there are teachers that they believe need to put more work towards designing instruction and ensuring that students have interesting experiences. Students also want to take more field trips and experiences. ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Students reported that there were good teachers who they felt connected to, but there was a theme that teachers did not have connections with students. Students reported that these teachers often use slides and do lecture and worksheet based activities. On 5 Essentials, student trust with the teachers declined; however, Academics was strong. Students reported that they participated in high level instruction but that the relationships with their teachers had a gap. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We have worked with SEL circles. It has been observed that teachers are using this strategies; however, they are skipping steps that lead to the breakdown of the circles and communities. Teachers need a better understanding of their roles to re-integration when students come to their classrooms. We are concerned about people purposefully building relationships to proactively prevent issues and increase capacity. ✏️	

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

Students' identities are honored in classrooms and classrooms, but students do not feel supported because all classrooms do not experience strong, academic communities and/or develop and maintain strong relationships specifically with the teachers in the classroom. There are a group of teachers who have been focused on academics, but they have not developed the social capital in their classrooms for students experience high level engagements, but students are compliant, and the teachers think that this is sufficienct. The issue is that students believe that they are not cared for or supported in learning. This has happened because some teachers do not actively engage in schoolwide practices. Students have responded by pressuring teachers to participate in activities like student conferencing, having more discussions, and projects. Students also want more hands on learning experiences and field trips. ✏️

Inclusive & Supportive Learning Environment

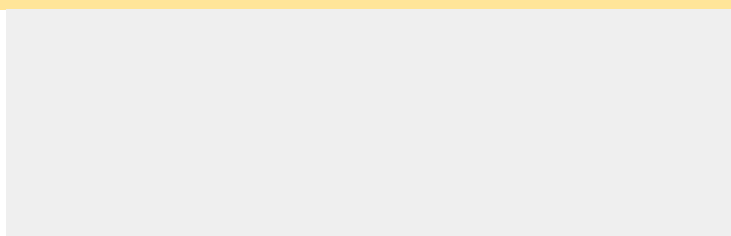| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Students want to feel more supported in the classroom and to have deeper, positive relationships with their students. They want to do well academically and believe that teachers are presenting challenging materials overall, but they do not believe that enough effort is put into differentiating instruction, providing individual support, and showing individual concern about student progress in the classroom and overall. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

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

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Stakeholders agree with the summaries and reflections. The students agreed with the analysis of the data and pointed out that they want to have a larger variety of activities in classes and want more opportunities to have fun with academic activities. They also believe that if teachers plan for their individual success, the students will be more committed to classrooms and can demonstrate more growth. Students also want to understand how things work better - they want more articulation of grade level expectations, what is on mandated state tests, and explanation about their individual performance.

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 has continuously focused on improving the climate of the school since we have returned from the pandemic. We see it as progress that students are demonstrating concern and advocacy for what they want. This is a shift from some of the apathy that was observed during the first return to school. By putting in structures at the school, increasing SEL supports, and educating students about being on-track and selectivity for school, we have seen students shift their focus and ask for additional support as well. We are especially concerned about African-American males who are showing a gap with post-secondary credentials and Latina Females who have declining performance. We will also be especially paying attention to our Newcomer students who need additional supports to transition and be successful in schools.

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

Students still do not fully understand academic systems (g.p.a.'s, on-track system, etc.), which impacts their ability to make decisions and avoid crisis. Relationships impact the quality and fidelity of interventions. Teachers regularly attempt interventions; however, the quality is impacted by their relationships with students. Students are also concerned about the grading practices of teachers and report that they do not get enough feedback and progress updates to adjust their performance prior to getting into trouble. Students also report that all teachers do not have strong conferencing practices and they feel there are gaps between classroom practices. Teachers are also concerned about students' attendance. Many students who need the most support have some of the largest attendance gaps, so that they do not even benefit from attempts for intervention and support. These students are also experiencing disruptions at home that impact their overall interactions.

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	Last school year, we saw improvements in student attendance and behavior. Students also began advocating more for mental health resources and looking for more opportunities to participate in the school and community. We think that this is in part because of student academic experiences related to social justice. The Cultivate data is not clear to us yet because it is a new instrument. We also saw an improvement in the SEL survey with fewer students reporting lack of motivation, anxiety, and anger. Students who participated in SEL groups reported almost 100% that they felt that they had gained strategies and improvements in their behavior, grades, and management of their SEL issues.	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.			Cultivate (Belonging & Identity)

What is the feedback from your stakeholders?

Students want more proactive education and support around mental health rather than just mental health responses. They would like for it to be a standalone program that they can participate in rather than just a few minutes during a class period or a one period assembly or advisory - they are not against this education, they just believe that they need additional education to help them manage

other student interests and needs.

believe that they need additional education to help them manage and not just respond. Students also want wider communication of extra curricular activities and additional activities to participate in. They liked the Community grant activities but felt they were not consistent and had enough availability for everyone that wanted to participate.

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

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

Students report having connections and relationships; the high quality of those things make students recognize that they want and deserve more. The students are advocating for themselves in regards to classroom practices and learning expectations. This has caused teachers to become allies and push for changes that students need and want to see at school. Students are starting to see the impact of their advocacy and this is building them up to be more active participants in the school.

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?

Students began working with the administration last year implementing Mental Health Wellness days. The school was able to implement three days; however, the limited amount of time and change in students impacted the ability for students to fully develop the mental health days. These are now calendared for this school year on the 3rd Wednesdays and will be co-developed with students, teachers, and the BHT to help meet SEL goals.

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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)	Overall, the class of 2023 earned about 4 million dollars in scholarships - the spread of these dollars were among the whole class rather than a super concentration within a few students. We also are seeing a rebound from the pandemic with post-secondary credentials, reaching 40%; however, we are still seeing gaps with African-American males and want to put more attention on Latina females who are moving down slightly. The post-secondary team was in the top performers in the Network, and we had one of the highest rates of preferred evidence for LPS. Students need more support in figuring out the right fit for them, students are still waiting until the last minute to finalize plans. Reinstituting field trips will be critical for helping students to strategically plan and complete LPS.	Graduation Rate
Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
			3 - 8 On Track
			Learn, Plan, Succeed
			% of KPIs Completed (12th Grade)
Partially — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	College Enrollment and Persistence Rate
		Students feel that they have sufficient support, but they want more post-secondary experiences and field trips. They feel that they are sometimes making decisions without fully understanding what it is that they are doing or choosing. Students would like more access to Embarc as well. They think it is unfair that the IB students are getting more opportunities and learning regarding post-secondary options.	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)
			Freshmen Connection Programs Offered (School Level Data)
Partially — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Yes — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	The counseling and post-secondary team has been new and have been working on learning and improving systems. This is allowing the team to have synergy and work together on meaningful student tracking to differentiate experiences. There is also work on creating a stronger scope and sequence to educate students on post-secondary components such as gpa, selectivity, and credential programs in high school. The counseling team will also be partnering with the advocates in	

counseling team will also be partnering with the advocates in the culture team to target and support males to get them connected to more PS credential programs.

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

Students get an opportunity to do all of the compliance activities, but they need to be built and connected to experiences. Currently, students do not fully understand the role of the counselor v. the role of the post-secondary coach and this limits students motivation to seek and work with resources from the department. Students have support, but they go to others outside of counseling to get counseling supports. Students need more connections to careers and career planning, but part of this is making sure that they are able to go on field trips and have experiences that make the career planning real. Students are highly dependent on report outs from other students to make determinations about what they would like to do even if it doesn't fit their personal profile.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	[takeaways reflecting most students; takeaways reflecting specific student groups]	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	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?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups]	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.

This continues to go to relationships - student/parent outreach is limited specifically to student performance and while there are schoolwide efforts to engage parents/partners, this is unevenly felt by students at the individual and classroom level. The most motivated students and families are engaged with the school and encourage others, but more consistent outreach from multiple sources needs to occur.

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?

[impact on most students; impact on specific student groups]

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Students want to feel more supported in the classroom and to have deeper, positive relationships with their students. They want to do well academically and believe that teachers are presenting challenging materials overall, but they do not believe that enough effort is put into differentiating instruction, providing individual support, and showing individual concern about student progress in the classroom and overall.

What is the feedback from your stakeholders?

Stakeholders agree with the summaries and reflections. The students agreed with the analysis of the data and pointed out that they want to have a larger variety of activities in classes and want more opportunities to have fun with academic activities. They also believe that if teachers plan for their individual success, the students will be more committed to classrooms and can demonstrate more growth. Students also want to understand how things work better - they want more articulation of grade level expectations, what is on mandated state tests, and explanation about their individual performance.

What student-centered problems have surfaced during this reflection?

Students still do not fully understand academic systems (g.p.a.'s, on-track system, etc.), which impacts their ability to make decisions and avoid crisis. Relationships impact the quality and fidelity of interventions. Teachers regularly attempt interventions; however, the quality is impacted by their relationships with students. Students are also concerned about the grading practices of teachers and report that they do not get enough feedback and progress updates to adjust their performance prior to getting into trouble. Students also report that all teachers do not have strong conferencing practices and they feel there are gaps between classroom practices. Teachers are also concerned about students' attendance. Many students who need the most support have some of the largest attendance gaps, so that they do not even benefit from attempts for intervention and support. These students are also experiencing disruptions at home that impact their overall interactions.

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?

The school has continuously focused on improving the climate of the school since we have returned from the pandemic. We see it as progress that students are demonstrating concern and advocacy for what they want. This is a shift from some of the apathy that was observed during the first return to school. By putting in structures at the school, increasing SEL supports, and educating students about being on-track and selectivity for school, we have seen students shift their focus and ask for additional support as well. We are especially concerned about African-American males who are showing a gap with post-secondary credentials and Latina Females who have declining performance. We will also be especially paying attention to our Newcomer students who need additional supports to transition and be successful in schools.

Determine Priorities

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

Students...

Report feeling supported by some, but not all of their teachers.

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

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

As adults in the building, we...

Write and implement IEPs to meet compliance rather than meet students' needs.

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.

Theory of Action

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What is your Theory of Action?

If we....

Implement a schoolwide universal intervention period and improve our IEP writing and implementation

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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....

100% of learners receiving intentional targeted intervention and students with IEPs receiving plans that are thoughtfully written and implemented with fidelity ✍️

which leads to...

improved performance on state mandated assessments, MTSS tier improvement and ultimately increased academic outcomes. ✍️

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 ✍️

SPED Team & MTSS Team

Dates for Progress Monitoring Check Ins

Q1	11/7/2023	Q3	3/5/2024
Q2	1/9/2024	Q4	5/14/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	IEP Evaluations & Rubric to Establish Baseline	Mac/Maali/Escobedo	August 21	Completed
Action Step 1	Meet monthly as a SPED team to establish common goals and expectations	DL team	Begin Aug 29th	In Progress
Action Step 2	Give feedback on teachers' written IEPs from sy22-23	Mac/Maali/Escobedo	December 21, 2023	In Progress
Action Step 3	Complete cycle of inquiry around model IEPs and how they're written	DL team	December 21, 2023	In Progress
Action Step 4	*Select an IEP rubric to use as measurement tool for writing IEPs*	DL team	March 22, 2023	Not Started
Action Step 5	Assess IEPs according to selected tool to determined baseline IEP quality	DL team	June 1, 2023	Not Started
Implementation Milestone 2	Universal Intervention- WIN Time	MTSS Team	August 21	In Progress
Action Step 1	Analyze SAT data, set goals and form heterogenous groups for WIN	Admin/Programmer	August 21	Completed
Action Step 2	Orient Students to WIN with team building & incentives	MTSS Team	December 21, 2023	In Progress
Action Step 3	Focus in on quarterly goals- vocab, linear functions, ratios, data in context	MTSS Team	October 21, 2023	In Progress
Action Step 4	Track student data in branching minds weekly	Teachers	Ongoing	In Progress
Action Step 5	Reflect and review data WIN groups quarterly	MTSS Team/Teachers	October 21, 2023	Not Started
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	Teachers will begin using MTSS tiers to progress monitor, set goals and plan intentional groups within their classes. General Education and Diverse Learner teachers will track IEP data and goals inside the classroom on a regular basis.	✍️
SY26 Anticipated Milestones	MTSS Tiers will be tracked by 100% of teachers with progress shown with 80% of students making movement in either math or reading. 100% of teachers will track IEP data and 100% of IEPs will be rated high quality according to the district.	✍️

Inclusive & Supportive Learning Environment

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Establish common expectations and high standards for intentional, timely and high quality IEPs to be implemented by all teachers with fidelity.	Yes	Quality Indicators of Specially Designed Curriculum	Students with an IEP				
			Select Group or Overall				
Provide intentional academic intervention for 100% of students to result in improved performance on state mandated assessment and improved tier movement in Branching Minds.	Yes	MTSS Academic Tier Movement	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
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.	This year, we are establishing student groups in Branching Minds as part of our schoolwide intervention system- WIN time. 100% of students will be assigned to heterogenous groups to work toward schoolwide goals: increase % right on vocab usage, on ratios, linear in context, and data graphics. All teachers will monitor student progress toward self-selected SMART goals for the entirety of this school year.	In addition to school-wide WIN time, 100% of teachers will begin creating classroom and content specific goals and groups to be continuously monitored in branching minds.	This year, we will track MTSS tier movement using WIN time interventions and classroom and content groupings. Throughout the three years, we will see tier improvement for 80% of tier 3 and tier 2 students.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	This year we will establish an IEP rubric, and we are going to set the norms for high-quality IEPs written by the SPED teachers. 80% of IEPs developed this year will be high quality as determined by the rubric	We will develop common data-tracking measures for indiviudal student IEP goals to ensure IEPs are implemented with fidelity. Gen. Ed teachers will engage in this data tracking. In addition, 90% of this year's IEPs will be high-quality as determined by the criteria set in the rubric.	The case managers, admin and SPED leads will monitor IEP completion and implementation by tracking student goal data quarterly. 100% of teachers should be tracking data related to students' IEPs. Additionally, 100% of this year's IEPs will be high-quality as determined by the criteria set in the rubric.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Establish common expectations and high standards for intentional, timely and high quality IEPs to be implemented by all teachers with fidelity.	Quality Indicators of Specially Designed Curriculum	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

| Provide intentional academic intervention for 100% of students to result in improved performance on state mandated assessment and improved tier movement in Branching Minds. | MTSS Academic Tier Movement | 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**
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.	This year, we are establishing student groups in Branching Minds as part of our schoolwide intervention system- WIN time. 100% of students will be assigned to heterogenous groups to work toward schoolwide goals: increase % right on vocab usage, on ratios, linear in context, and data graphics. All teachers will monitor		Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	This year we will establish an IEP rubric, and we are going to set the norms for high-quality IEPs written by the SPED teachers. 80% of IEPs developed this year will be high quality as determined by the rubric		Select Status	Select Status	Select Status	Select Status
			Select Status	Select Status	Select Status	Select Status

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students believe that their English and math classes are challenging, but they believe also that teachers are more concerned with the curriculum and completing activities rather than supporting students and helping them learn. Students also report that they have an uneven experience with some teachers - while students report that many teachers are good or strong, there are teachers that they believe need to put more work towards designing instruction and ensuring that students have interesting experiences. Students also want to take more field trips and experiences.

What is the feedback from your stakeholders?

Students reported that there were good teachers who they felt connected to, but there was a theme that teachers did not have connections with students. Students reported that these teachers often use slides and do lecture and worksheet based activities. On 5 Essentials, student trust with the teachers declined; however, Academics was strong. Students reported that they participated in high level instruction but that the relationships with their teachers had a gap.

What student-centered problems have surfaced during this reflection?

Students' identities are honored in classrooms and classrooms, but students do not feel supported because all classrooms do not experience strong, academic communities and/or develop and maintain strong relationships specifically with the teachers in the classroom. There are a group of teachers who have been focused on academics, but they have not developed the social capital in their classrooms for students experience high level engagements, but students are compliant, and the teachers think that this is sufficient. The issue is that students believe that they are not cared for or supported in learning. This has happened because some teachers do not actively engage in schoolwide practices. Students have responded by pressuring teachers to participate in activities like student conferencing, having more discussions, and projects. Students also want more hands on learning experiences and field trips.

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

We have worked with SEL circles. It has been observed that teachers are using this strategies; however, they are skipping steps that lead to the breakdown of the circles and communities. Teachers need a better understanding of their roles to re-integration when students come to their classrooms. We are concerned about people purposefully building relationships to proactively prevent issues and increase capacity.

Determine Priorities

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

Students...

report that they have inconsistent experiences. The ILT wants to standardized those experiences for all learners.

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

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

As adults in the building, we...

agree that collective responsibility is low as demonstrated by the 5 essentials

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.

Theory of Action

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What is your Theory of Action?

If we....

If the ILT implements instructional rounds that focus on receiving "practicing" or higher IB implementation and supports the development and use of DP internal assessments at each grade level

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

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

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

then we see....

meaningful implementation of the IB continuum (Standard 4), students demonstrating the Learner Profile, high academic engagement in classrooms, and increased inquiry among teachers and students.

which leads to...

increased collective responsibility, improved Supportive Environment scores (as measured by the 5 Essentials), increased student success in the Diploma Programme, and higher student performance on grades and GPAs.

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT & IB Coordinators

Dates for Progress Monitoring Check Ins

Q1	11/7/2023	Q3	3/5/2024
Q2	1/9/2024	Q4	5/14/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	ILT Instructional Rounds	ILT	December 21, 2023	In Progress
Action Step 1	ILT develops walkthrough tool based on CIWP goals	ILT	October 21, 2023	In Progress
Action Step 2	ILT begins walkthroughs to collect data	ILT	December 21, 2023	Not Started
Action Step 3	Teacher leaders will design department and grade level agendas to lead the learning in the school	ILT	June 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Scaled DP assessments	Hayes/Boggs		In Progress
Action Step 1	Teachers will receive training in the types of diploma programme assessments	August 21, 2023	December 21, 2023	In Progress
Action Step 2	Teachers will begin designing "mini" DP assessments for their summative assessments	December 21, 2023	June 2023	Not Started
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	100% of teachers will engage in instructional rounds All teachers in the MYP and DP programmes will provide scaled diploma programme assessments	✍️
SY26 Anticipated Milestones	ILT teacher lead and using scope and sequence for PD and ILT that has been created by teacher leaders.	✍️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
The ILT will implement instructional rounds focused on IB implementation and development and use of DP assessments and provide teacher feedback for reflection	Yes	5E: Supportive Environment	Overall				
			Students with an IEP				
Grade level and course teams will design and implement summative assessments aligned to the Diploma Programme internal assessments to increase teacher and student inquiry and student success in the Diploma Programme.	Yes	Other	Overall				
			Other [Diploma Program]				

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:4 The ILT leads instructional improvement through distributed leadership.	Department and grade level leads will create a walkthrough template to support instructional rounds measuring unit plan and assessment implementation, classroom engagements, and student discourse. ILT will observe classrooms quarterly and collect data on the walkthrough template. They will work in partnership with admin to use this data to inform the ILT scope and sequence as well as grade level and department team agendas.	The ILT will use last year's data to design the ILT and PD scope and sequence. In addition, 100% of teachers will begin participating in instructional rounds using the walkthrough template. In an effort to develop more distributed leadership within the school, grade & department level leads will manage and communicate with limited input from admin on content and grade specific agendas.	ILT will be 100% teacher and coordinator driven with teacher leaders creating the scope and sequence and determining priorities for all meetings.
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.	100% of teachers will recieve training related to Diploma Program (DP) assessment systems and begin to explore how DP assessments can be scaled throughought MYP. Teachers will beging designing summative assessments that align with their content matter's DP assessments. (ie: TOK exhibition, Individual Oral Presentations, Historical Investigations, Mathematical Explorations, etc).	100% of classrooms will implement a DP aligned assessment at least 3 times a year in an effort to increase vertical alignment, practical content use and IB principles and practices.	Now that all common assessments are aligned with DP, unit plans will be edited to include the required approach to learning skills , content, and concepts to be mastered for success in the diploma programme.

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The ILT will implement instructional rounds focused on IB implementation and development and use of DP assessments and provide teacher feedback for reflection	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

							Select Status	Select Status	Select Status	Select Status

Grade level and course teams will design and implement summative assessments aligned to the Diploma Programme internal assessments to increase teacher and student inquiry and student success in the Diploma Programme.

Other

Other [Diploma Program]

				Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	Department and grade level leads will create a walkthrough template to support instructional rounds measuring unit plan and assessment implementation, classroom engagements, and student discourse. ILT will observe classrooms quarterly and collect data on the walkthrough template. They will work in partnership with admin to use this data to inform the ILT scope and sequence as well as grade level and department team agendas.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	100% of teachers will recieve training related to Diploma Program (DP) assessment systems and begin to explore how DP assessments can be scaled throughought MYP. Teachers will beging designing summative assessments that align with their content matter's DP assessments. (ie: TOK exhibition, Individual Oral Presentations, Historical Investigations, Mathematical Explorations, etc).	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	☑	**Our school is a Title I school operating a Schoolwide Program** This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

$ 6,081

Food: $1,500
Supplies: $250
Travel: $1,000
Seminar Fees: $3,000
Reimbursements: $331

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