CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Vickie Durrah	Principal	vsdurrah@cps.edu
Charessa McNeal	AP	camaiden-mcneal@cps.edu
Kimberly Jones	Partnerships & Engagement Lead	kjones-cole@cps.edu
William Rivera	Inclusive & Supportive Learning Lead	wrivera12@cps.edu
Carlos Diaz	Student	cdiaz-rosal@cps.edu
Andrew Johnson	Inclusive & Supportive Learning Lead	asjohnson9@cps.edu
Rachael Owens	Inclusive & Supportive Learning Lead	rpowens@cps.edu
Deborah Johnson	Curriculum & Instruction Lead	djohnson@cps.edu
Willie Selders	LSC Member	wfselders@cps.edu
Jose Martinez	Teacher Leader	jamartinez6@cps.edu
Gabrielle Mendoza	Connectedness & Wellbeing Lead	gmmendoza1@cps.edu
Alyssa Anderson	Parent	AlyssaA82@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	8/31/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	8/31/23	8/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/31/23	8/31/23
Reflection: Connectedness & Wellbeing	8/31/23	8/31/23
Reflection: Postsecondary Success	9/14/23	9/14/23
Reflection: Partnerships & Engagement	9/14/23	9/14/23
Priorities	9/14/23	9/14/23
Root Cause	9/14/23	9/14/23
Theory of Acton	9/14/23	9/14/23
Implementation Plans	9/15/23	9/15/23
Goals	9/15/23	9/15/23
Fund Compliance	9/15/23	9/15/23
Parent & Family Plan	9/15/23	9/15/23
Approval	9/15/23	9/15/23

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	10/25/2023
Quarter 2	12/13/23
Quarter 3	2/7/2024
Quarter 4	4/17/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	CMA-B adopted the Skyline curriclum in SY' 2023. Ther is no Fine arts curriculum - no access to technology, visual arts nor music curriculum Like most schools, we have relied heavily on SAT data in the past to identify curriculum & skill strengths/deficits to close the achievement gap.. The SAT data (at the junior level) reflects that 35% met the ERW benchmark, 19% are approaching the benchmark and 46% need to strengthen skills. In math, only 4% met the benchmark, 4% are approaching and 93% need to strenthen math skills. The PSAT10 data (at the sophomore level) reflects that 26% of students met the ERW benchmark, 6% are approaching the benchmark, and 68% need to strengthen skills. In math, the PSAT10 data suggests that 6% of students are meeting the bennchmark, with 17% approaching the benchmark and 77% of students need to strenthen math skills. The PSAT9 data reflect that 39% of students at the freshman level met the ERW benchmark, 10% are approaching the benchmark, and 51% need to sharpen their skills in reading. While the math data in PSAT9 suggests 10% met the benchmark, only 2% are approaching the benchmark and 88% need to strengthen math skills. Roughly 60- 74% of students in grades 9th - 11th met no benchmarks - neither math nor reading.	IAR (Math)
				IAR (English)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric		Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols		PSAT (EBRW)
		Quality Indicators Of Specially Designed Instruction		PSAT (Math)
				STAR (Reading)
		Powerful Practices Rubric	**What is the feedback from your stakeholders?**	STAR (Math)
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.	Learning Conditions	While teachers have adopted the Skyline Curriculum which known for its cultural relevance, it is a new curriculum that is predominantly used by the core teachers. However, the PSAT data highlights the shortcomings of Skyline in both literacy and math performance, indicating that this curriculum lacks essential components like comprehensive language acquisition, vocabulary, and grammar. Experienced teachers adeptly integrate supplemental resources such as McGraw Hill (Writers' Choice) and Sadlier to address these deficiencies, while newer teachers may require additional support in resource identification and integration. In the field of science, it's evident that our high school entrants lack critical science skills and laboratory experience, posing challenges for novice teachers unfamiliar with supplemental materials. Skyline's limitations in unpacking the Next Generation Science Standards hinder students' ability to bridge theory and practical experience. Our FUSE program, an alternative approach emphasizing hands-on science and engineering, has effectively engaged students by minimizing traditional lectures. In the 2023 academic year, we delved into professional reading with "Rigor is not a 4 Letter Word" to enhance rigor in formative and summative assessments. While data from the FOT/SOT and grade reports indicate that the majority of students (80%) are making satisfactory academic progressing toward graduation, they are not performing well on standardized achievement tests that access college readiness skills. our team consensus leans toward exploring digital and electronic resources for alignment with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and College Readiness Standards. Our focus now shifts more towards utilizing practice data, leveraging the STAR 360 assessment, and incorporating Freckle and IXL for reading and math interventions to address the achievement gapWhile we have adopted the Skyline Curriculum which known for its cultural relevance, it is a new curriculum that is predominantly used by our core teachers. However, the PSAT data highlights the shortcomings of Skyline in both literacy and math performance, indicating that this curriculum lacks essential components like comprehensive language acquisition, vocabulary, and grammar. Experienced teachers adeptly integrate supplemental resources such as McGraw Hill (Writers' Choice) and Sadlier to address these deficiencies, while newer teachers may require additional support in resource identification and integration. In the field of science, it's evident that our high school entrants lack critical science skills and laboratory experience, posing challenges for novice teachers unfamiliar with supplemental materials. Skyline's limitations in unpacking the Next Generation Science Standards hinder students' ability to bridge theory and practical experience. Our FUSE program, an alternative approach emphasizing hands-on science and engineering, has effectively engaged students by minimizing traditional lectures. 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Our focus now shifts more towards utilizing practice data, leveraging the STAR 360 assessment, and incorporating Freckle and IXL for reading and math interventions to address the achievement gapThe data from the 5 Essentials survey suggests a consistent decline in the quality of student discussion and a decrease in academic press, with minimal growth at best in English and math instruction. The ILT consists of grade level leads, dept'l chairs, teacher leaders leads who are instrumental in leading professional development, participate in learning or rigor walks. The Cultivate data (Qualitative & quantitative (reflects that students are less enthused by lectures. The data reflects that want more hands on, real life learning experiences that require them to work in groups or on teams with visual aids, powerpoint slides, movies, videos that connect to their lessons and makes the Skyline curriculum and lessons come to life via experiential learning. In SY' 2024, we will restruture the ILT with a renewed focus on data driven decision making, curriculum & assessments via multiple digital platforms. Although teachers attend teacher team meetings and	iReady (Reading)
				iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		Cultivate
		Distributed Leadership Foundational Pillars		Grades
				ACCESS
		Customized Balanced Assessment Plan		TS Gold

| 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. | ES Assessment Plan Development Guide

HS Assessment Plan Development Guide | platforms. Although teachers attend teacher team meetings and collaborate in Teacher teams to develop STEM projects, they have expressed the need to engage in vertical alignment via their respective content teams Teachers are given the autonomy to collaborate and utilize the tools provided by the leadership. The ILT for the 2023/24 will expand its ranks by including various teacher leaders from all pedagogies within the building. Grade level teams meet once monthly to collaborate and discuss student progress. After reviewing student centered cultivating data to the following categories we are focusing on ensuring the learning environment meets the conditions that are needed for students to learn. The three catergories are Feedback for Growth, Classroom Community, and Teacher Support. Focusing on this three categories will allow us to enhance the the classroom inner core and improve student centered practice data. We will incorporate the following stategies to ensure implementation throughout the school year: Profesional Development with focus on educational technology, Revisiting Policies & Procedures, and Transparency. Currently, students have concerns about disruptions in classrooms and disconnection in the classroom. In order to allow for schoolwide SEL, students will provide feedback and this data will be submitted from the JROTC cadet staff. Teachers/Staff can continue to work on building relationships with students and working with "Calm Classroom" procedures to ensure students can connect with staff and teachers. | Interim Assessment Data |

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 | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | Based on SY' 2023 Rigor walk data & Cultivate data, we began the work with student engagement, focusing on Gradual Release. We partner with Skyline Consultants to breakdown the LSI Rigor Rubric and gain a bettter understanding of the expectations for teachers related to the release of instruction for students (Domain 1 & 3). We will begin SY' 2024 with increased focus on practice data by implementing schoolwide STAR 360 testing, identifying tier 2 & 3 interventions in both literacy and math. Two interventionists will either push in or pull students out of the class for on-going literacy and math small group instruction. We will also rely on the support of SAGA math tutors to support small group instruction. Although there has been a push to increase cognitive demand in the core & non core classrooms, the reality is that there are some students who may struggle with SEL as tasks become more rigorous. Additionally, some teachers need more instructional strategies, access to tools and on-going professional development on how to structure lessons to bring life to instruction using the Skyline curriculum. |

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.

A significant gap exists between student achievement scores on college readiness assessments and current grades indicating they are on track for graduation. The SAT and PSAT data across grade levels consistently reveal a trend of students not meeting benchmarks in reading, writiing, and math skills. This gap is particularly pronounced in math, where the vast majority of students need to strengthen their skills. A substantial percentage of students in grades 9th to 11th are not meeting any benchmarks, neither in math nor reading, which raises questions about their preparedness for post-secondary education and their ability to succeed in college-level coursework. While there has been an emphasis on increasing cognitive demand in classrooms and releasing instruction to students, the data underscores the need to support students with SEL as the tasks become more rigorous. Teachers require additional educational technology, instructional strategies & tools, and ongoing professional development to effectively implement the Skyline curriculum and structure or re-structure lessons that provides productive struggle, opportunities to work collaboratively and encourages student engagement.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	As it relates to supportive learning environments, CMA-B teachers provide Strive Days on Friday. This is the day that students recover assignments from the quarter. Strive Days are ot designed to identify skill deficits and address tiering of students. There is no universal support system that we have used with fidelity other than STRIVE Days. If students miss a STRIVE day, they are required to recover assignments independent of the teachers. Lack of support for students has led to nearly 5% decrease in C's or better rate (71.9%), FOT (79%)and & SOT (80%), There is no after school tutoring program to support students academically.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** The ELPT analyzes ACCESS scores to determine students' English proficiency in language domains (E.g. Listening, Reading, Speaking, Writing, & overall score). The parents of newly enrolled students are required to take a Home Language Survey. A "yes" response to one of the survey questions will trigger the EL Screener to determine their level of English proficiency. The BOY ACCESS exam is administered annually at the start of the 2nd semester. The ELPT supports teachers with differentiation of EL instruction & assessments, as well as supports & collaborates with classroom teachers, core departments on curriculum, accomodations or modifications, & MTSS interventions for ELs;. The ELPT develops and creates lesson plans in collaboration with the teachers. All instruction in English includes appropriate supports and modifications for EL's level of proficiency, including their native language to the extent possible, via Push-In and/or Pull-Out approaches. Prior to finalization of master schedule, the case manager & the counseling department audited every DL's (Diverse Learner) student's IEP to identify mandated core content service minutes in the gen ed setting. DL students who have the requisite service minutes written in their IEP's are enrolled in CTT classrooms where a gen-ed teacher is paired with an LBS-1 to provide accommodations. Students enrolled in CTT classes are paired in smaller groups to work on academic deficiencies, while still receiving grade level curriculum in a gen-ed setting. Students and parents report they want more consistency in parent contatct as well as accepting late work and grading policies to ensure that students know what to expect in every class. Bi weekly, admin pulls ASPEN report entitled "Latest Grade Report". Additionally, as a 2nd layer of support, every five weeks we conduct a Grade Book audit. DL students are required to audit their service providers in reviewing the students' attendance and grades at least bi weekly to provide an additional layer and establish a dual layer of support. Some teachers and staff offered after school tutoring to support students who	
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		

Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

and staff offered after school tutoring to support students who require additional assistance in their courses. Although CPS policy requires that teachers enter (1) grade per week, some teachers fail to comply with the standard. Historically, IEP meetings were created without the gen-ed teachers due to teachers who fail to complete required Collaboration logs.

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 ELPT has been instrumental in re-establishing a BAC for Year 2. The case manager has been more intentional about engaging teachers & admin in IEP or team meetings to ensure that all stakeholders understand & meet the needs of our ELs/DLs to ensure school success. All students (ELs/DLs have taken the BOY Star 360 in Math/ELA to identify skill deficits. This diagnostic assessment, our CTT teachers can better identify students strengths and instructional needs for small group instruction. STAR 360 will occur at the BOY, MOY, and EOY in order to identify and specify skills deficits.

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.

There is a need to develop a more effective and student centered learning environment that focuses on supporting students academically to ensure that we are meeting the needs of all students.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	SY' 2023 data reflects that most students attend school at a rate of 82%., a slight increase from SY'2022 but there are still students who are either not committed or not connected to school. There are also students who may be distracted by outside factors perhaps in their homes and/or personal lives while at school. Encouragingly, the data from the 2023 school year reflects a significant reduction in the number of disciplinary infractions compared to prior years. In the past, most infractions occurred in the cafeteria, but the recent data indicates a shift, with a majority of infractions now taking place during classroom instruction. The most common reported infraction is failure to abide by school rules and inappropriate behaviors - specifically horseplay during classroom instruction and in the hallways. The school's top responses to tier 1 disciplinary infractions is primarily restorative, corrective conversations and OSS for students who frequently engage in these disruptive behaviors. The least common reported school response to disciplinary infractions is ISS and parent conferences This shift underscores the importance of nurturing positive student-teacher relationships and highlights the need for continued efforts to address SEL and behavioral health within the classroom setting as well as increased parental involvement.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	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?** 5Essentials data indicates that relational trust between student-teacher, teacher-parent, teacher - teacher, teacher - admin has decreased The Cultivate Data and student interview suggests peer relationships are stronger. A Culture & Climate team focuses on Tier 1 structures to create a positive & supportive environment. This team includes the dean, social worker, counselors, case manager and a JROTC instructor(s). The BHT & Culture - Climate team develop Tier 1, 2, and 3 school-wide supports based on SY 2023 data with quarterly revisions to adapt to the school's evolving needs. Tier 1 SEL instruction is deliverd via JROTC courses. Calm classroom is implemented in some classrooms as Healing-centered supports, while Peace Circles, Behavioral Reflections, Peer Jury, and JAG are offered as tier 2 supports. Additionally, some teachers incorporate SEL in the classroom through the Skyline curriculum as a foundation to expand (SEL) methods and strategies. In SY' 2022, student participation in after school sports/athletics has increased significantly. After school opportunities include OST mentoring programs such as Men of Distinction, Phenomenal Women, as well as Poetry Club, Debate club, and After School Matters (ASM). At least 50% of students who are engaged in after school programs attend school on a regular basis. Students with extended absences or chronic absenteeism (roughly 18%) require a different type of support. Monthly attendance incentives are awarded to students with 90% or better attendance or most improved attendance. It is challenging to identify incentives for students who rarely attend school. We have a growing population of students who identify as LGBTQ+, qualifty for the National Honor Society, want a Student Voice Committee, but there is no adult sponsor. In SY' 2023, we did not have a functioning Parent Advisory Council. There is a need to identify and better understand what interests our students, teachers and staff, create re-entry plans for the chronically absent students) discipline, reinforce restorative practices and identify family engagement strategies	
No	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.

A substantial portion of our student body face a myriad of unknown challenges evident based on attendance rates (chronic or extended absenteeism). Some of students require a different level of support beyond our current monthly attendance incentives, which are effective for those with better attendance but less so for those who rarely or sporadically attend school. This issue is compounded by distractions in their homes or personal lives

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?

In SY' 2024, the culture and climate team is inclusive of various team member or stakeholders of multiple teams across the school (BHT, attendance, Counseling, CIWP team) for intential overlap that ensures there is triangulation of data sources and awareness of all resources available to students for

attend school. This issue is compounded by distractions in their homes or personal lives, affecting their commitment and connection to their peers, teachers and school as a whole. There is a concerning trend of minor disciplinary infractions occurring during classroom instruction and a need to increase restorative, corrective conversations delivered in the classroom by the teacher(s) and during In School Suspensions, which will ultimately improve attendance, foster inclusivity in the classroom and across the school, and enhance student engagement, all while nurturing positive relationships from student-teacher, teacher-parent, teacher-teacher, and teacher-admin. Students require more stringent consequences to infractions coupled with a reflection period and restorative conversations. Students lack adult mentors and teacher who they trust and can effectively communicate their SEL needs during instruction and throughout the school day. What is trust? What does that mean to a student? Daily class essons should include more scaffolding and differentiation Students want the lessons to be tied to an end of a unit or semester field trip - get out of the class and more real life opportunities for hands on learning to bring the lesson to life! Also, making student led announcements in the morning or afternoon; Allow students to highlight their knowledge of STEM - what they are doing in the classroom or outside? How they are using STEM?

and awareness of all resources available to students for school success.

Postsecondary Success

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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)	College enrollment and persistence is approximately 60%. We have a PLT that meets 2X per month, comprised of (2) counselors one teacher who teachers senior seminar, which has been crucial to achieving 60% college enrollment. It is rare that teachers attend PLT meetings, despite invitations. Most teachers do not attend meetings scheduled during scholl due to the demands of classroom instruction and lesson planning. Lack of teacher support and engagement with the PLT suggests that some teachers may lack awareness or could be insensitive to the needs of students (soft skills, SEL support) for post secondary success.	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| 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?**

There is a need for a greater push in Early College Credentials to ensure that graduates enter college with college credits. Currently we have partnered with Kennedy King College for dual credit courses that ensures students will graduate CMA-B with a minimum of at least 9 credits towards their college diploma. However, it is difficult to schedule dual credit classes for in-person instruction with our 100 minute (A-B day) block schedule and most of our students perform lower in virtual or asynchronous courses. Currently, dual credit courses at CMA-B are taught virtually - the only option for students. If the virutal option does not exist, CMA-B will offer AP courses. The challenge with AP courses is that most students are unsuccessful with passing the AP Exam. As a direct result, dual credit is more attractive for CMA-B to ensure that we improve college enrollment and persistence. | |
| 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). | | | |
| 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?**

All students receive post secondary lessons and opportunities for college & career planning. We partner with iMentor and ISAC for juniors and seniors to host IMPACT Days for the sole purpose of assisting students with college applications and FAFSA workshops. This ensures that students have the SEL support required to develop a solid post secondary plan, particulary for tier 2 and 3 students who need more guidance in identifying college & career options. or students who need financial assitance. (undocumented students). Our freshmen and sophomores have opportunites to think about college via ILP tasks that address post secondary planning but most college trips are geared towards juniors and seniors. | |
| 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 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.

First generation college students may lack confidence and grit required in applying for college. Due to low gpas and lack of growth on SAT, some students may feel or visualize college is unobtainable. Instead, students may see the post secondary plan as compliance metric.

Partnership & Engagement

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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	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
Select Rating	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

The 5Es report for SY' 2023 reflects that their has been a decline in teacher-parent & student-teacher trust. More than 50% of students have parents who do not attend parent conferences, PAC/BAC meetings, or school sponsored events. Most parents work outside of the home or have family obligations that prevent them from attending school sponsored functions such as ALSC/PAC/BAC meetings. The data reflects that fewer than 50% of parents have access to parent portal to monitor grades and daily attendance. We have recently hired a school community representative, but the focus this role is on student enrollment, particularly at the freshmen level. ✍️

What is the feedback from your stakeholders?

Parents report that they want fun activities as opposed to sit & get activities. CMA-B became a STEM school without the buy-in from teachers and parents. Without buy-in, it is a challenge to develop commuity partnerships that ensures students have exposure to STEM focused careers and opportunities. We have assemblies during and after school to engage the parents, but less than 50% of parents attend these assemblies due to work or family obligations in the home. ✍️

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 recently hired (1) school community representative, but the focus of this role is on student enrollment, particularly at the freshmen level. Recruitment data suggests that we have more students in the freshmen class of 2027 than any other grade level for SY' 2023. ✍️

Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)
(School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board
(School Level Data)

Formal and informal family and community feedback received locally.
(School Level Data)

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.

Lack of parental involvement: More than 50% of parents do not attend parent conferences, PAC meetings, or school sponsored events. There is a need to have hire an additiional school community representative who will focus solely on parent and community parnterships to increase parent portal rates. We will expand the role of the school community representative to plan activities to interest & engage parents and the community at large. We are a STEM school and we do not have an industry partner which limits student exposure to STEM fields. ✍️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

SY' 2023 data reflects that most students attend school at a rate of 82%., a slight increase from SY'2022 but there are still students who are either not committed or not connected to school. There are also students who may be distracted by outside factors perhaps in their homes and/or personal lives while at school.   Encouragingly, the data from the 2023 school year reflects a significant reduction in the number of disciplinary infractions compared to prior years. In the past, most infractions occurred in the cafeteria, but the recent data indicates a shift, with a majority of infractions now taking place during classroom instruction. The most common reported infraction is failure to abide by school rules and inappropriate behaviors - specifically horseplay during classroom instruction and in the hallways. The school's top responses to tier 1 disciplinary infractions is primarily restorative, corrective conversations and OSS for students who frequently engage in these disruptive behaviors. The least common reported school response to disciplinary infractions is ISS and parent conferences This shift underscores the importance of nurturing positive student-teacher relationships and highlights the need for continued efforts to address SEL and behavioral health within the classroom setting as well as increased parental involvement.

What is the feedback from your stakeholders?

5Essentials data indicates that relational trust between student-teacher, teacher-parent, teacher - teacher, teacher - admin has decreased The Cultivate Data and student interview suggests peer relationships are stronger. A Culture & Climate team focuses on Tier 1 structures to create a positive & supportive environment. This team includes the dean, social worker, counselors, case manager and a JROTC instructor(s). The BHT & Culture - Climate team develop Tier 1, 2, and 3 school-wide supports based on SY 2023 data with quarterly revisions to adapt to the school's evolving needs. Tier 1 SEL instruction is deliverd via JROTC courses. Calm classroom is implemented in some classrooms as Healing-centered supports, while Peace Circles, Behavioral Reflections, Peer Jury, and JAG are offered as tier 2 supports. Additionally, some teachers incorporate SEL in the classroom through the Skyline curriculum as a foundation to expand (SEL) methods and strategies.
In SY' 2022, student participation in after school sports/athtletics has increased signficantly. After school opportunities include OST mentoring programs such as Men of Distinction, Phenomenal Women, as well as Poetry Club, Debate club, and After School Matters (ASM). At least 50% of students who are engaged in after school programs attend school on a regular basis. Students with extended absences or chronic absenteeism (roughly 18%) require a different type of support. Monthly attendance incentives are awarded to students with 90% or better attendance or most improved attendance. It is challenging to identify incentives for students who rarely attend school.   We have a growing population of students who identify as LGBTQ+, qualifty for the National Honor Society, want a Student Voice Committee, but there is no adult sponsor. In SY' 2023, we did not have a functioning Parent Advisory Council. There is a need to identify and better understand what interests our students, teachers and staff, create re-entry plans for the chronically absent students) discipline, reinforce restorative practices and identify family engagement strategies

What student-centered problems have surfaced during this reflection?

A substantial portion of our student body face a myriad of unknown challenges evident based on attendance rates (chronic or extended absenteeism). Some of students require a different level of support beyond our current monthly attendance incentives, which are effective for those with better attendance but less so for those who rarely or sporadically attend school. This issue is compounded by distractions in their homes or personal lives, affecting their commitment and connection to their peers, teachers and school as a whole. There is a concerning trend of minor disciplinary infractions occurring during classroom instruction and a need to increase restorative, corrective conversations delivered in the classroom by the teacher(s) and during In School Suspensions, which will ultimately improve attendance, foster inclusivity in the classroom and across the school, and enhance student engagement, all while nurturing positive relationships from student-teacher, teacher-parent, teacher-teacher, and teacher-admin. Students require more stringent consequences to infractions coupled with a reflection period and restorative conversations. Students lack adult mentors and teacher who they trust and can effectively communicate their SEL needs during instruction and throughout the school day. What is trust? What does that mean to a student? Daily class essons should include more scaffolding and differentiation Students want the lessons to be tied to an end of a unit or semester field trip - get out of the class and more real life opportunities for hands on learning to bring the lesson to life! Also, making student led announcements in the morning or afternoon; Allow students to highlight their knowledge of STEM - what they are doing in the classroom or outside? How they are using STEM?

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?

In SY' 2024, the culture and climate team is inclusive of various team member or stakeholders of multiple teams across the school (BHT, attendance, Counseling, CIWP team) for intential overlap that ensures there is triangulation of data sources and awareness of all resources available to students for school success.

Determine Priorities

Return to Top

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

Students...

There is a need to build communi in the classroom positive, trusting relationships due to a lack of supportive structures in the school that impacts the students' **commitment and connection to** their peers, teachers and school as a whole.

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

Return to Top

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

As adults in the building, we...

The cadets need mentorship. There is a growing trend of minor disiplinary infractions occuring during instruction inside of the classroom and a need for teachers and all adults to engage in collective responsibility to address students with restorative corrective conversations inside and beyond the classroom (ISS), and seize opportunities for mentoring

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.

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

Connectedness & Wellbeing

conversations inside and beyond the classroom (ISS), and seize opportunities for mentoring via OST programs to foster inclusivity in the classroom and across the school, and enhance overall student engagement, all while nurturing positive relationships.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

If we do … Establish a robust mentoring program for students (Tier I) that includes JROTC, teachers, students, parents a (Led by Culture & Climate & BHT) and provide professional development in classroom management, SEL, & DEI strategies,

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....

Stronger relationships, connections and overall improvement in student/staff wellbeing

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...

 increased relational trust rated "Strong" for "Supportive Environment" and "Relational Trust" on 5Es Metrics for students-teachers, studet-student, parent-teacher and teacher-admin, and "classroom community & supportive teaching" rated "mostly true" on the Cultivate Survey SY' 2024 coupled with a 20% reduction in OSS suspensions.

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 ✍️

Culture Climate/BHT (Dade/Johnson/Mendoza/Rivers)

Dates for Progress Monitoring Check Ins

Q1	10/25/2023		Q3	2/7/2024
Q2	12/13/23		Q4	4/17/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By June 2024, 50% of students will rate supportive environment and identify (1) trusted adult as a result of theSchoolwide Mentoring Program	BHT/Counseling	6/1/24	Not Started
Action Step 1	Each student is assigned to a mentor group with 1-2 adult mentors in school	BHT/Counseling	9/21/23	Not Started
Action Step 2	Develop a survey for students to identify needs related to adult mentorship.	BHT/Counseling	9/21/23	Not Started
Action Step 3	Choose multiple dates over Semester 1 & 2 for on-going schoolwide mentoring	BHT/Counseling	9/21/23	Not Started
Action Step 4	Create multiple lesson plans fo adult mentor to develop meaningful relationships during mentor meetings over the course of SEMESTER 1 and 2.	Counseling	9/21/23	Not Started
Action Step 5				Select Status
Implementation Milestone 2	By June 2024, 100% of teachers will have cultural competence & DEI training for Teachers & Staff	Single Story (Partners)	8/15/23	In Progress
Action Step 1	Partner with Single Story, Inc. to develop a plan for cultural competence training to build relational trust with teachers.	Single Story (Partners)	7/1/23	Completed
Action Step 2	Collaborate with Single Story to plan (3) retreats (SEED seminars for teachers/staff to self reflect and have open dialogue to exploretopics such as race, gender, ethnicity, sexual orientation, socioeconomic status, privilege, systems of oppression, etc.	Single Story (Partners)	8/30/23	In Progress
Action Step 3	Teachers and staff will engage in SEED seminar to unpack events from their personal live that influenced the way they think, their system of beliefs and values	All teachers and staff, admin	09/22/23	Not Started
Action Step 4	Single Story will provide individual support sessions for self-care, identity & leadership development as well as 1-1 coaching for individuals who wish to sharpen their DEI skills.	All teachers and staff, admin	10/1/23	Not Started
Action Step 5				Select Status
Implementation Milestone 3	By June 2024, we will increase relational Trust & supportive environment ratings to "Strong" from teacher-teacher & teacher-parent & teacher to student.	All teachers & Staff, admin	8/15/23	In Progress
Action Step 1	Teams of Teachers and staff will work collaboratively in team buildig activities to build relational trust	All teachers & staff, admi	8/15/23	In Progress
Action Step 2	1-1 Empathy sessions with administrators to engage staff in open dialogues	All teachers & staff and admin	10/1/23	In Progress

Action Step 3	Establish clear communication channels for teachers to communicate with adminstrators (surveys, suggestion boxes, etc._	Principal, AP, teachers & staff	10/1/23	Not Started
Action Step 4	Re-establish newsletter "Eagles Rising" for staff, parents, cadets	Principal, AP, teachers & staff	9/18/23	Not Started
Action Step 5				Select Status
Implementation Milestone 4	By June 2024, 50% of teachers will model expectations to achieve level 3 stage as indicated by SEL rubric ti reduce .	Principal, AP, teachers	6/1/24	In Progress
Action Step 1	Provide professional development to all staff members on building relationships with students through use of Calm Classroom/Skyline.	Principal, AP Culture climate team/ teachers & staff	10/1/24	Not Started
Action Step 2	Teachers will submit a solid classroom managment plan with clear expectations and restorative practices to decrease minor displinary infractions.	Principal, AP Culture climate team/ teachers & staff	10/1/24	In Progress
Action Step 3	Teachers and staff will parcipate in Cultre & Climate walkthroughs using the SEL rubric.	Culture & Climate team	10/1/24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | By June 2025, we will see a 10% decrease in Group 1-3 disciplinary infractions and OSS suspensions by modeling positive behavior and effective classroom management plans, measured by discipline data in Dashboard | ✍️ |
| SY26 Anticipated Milestones | By June 2026, we will see a 20% decrease in Groups 1-3 disciplinary infrations and OSS suspensions by modeling positive behavior and effective classroom management plans, measured by discipline data in Dashboard. | ✍️ |

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Decrease Out of school suspensions by 10%. - 20%	Yes	Reduction in OSS per 100	Overall				
			Select Group or Overall				
Decrease in Level 1 - 3 disciplinary infractions by 10% - 20%	Yes	Other	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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By June 2024, all teachers will teach the SEL curricula to build stronger relationships as evidenced by 60% of students rating 'supportive teaching and classroom' as "mostly true" on the Cultivate Survey.	By June 2025, all teachers will teach the SEL curricula to build stronger relationships as evidenced by 60% of students rating 'supportive teaching and classroom' as "mostly true" on the Cultivate Survey.	By June 2026, all teachers will teach the SEL curricula to build stronger relationships as evidenced by 60% of students rating 'supportive teaching and classroom' as "mostly true" on the Cultivate Survey. .
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By June 2024, all teachers will set classroom expectations for positive behavior and provide restorative conversations in response to Group 1-3 disciplinary infractions and reduce OSS by 20%.	By June 2025, all teachers will set classroom expectations for positive behavior and provide restorative conversations in response to Group 1-3 disciplinary infractions and reduce OSS by 30%.	By June 2026, all teachers will set classroom expectations for positive behavior and provide restorative conversations in response to Group 1-3 disciplinary infractions and reduce OSS by 40%.

Connectedness & Wellbeing

| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | By June 2024, 50% of classrooms will achieve a score 3 on the SEL rubric during Culture & Climate WalkThroughs. | By June 2025, 75% of classrooms will achieve a score 3 on the SEL rubric during Culture & Climate WalkThroughs. | By June 2026, 100% of classrooms will achieve a score 3 on the SEL rubric during Culture & Climate WalkThroughs. |

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Decrease Out of school suspensions by 10%. - 20%	Reduction in OSS per 100	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Decrease in Level 1 - 3 disciplinary infractions by 10% - 20%	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	By June 2024, all teachers will teach the SEL curricula to build stronger relationships as evidenced by 60% of students rating 'supportive teaching and classroom' as "mostly true" on the Cultivate Survey.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By June 2024, all teachers will set classroom expectations for positive behavior and provide restorative conversations in response to Group 1-3 disciplinary infractions and reduce OSS by 20%.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	By June 2024, 50% of classrooms will achieve a score 3 on the SEL rubric during Culture & Climate WalkThroughs.	Select Status	Select Status	Select Status	Select Status

The "Progress Monitoring" header spans Quarter 1–Quarter 4 above the Practice Goals section.

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?

CMA-B adopted the Skyline curriclum in SY' 2023. Ther is no Fine arts curriculum - no access to technology, visual arts nor music curriculum Like most schools, we have relied heavily on SAT data in the past to identify curriculum & skill strengths/deficits to close the achievement gap.. The SAT data (at the junior level) reflects that 35% met the ERW benchmark, 19% are approaching the benchmark and 46% need to strengthen skills. In math, only 4% met the benchmark, 4% are approaching and 93% need to strenthen math skills. The PSAT10 data (at the sophomore level) reflects that 26% of students met the ERW benchmark, 6% are approaching the benchmark, and 68% need to strengthen skills. In math, the PSAT10 data suggests that 6% of students are meeting the bennchmark, with 17% approaching the benchmark and 77% of students need to strenthen math skills. The PSAT9 data reflect that 39% of students at the freshman level met the ERW benchmark, 10% are approaching the benchmark, and 51% need to sharpen their skills in reading. While the math data in PSAT9 suggests 10% met the benchmark, only 2% are approaching the benchmark and 88% need to strengthen math skills. Roughly 60- 74% of students in grades 9th - 11th met no benchmarks - neither math nor reading.

What is the feedback from your stakeholders?

While teachers have adopted the Skyline Curriculum which known for its cultural relevance, it is a new curriculum that is predominantly used by the core teachers. However, the PSAT data highlights the shortcomings of Skyline in both literacy and math performance, indicating that this curriculum lacks essential components like comprehensive language acquisition, vocabulary, and grammar. Experienced teachers adeptly integrate supplemental resources such as McGraw Hill (Writers' Choice) and Sadlier to address these deficiencies, while newer teachers may require additional support in resource identification and integration. In the field of science, it's evident that our high school entrants lack critical science skills and laboratory experience, posing challenges for novice teachers unfamiliar with supplemental materials. Skyline's limitations in unpacking the Next Generation Science Standards hinder students' ability to bridge theory and practical experience. Our FUSE program, an alternative approach emphasizing hands-on science and engineering, has effectively engaged students by minimizing traditional lectures. In the 2023 academic year, we delved into professional reading with "Rigor is not a 4 Letter Word" to enhance rigor in formative and summative assessments. While data from the FOT/SOT and grade reports indicate that the majority of students (80%) are making satisfactory academic progressing toward graduation, they are not performing well on standardized achievement tests that access college readiness skills.   our team consensus leans toward exploring digital and electronic resources for alignment with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and College Readiness Standards. Our focus now shifts more towards utilizing practice data, leveraging the STAR 360 assessment, and incorporating Freckle and IXL for reading and math interventions to address the achievement gapWhile we have adopted the Skyline Curriculum which known for its cultural relevance, it is a new curriculum that is predominantly used by our core teachers. However, the PSAT data highlights the shortcomings of Skyline in both literacy and math performance, indicating that this curriculum lacks essential components like comprehensive language acquisition, vocabulary, and grammar. Experienced teachers adeptly integrate supplemental resources such as McGraw Hill (Writers' Choice) and Sadlier to address these deficiencies, while newer teachers may require additional support in resource identification and integration. In the field of science, it's evident that our high school entrants lack critical science skills and laboratory experience, posing challenges for novice teachers unfamiliar with supplemental materials. Skyline's limitations in unpacking the Next Generation Science Standards hinder students' ability to bridge theory and practical experience. Our FUSE program, an alternative approach emphasizing hands-on science and engineering, has effectively engaged students by minimizing traditional lectures. In the 2023 academic year, we delved into professional reading with "Rigor is not a 4 Letter Word" to enhance rigor in formative and summative assessments. While data from the FOT/SOT and grade reports indicate that the majority of students (80%) are making satisfactory academic progressing toward graduation, they are not performing well on standardized achievement tests that access college readiness skills.   our team consensus leans toward exploring digital and electronic resources for alignment with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and College Readiness Standards. Our focus now shifts more towards utilizing practice data, leveraging the STAR 360 assessment, and incorporating Freckle and IXL for reading and math interventions to address the achievement gapThe data from the 5 Essentials survey suggests a consistent decline in the quality of student discussion and a decrease in academic press, with minimal growth at best in English and math instruction. The ILT consists of grade level leads, dept'l chairs, teacher leaders leads who are instrumental in leading professional development, participate in learning or rigor walks. The Cultivate data (Qualitative & quantitative (reflects that students are less enthused by lectures. The data reflects that want more hands on, real life learning experiences that require them to work in groups or on teams with visual aids, powerpoint slides, movies, videos that connect to their lessons and makes the Skyline curriculum and lessons come to life via experiential learning.   In SY' 2024, we will restruture the ILT with a renewed focus on data driven decision making, curriculum & assessments via multiple digital platforms. Although teachers attend teacher team meetings and collaborate in Teacher teams to develop STEM projects, they have expressed the need to engage in vertical alignment via their respective content teams Teachers are given the autonomy to collaborate and utilize the tools provided by the leadership. The ILT for the 2023/24 will expand its ranks by including various teacher leaders from all pedagogies within the building. Grade level teams meet once monthly to collaborate and discuss student progress.
After reviewing student centered cultivating data to the following categories we are focusing on ensuring the learning environment meets the conditions that are needed for students to learn. The three catergories are Feedback for Growth, Classroom Community, and Teacher Support. Focusing on this three categories will allow us to enhance the the classroom inner core and improve student centered practice data. We will incorporate the following stategies to ensure implementation throughout the school year: Profesional Development with focus on educational technology, Revisiting Policies & Procedures, and Transparency. Currently, students have concerns about disruptions in classrooms and disconnection in the classroom. In order to allow for schoolwide SEL, students will provide feedback and this data will be submitted from the JROTC cadet staff. Teachers/Staff can continue to work on building relationships with students and working with "Calm Classroom" procedures to ensure students can connect with staff and teachers.

What student-centered problems have surfaced during this reflection?

A significant gap exists between student achievement scores on college readiness assessments and current grades indicating they are on track for graduation. The SAT and PSAT data across grade levels consistently reveal a trend of students not meeting benchmarks in reading, writiing, and math skills. This gap is particularly pronounced in math, where the vast majority of students need to strengthen their skills. A substantial percentage of students in grades 9th to 11th are not meeting any benchmarks, neither in math nor reading, which raises questions about their preparedness for post-secondary education and their ability to succeed in college-level coursework. While there has been an emphasis on increasing

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?

Based on SY' 2023 Rigor walk data & Cultivate data, we began the work with student engagement, focusing on Gradual Release. We partner with Skyline Consultants to breakdown the LSI Rigor Rubric and gain a bettter understanding of the expectations for teachers related to the release of instruction for students (Domain 1 & 3). We will begin SY' 2024 with increased focus on practice data by implementing schoolwide STAR 360 testing, identifying tier 2 & 3 interventions in both literacy and math. Two interventionists will either push in or pull students out of the class for on-going literacy and math small group instruction. We will also rely on the support of SAGA math tutors to support small group instruction. Although there has been a push to increase cognitive demand in the core & non core classrooms, the

cognitive demand in classrooms and releasing instruction to students, the data underscores the need to support students with SEL as tasks become more rigorous. Teachers require additional educational technology, instructional strategies & tools, and ongoing professional development to effectively implement the Skyline curriculum and structure or re-structure lessons that provides productive struggle, opportunities to work collaboratively and encourages student engagement.

reality is that there are some students who may struggle with SEL as tasks become more rigorous. Additionally, some teachers need more instructional strategies, access to tools and on-going professional development on how to structure lessons to bring life to instruction using the Skyline curriculum.

Determine Priorities

Return to Top

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

Students...

Students have limited access to quality Tier 1 instruction infused with SEL , technology with opportunities for group /team work and efforts (via STRIVE Days) to provide tiered interventions with fidelty have fallen short in meeting their needs for college readiness.

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

Return to Top

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

As adults in the building, we...

As adults in the building, some of teachers do not currently have the capacity and/or resources to supplement the curriculum for vocabulary, language acquisition. grammar, and comprehension. There is a need to purchase educational technology such as IXL or iReady to support literacy as well as implement Common Lit, and provide professional development for teachers who require more support to effectively utilize the the Freckle Math platform required to close the achievement gap in literacy and math, respectively.

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

Return to Top

What is your Theory of Action?

If we....

focus on providing students with quality Tier 1 instruction using Skyline, with a focus on gradual release, meaningful tasks for productive struggle, social-emotional learning (SEL), measuring academic growth through the implementation of DDI cycles, and on-going professional development for teachers on the Skyline curriculum coupled with Checkpoint for quality formative assessments and technology integration for progress monitoring

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....

a increase in student mastery of literacy and math college readiness skills

which leads to...

10% yearly increase of students at each grade level meeting or exceeding the benchmarks in STAR reading or math.

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 ✍️

Charessa McNeal, Assistant Principal

Dates for Progress Monitoring Check Ins

Q1	10/25/2023	Q3	2/7/2024
Q2	12/13/23	Q4	4/17/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — By June 2024, 100% core teachers will engage in 1-1 DDI conversations.	Principal/AP/ Teachers/Interventionists	10/1/23	In Progress
Action Step 1 — Utilize the STAR 360 Assessment to collect valuable data on students' academic needs and growth	Core Teachers (ELA & Math)	9/6/23	In Progress

Action Step 2	Provide professional development on disaggregating STAR 360 data reports.	Core Teachers (ELA & Math)	9/18/23	In Progress
Action Step 3	Analyze assessment results to identify specific areas of improvement, achievement gaps, and individual student needs.	Core Teachers (ELA & Math)	9/18/23	In Progress
Action Step 4	Use this data to inform instructional decisions and create targeted intervention plans	Core Teachers (ELA & Math)	10/2/23	Not Started
Action Step 5	Set literacy & math goals with students on STAR 360 assessment.	Core Teachers (ELA & Math)	10/2/23	Not Started
Implementation Milestone 2	By June 2024, rigor walk will reflect an increase in student engagement from 27% to 80% "agree" using the LSI rubric.	Principal/AP/ Core Teachers/Interventionists	11/2/23	Not Started
Action Step 1	Provide professional development on Freckle Math & IXL	Principal/AP/ Core Teachers/Interventionists	10/1/23	Not Started
Action Step 2	Engage students with skills using IXL or Freckle Math weekly for 3 weeks to support tiered Interventions.	Core Teachers/Interventionists	10/15/23	Not Started
Action Step 3	Monitor students' progress and reassess to measure growth quarterly.	Principal/AP/ Core Teachers/Interventionists	10/15/23	Not Started
Action Step 4	Create a professional learning cycle within the Yearlong PD plan to address small group instruction.	ILT/AP/Core teachers/ Interventionists	10/1/23	In Progress
Action Step 5	All teachers will engage with small group instruction and provide interventions, measure by bi-weekly pop in visits.	ILT/AP/Core teachers/ Interventionists	11/1/23	Select Status
Implementation Milestone 3	50% of teachers will utilize education technology to supplement the Skyline Curriculum to achieve 80% student engagement in meaningful learning experiences. .	Principal/AP/ Core Teachers/interventionists	10/1/23	Not Started
Action Step 1	Invest in educational techonology platforms to supplement the Skyline curriculoum.	Principal/AP/ILT	10/1/23	Not Started
Action Step 2	Integrate SEL lessons into the curriculum to support students' emotional well-being and foster a positive learning environment.	All teachers	on-going	In Progress
Action Step 3	Create an observation schedule for teachers and provide on-going coachig and feedback.	Principal/AP	9/18/23	Not Started
Action Step 4	Offer targeted PD and coaching to build teacher capacity to use tech platforms	on-going	10/1/23	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Not Started
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By June 2025 50% Core dept'l teams will engage in Vertical Alignment, Task development & Analysis (LASW Protocol) for student engagement in meaningful tasks	✍️
SY26 Anticipated Milestones	By June 2026, we will build the capacity of 50% of teachers to understand WIDA standards & Can Do descriptors and language objectives.	✍️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
10% of students at each grade level meet the benchmarks on STAR 360 by June 2024	Yes	MTSS Academic Tier Movement	Overall				
			Students with an IEP				
10% students at each grade level will meet the benchmarks on P/SAT math	Yes	PSAT (Math)	Overall				

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

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

Curriculum & Instruction

meet the benchmarks on P/SAT math.
by June 2024

Yes

PSAT (Math)

Students with an IEP

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.	By June 2024, 50% of teachers create formative assessments using Checkpoint to assess target skills and identify skill deficits in literacy & math..	By June 2025, 30% of teachers will create quality formative assessments using Checkpoint to assess target skills and identify skill deficits in literacy & math..	By June 2025, 20% of teachers will create quality formative assessments using Checkpoint to assess targeted skills and identify skill deficits in literacy & math..
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.	By June 2024, 30% of tier 3 students will meet their reading and math goals on STAR 360 assessment.	By June 2025, 45% of tier 3 students will meet their reading and math goals on STAR 360 assessment.	By June 2026, 60% of tier 3 students will meet their reading anad math goal on STAR 360 assessments.
C&I:2 Students experience grade-level, standards-aligned instruction.	By June 2024, 50% of teachers will engage students in small group instruction to target skill deficits.	By June 2025, 75% of teachers will engage students in small group instruction to target skill deficits.	By June 2025, 100% of teachers will engage students in small group instruction to target skill deficits.

| Return to Top | **SY24 Progress Monitoring** |

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
10% of students at each grade level meet the benchmarks on STAR 360 by June 2024	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
10% students at each grade level will meet the benchmarks on P/SAT math. by June 2024	PSAT (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	By June 2024, 50% of teachers create formative assessments using Checkpoint to assess target skills and identify skill deficits in literacy & math..	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By June 2024, 30% of tier 3 students will meet their reading and math goals on STAR 360 assessment.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	By June 2024, 50% of teachers will engage students in small group instruction to target skill deficits.	Select Status	Select Status	Select Status	Select Status

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Chicago Military Academy will conduct an annual meeting at a time convenient to parents to inform them of the school's participation in Title I programs . The ESSA Title I program requirements and their right to be involved in the Title I programs will be explained to the parents at the time of the Annual meeting. The school will also offer a number of additional parental involvement meetings , Professional training services including PAC meetings to encourage families to attend. First, the principal will review and collaborate on the Parent & Family Engagement plan during the PAC Organizational meeting. The tentative dates for both Title I Meeting and PAC organizational meeting will be held on Tuesday, September 26, 2023. In addition, the school will provide parents a report of their child's performance via quarterly reports cards and progress reports. The PSAT/SAT performance reports will be provided to parents/guardians. Cadet Leadership is established annually and they assist with goals and projects associated with academic achievement and skills development. CMA-B will also have a Cadet Voice Committee that will advise the principal on these matters. Secondly, the school will provide parents the opportunity to volunteer and participate in their child's classrooms. Parents will be allowed to participate in decisions relating to the education of their children. This will be done during Board of Governors and Parent Advisory Council Meetings. Finally, CMA-B will hold parent-teacher conferences at the same time as the 2023-2024 CPS calendar. The parent-teacher conferences will provide parents with frequent updates and reports on their child's progress. The following Parent Budget is designed to support the Family Engagement program: Food Supplies $200, Commodities Supplies $200, Postage $100, Services-Professional Administrative $727.00 Grand Total Tile I Funds $1227.00. The use of these funds will occur in consultation with parents.

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