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 👍
Sergio Rojas	AP	srojas6@cps.edu
Kristine Humer	Curriculum & Instruction Lead	kmhumer@cps.edu
Priscilla Gonzalez	Curriculum & Instruction Lead	pgarcia53@cps.edu
Wanda Reyes	Curriculum & Instruction Lead	WIRamos@cps.edu
Olga Daza	Teacher Leader	oldaza@cps.edu
Maria Miranda	Teacher Leader	MGMiranda@cps.edu
Alfredo Calderon	Teacher Leader	ACalderon2@cps.edu
Diego Leaños	Connectedness & Wellbeing Lead	DLeanos2@cps.edu
Marcia Lopez	Teacher Leader	MALopez1@cps.edu
Maricela Torres	Principal	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/26/23	7/13/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/21/23
Reflection: Connectedness & Wellbeing	7/24/23	7/28/23
Reflection: Postsecondary Success	7/24/23	7/28/23
Reflection: Partnerships & Engagement	7/24/23	7/28/23
Priorities	7/31/23	8/23/23
Root Cause	7/31/23	8/30/23
Theory of Acton	8/7/23	8/30/23
Implementation Plans	8/7/23	9/1/23
Goals	8/7/23	9/6/23
Fund Compliance	8/14/23	9/6/23
Parent & Family Plan	8/21/23	9/6/23
Approval	9/8/13	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	10/13/2023
Quarter 2	12/15/2023
Quarter 3	2/2/2024
Quarter 4	4/26/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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	There is no increase in BOY to EOY from "2 grade levels below" in English reading K-2 English: 14 students two grade levels below from BOY to EOY K-2 English: 30 students one grade level below Half of our K-2 are below grade level. The growth in primary is higher than the growth in middle school Vocabulary and Foundational components of reading that are assessed of our foundational skills, vocabulary is our largest gap. This past year it does appear that we were slowly but surely making some gains and pulling students of of "partially met" and "did not meet" If we can push the 3s and 4s into 5s and 6s, a big chunk of our work will be accomplished Our "Bridging" and "Reaching" numbers seem to fall off. In other words, past "Expanding" we have little representation Many student in each grade "live" in the approaching level Overall students in developing stage for all grades Spanish regression 3rd-8th Downward trend in Spanish reading Access: Overall only 8 percent of students were proficient.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** From staff: IAR shows consistency but there is at least 65% of students below grade level in red All tested content areas have more than 50% in red There's a LOT of students in yellow Overall growth dropped in 360 both Eng and Spa IAR: We noticed from 3rd to 4th grade they went down from 14% to 7% in SY22-23 STAR 360 Math Spa: 60% gains in WINTER but decreased in SPRING again. 360: 4th grade students do not take STAR in SPA and no data was collected In primary grades, wonderings about how the test measures fluency and noting issues related to vocabulary. Few students "meeting" in IAR Star 360 Spanish Reading has large pocket(s) of students at grade level.... but low/no growth in middle grades Grade 7 data appears as outlier. We have questions about alignment IAR and Star data is very different to analyze. Star 360 shows greater success	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** In SY22_23, our staff engaged in QTel learning and were encouraged to incorporate that learning into instruction throughout the building. Two cycles of learning focused on Collaboartive Protocols which helped address issues of inequity related to student voice and helped increase student engagement overall. As a response to Network Rigor Walks, additional emphasis was placed on tracking the outcomes of the student collaboration and tracking of the learning objectives. At the close of the school year, a preliminary commitment was made to fostering and increasing a culture of peer observations.	

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.

As our students age, their performance decreases.
Students are not maintaining proficiency in Math after 3rd grade.
More than 75% of students are not reaching proficiency in reading.
Our English Reading data is lower than the Spanish Reading data.

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	Key takeaways from the MTSS continuum revealed that a strong foundation was laid in the areas of tiering, progress monitoring, and the use of Branching Minds. 'Easy wins' include establishing consistent practices for monitoring and data entry as well as the provision of time during grade level meetings to reflect on student progress. Addressing biases and inequities in the problem solving process would require a deeper dive.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
Yes	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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Teachers indicated a need for more support with and an increased dedication to the creation, implementation and monitoring of academic intervention plans.

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 SY23, Grade Level learning dedicated to MTSS took place across 10 sessions (in partial and in most cases full blocks). Special Education teachers worked separately with our case manager to develop strategies to increase students' ability to self-monitor towards learning goals. Teachers of diverse learners and teachers of hearing impaired students pushed into mainstream classrooms to participate in collaborative learning processes. The focus of Cooper's first learning cycle is also dedicated to MTSS.

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

As our students age, their performance decreases.
Students are not maintaining proficiency in Math after 3rd grade.
More than 75% of students are not reaching proficiency in reading.
Our English Reading data is lower than the Spanish Reading data.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
Yes	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 are the takeaways after the review of metrics?

SEL Curriculum (Second Step and Success Bound [5-8]), Social Emotional Interventions (monthly focus on motivation, e.g)
One schoolwide event that focuses on a community partner (e.g food drive); Cooper BHT falls between First Year and Re-Established. We need to grow data collection, systems and protocols and staff communication. We have healing centered supports through Touch of Wholeness and Uno Girls Group, onboarding Minding Your Mind; Skyline is integrating Second Step, the alignment piece is new for us. We have to build capacity around its integration. Restorative practices are in place (e.g. peace circles, conflict resolutions, reflective activities) and implemented by School Counselor & Social Worker with some collaboration with administrative (disciplinarian) team. In terms of OST, we could grow in mentoring program. Students are interested in the programs we offer, though we don't offer programs that represent all of our students' needs.

What is the feedback from your stakeholders?

Feedback from parents and students is related to find motivating ways to increase attendance. Growth is needed in building a larger community organization partnership list. Currently we have two consistent partnerships. Other partnerships could be leveraged.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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?**
Most students: Engagement with social media. Specific groups: How to respond to newcomers. How do we integrate them into school culture? ✏️	The Uno group works on school motivation. Assembly focused on relations in the areas of: student to student, student to teacher, student to community. Career fair and career week are in the works. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	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)	Success Bound is in use to a certain extent. Lessons are chosen as needed to match students' gaps. Each student (G6-8) has an ILP via Naviance. (The platform will shift in SY24.) Work-Based Toolkit is new to us. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		Students who've gone on field trips express a desire for additional experiences. We look forward to feedback from Career Fair. ✏️	Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	A Career Fair/Career Week would address the Work Based Learning objectives. In SY23, Uno Girls Group took field trips to Microsoft, Google and a trading co. We will continue the implementation of those field trips. Again, there is a desire to grow partnerships with additional community organizations. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
Students do not have adequate exposure to outside careers beyond what they know from parents and staff, nor do their families have resources to develop that. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Parent Advisory Meetings are posted in advance. We've pushed out robocalls. There is a greater effort to publish a calendar and publicize workshops. The ELPT provides training to the BAC to help them achieve autonomy. There are always workshops tied to the PACs and the BACs. We have a Parent Mentorship Program. Our FRIDA Grant allows for afterschool programming and workshops for parents. This year, administration is offering a Town Hall once a quarter. and Coffee with the Principal once a month. Literacy Night, Back to School Bash, Mother's Day Events are well attended. The BAC tries to offer programs both morning and afternoon.	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)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** The BAC is a small group, but it seems important to get more consistent feedback. On the other hand, out parent groups are vocal and space and time is provided to hear their input.	

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.

We can still offer more communication and build more awareness.
We can be more proactive about sharing initiatives for parents with staff.
Literacy Night, Back to School Bash, and Mother's Day Events are well attended as assemblies. However, we could offer additional activities that involve and engage Parents, Students, and Staff.

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?

Parent Advisory Meetings are posted in advance. We've pushed out robocalls. There is a greater effort to publish a calendar and publicize workshops. The ELPT provides training to the BAC to help them achieve autonomy. There are always workshops tied to the PACs and the BACs. We have a Parent Mentorship Program. Our FRIDA Grant allows for afterschool programming and workshops for parents. This year, administration is offering a Town Hall once a quarter. and Coffee with the Principal once a month. Literacy Night, Back to School Bash, Mother's Day Events are well attended. The BAC tries to offer programs both morning and afternoon. The biggest struggle is to reach parents that are working. Despite efforts to communicate, it is still difficult to reach everyone.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

There is no increase in BOY to EOY from "2 grade levels below" in English reading
K-2 English: 14 students two grade levels below from BOY to EOY
K-2 English: 30 students one grade level below
Half of our K-2 are below grade level.
The growth in primary is higher than the growth in middle school
Vocabulary and Foundational components of reading that are assessed
of our foundational skills, vocabulary is our largest gap.
This past year it does appear that we were slowly but surely making some gains and pulling students of of "partially met" and "did not meet"
If we can push the 3s and 4s into 5s and 6s, a big chunk of our work will be accomplished
Our "Bridging" and "Reaching" numbers seem to fall off. In other words, past "Expanding" we have little representation
Many student in each grade "live" in the approaching level
Overall students in developing stage for all grades
Spanish regression 3rd-8th
Downward trend in Spanish reading
Access: Overall only 8 percent of students were proficient.

What is the feedback from your stakeholders?

From staff:
 IAR shows consistency but there is at least 65% of students below grade level in red
All tested content areas have more than 50% in red
There's a LOT of students in yellow
Overall growth dropped in 360 both Eng and Spa
IAR: We noticed from 3rd to 4th grade they went down from 14% to 7% in SY22-23
STAR 360 Math Spa: 60% gains in WINTER but decreased in SPRING again.
360: 4th grade students do not take STAR in SPA and no data was collected
In primary grades, wonderings about how the test measures fluency and noting issues related to vocabulary.
Few students "meeting" in IAR
Star 360 Spanish Reading has large pocket(s) of students at grade level....
but low/no growth in middle grades
Grade 7 data appears as outlier.
We have questions about alignment
IAR and Star data is very different to analyze.
Star 360 shows greater success

What student-centered problems have surfaced during this reflection?

As our students age, their performance decreases.
Students are not maintaining proficiency in Math after 3rd grade.
More than 75% of students are not reaching proficiency in reading.
Our English Reading data is lower than the Spanish Reading data.

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 SY22_23, our staff engaged in QTel learning and were encouraged to incorporate that learning into instruction throughout the building. Two cycles of learning focused on Collaboartive Protocols which helped address issues of inequity related to student voice and helped increase student engagement overall. As a response to Network Rigor Walks, additional emphasis was placed on tracking the outcomes of the student collaboration and tracking of the learning objectives. At the close of the school year, a preliminary commitment was made to fostering and increasing a culture of peer observations.

Determine Priorities

Resources: 🚀

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

Students...

More than 75% of students are not reaching proficiency in reading because of the lack of quality curriculum implementation in ELA K-8th.

[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

Resources: 🚀

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

As adults in the building, we...

don't implement a curriculum with fidelity in ELA K-8th.

[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

What is your Theory of Action?

If we....

Resources: 🚀

implement a vertically-aligned, researched-based, relevant and engaging ELA CCSS curriculum with fidelity ✍	**Indicators of a Quality CIWP: Theory of Action**
	Theory of Action is grounded in research or evidence based practices.
	Theory of Action is an impactful strategy that counters the associated root cause.
then we see....	Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
students engaged in effective lessons that are based on the continuum of skills ✍	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...

50% (currently 25% in SY23) of students reaching proficiency in ELA STAR360 by 2026 in grades 3-8th. ✍
80% (currently 58% in SY23) of students reaching proficiency in SLA STAR360 by 2026 in grades 3-8th.
TBD % of students reaching proficiency in TRC English by 2026 in grades K-2.
TBD % of students reaching proficiency in TRC Spanish by 2026 in grades K-2.

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 ✍

Leadership staff

Dates for Progress Monitoring Check Ins

Q1	10/13/2023	Q3	2/2/2024
Q2	12/15/2023	Q4	4/26/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Analysis of core units and instruction	ILT/Cooper Educators		*Select Status*
Action Step 1	K-3 CCSS Unit plan analysis with Leadership team	Reyes, Gonzalez, Humer, Torres	End Q2	*Select Status*
Action Step 2	Develop/Refine an observation tool	ILT	End Q2	*Select Status*
Action Step 3	Walkthrough of classrooms	ILT	Wk of 12/4	*Select Status*
Action Step 4	Analysis of data to inform and share w/ community	ILT, TLT	Wk of 12/18	*Select Status*
Action Step 5	Determine next steps for units and instruction	ILT, TLT	Wk of 12/18	*Select Status*
Implementation Milestone 2	Streamline curriculum (Focus 4-8)	Cooper Educators		*Select Status*
Action Step 1	Determine 4-8 Skyline tool usage non-negotiables	Leadership Team	2/9/24	*Select Status*
Action Step 2	Establishing consistent practice in 4-8 Skyline which includes Interim Assessments	Leadership Team	Ongoing Q3	*Select Status*
Action Step 3	Build consistent practice around scaffolding including menus of best practice (e.g. Activating Prior Knowledge and Building Background)	Leadership Team	Ongoing Q3	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Streamline curriculum (Focus K-3)			*Select Status*
Action Step 1	K-3 Teachers Analyze CCSS Units (after leadership team vets process)	Leadership, K-3 staff	End Q3	*Select Status*
Action Step 2	Establishing consistent practice in K-3 beginning with foundational skills instruction.	Leadership team	End Q4	*Select Status*
Action Step 3	Build consistent practice around scaffolding including menus of best practice (e.g. Activating Prior Knowledge and Building Background)	Leadership team	End Q4	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Lay foundation for "Next Level" Interim Assessments Implementation			*Select Status*
Action Step 1	Professional development related to Checkpoint	Torres, Staff	BOY 2024	*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Build a culture of observation Build capacity for teacher leader observation Build capacity for peer observation Build capacity for parent and community observation	✍

SY26 Anticipated Milestones	Creation/Refinement of Unit and Interim Assessments: Developing a cadence of using intermims Cycles of data analysis around the interims	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
50% (currently 25% in SY23) of students reaching proficiency in ELA STAR360 by 2026 in grades 3-8th. 80% (currently 58% in SY23) of students reaching proficiency in SLA STAR360 by 2026 in grades 3-8th.	Yes	STAR (Reading)	Overall	25%			
			English Learners	58%			
TBD % of students reaching proficiency in TRC English by 2026 in grades K-2. TBD % of students reaching proficiency in TRC Spanish by 2026 in grades K-2.	Yes	Other	Overall	TBD			
			English Learners	TBD			

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.	Analyis: ILT will analyze Curriculum using CPS/District Rubrics. Walkthroughs will be conducted focused on different elements of reading: Foundation skills, Comprehension, Small groups, etc. Focus will be determined.	Focus will centralized during Teacher team meetings. Teachers will vertically begin to align units based on findings from SY24. Curriculum maps will be created for K-8. Analysis for Part II of units will be conducted to determine next reading vertical alignment.	Continue Walkthroughs and Teacher team learning time.
C&I:2 Students experience grade-level, standards-aligned instruction.	Assessment Analysis: Using DOK and standards for alignment. Empathy Interview Pre	Task Analysis using DOK and Standards for alignment. Building rigor of task through unit.	Student Empathy interviews post.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Building leadership capacity via professional readings and ILT Institutes. Looking at ILT rubric to set goals on leader capacity. Allow for opportunites to lead teacher team meetings.	Intructional Leadership team: Differentiating team needs to meet goals.	Continue to nurture and build teacher leadership in additional staff.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% (currently 25% in SY23) of students reaching proficiency in ELA STAR360 by 2026 in grades 3-8th. 80% (currently 58% in SY23) of students reaching proficiency in SLA STAR360 by 2026 in grades 3-8th.	STAR (Reading)	Overall	25%		Select Status	Select Status	Select Status	Select Status
		English Learners	58%		Select Status	Select Status	Select Status	Select Status
TBD % of students reaching proficiency in TRC English by 2026 in grades K-2.	Other	Overall	TBD		Select Status	Select Status	Select Status	Select Status

grades K-2. TBD % of students reaching proficiency in TRC Spanish by 2026 in grades K-2.	Other	English Learners	TBD		Select Status	Select Status	Select Status	Select Status

Practice Goals　　　　　　　　　　　　　　　　**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Analyis: ILT will analyze Curriculum using CPS/District Rubrics. Walkthroughs will be conducted focused on different elements of reading: Foundation skills, Comprehension, Small groups, etc. Focus will be determined.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Assessment Analysis: Using DOK and standards for alignment. Empathy Interview Pre	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Building leadership capacity via professional readings and ILT Institutes. Looking at ILT rubric to set goals on leader capacity. Allow for opportunites to lead teacher team meetings.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Key takeaways from the MTSS continuum revealed that a strong foundation was laid in the areas of tiering, progress monitoring, and the use of Branching Minds. "Easy wins" include establishing consistent practices for monitoring and data entry as well as the provision of time during grade level meetings to reflect on student progress. Addressing biases and inequities in the problem solving process would require a deeper dive.

What is the feedback from your stakeholders?

Teachers indicated a need for more support with and an increased dedication to the creation, implementation and monitoring of academic intervention plans.

What student-centered problems have surfaced during this reflection?

As our students age, their performance decreases.
Students are not maintaining proficiency in Math after 3rd grade.
More than 75% of students are not reaching proficiency in reading.
Our English Reading data is lower than the Spanish Reading data.

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 SY23, Grade Level learning dedicated to MTSS took place across 10 sessions (in partial and in most cases full blocks). Special Education teachers worked separately with our case manager to develop strategies to increase students' ability to self-monitor towards learning goals. Teachers of diverse learners and teachers of hearing impaired students pushed into mainstream classrooms to participate in collaborative learning processes. The focus of Cooper's first learning cycle is also dedicated to MTSS.

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Determine Priorities

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

Students...

About 74% of students who take ACCESS in grades 3-8 score at a 3, 4, or 5 because the lack of common practices and data to address students language needs.

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.

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Root Cause

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

As adults in the building, we...

have a lack of understanding to know which practice to use to address language needs.

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.

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Theory of Action

What is your Theory of Action?

If we....

provide educators with ongoing professional learning in common Language Acquisition Strategies in Pre-K through 8th grade,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

then we see....

will see research-based common practices that build language acquisition in listening, speaking, reading, and writing ✍

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

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

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

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

which leads to...

35% (currently 8% in SY23) of our students will be proficient on ACCESS by 2026. ✍

Implementation Plan

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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 ✍

Maricela Torres/Sergio Rojas/ ELPT/DLC/LEAD Coach/ILT

Dates for Progress Monitoring Check Ins

Q1	10/13/2023	Q3	2/2/2024
Q2	12/15/2023	Q4	4/26/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍		Progress Monitoring
Implementation Milestone 1	ACCESS data analysis	ELPT	Qtr 2		In Progress
Action Step 1	Familiarizing teachers with the domains and how the domains are assessed	ELPT	Qtr 2	Nov	Not Started
Action Step 2	Interpret and analyze Access classroom data	ELPT	Qtr 2	Nov	Not Started
Action Step 3	Using can do descriptors for planning	ELPT	Qtr 2	Nov	Not Started
Action Step 4	Focus on Academic language	ELPT	Qtr 2	Dec	Not Started
Action Step 5	Examine and apply the ELD framework	ELPT	Qtr 2	Dec	Not Started
Implementation Milestone 2	Establish look fors in language development	ILT	SY24		Not Started
Action Step 1	Classroom Environment	ILT	SY24		Not Started
Action Step 2	Strategies to build receptive language	ILT	SY24		Not Started
Action Step 3	Strategies to build expressive language	ILT	Sy24		Not Started
Action Step 4	Learning walk	ILT	SY24		Not Started
Action Step 5			SY24		Not Started
Implementation Milestone 3	Deliver professional learning on the role of language objectives	ELPT	Qtr 2		Not Started
Action Step 1	Refine what is a language objective	ELPT	Qtr 2		Not Started
Action Step 2	Role of the language objective with the content objective	ELPT	Qtr 2		Not Started
Action Step 3	How to assess the language objective within the content	ELPT	Qtr 2		Not Started
Action Step 4	Preliminary lesson plan reflection activity	ELPT	Qtr 2		Not Started
Action Step 5	Audit of lesson plans	ELPT	End of Qtr 3		Not Started
Implementation Milestone 4	Deliver professional learning on various strategies				Not Started
Action Step 1	Teacher to engage in GLAD strategies PD (Safe Practice)	Educators	SY24 & SY25		Not Started
Action Step 2	Teacher to Create units with GLAD Strategies	Educators	SY24-26		Not Started
Action Step 3	Peer Vists	Educators	SY24-26		Not Started
Action Step 4	Family Visits	Educators	SY25-26		Not Started
Action Step 5	Using the Rigor Walk 2.0 Rubric (items 5, 7 & 9) By EOY all 3rd-5th grade Dual Language will rate agree or strongly agree	Educators	SY24-26		Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Language objectives in all grades across all content acreas in Prek-8th	✍
SY26 Anticipated Milestones	Common Guided Language Aquisition strategies in Prek-8th Classrooms.	✍

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
35% (currently 8% in SY23) of our students will be proficient on ACCESS by 2026.	Yes	ACCESS	English Learners	8%	16%	25%	35%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	**SY25**	**SY26**
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	3-5 Educators to engage Guided Langauge Aquistion PD. Teacherd to create 1 unit that Integrate GLAD strategies.	Prek-2nd Educators to engage Guided Langauge Aquistion PD. (Winter). 6th-8th Educators to engage Guided Langauge Aquistion PD. (Spring). Teacherd to create 1 unit that Integrate GLAD strategies. Peer visits.	Educators to engage in common GLAD practices in prek-8th grade. eacherd to create 1 unit that Integrate GLAD strategies. Peer visits.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
35% (currently 8% in SY23) of our students will be proficient on ACCESS by 2026.	ACCESS	English Learners	8%	16%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	3-5 Educators to engage Guided Langauge Aquistion PD. Teacherd to create 1 unit that Integrate GLAD strategies.	Select Status	Select Status	Select Status	Select Status

Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**

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

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

If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**

No action needed

(Continue to Approval)

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

-Monthly coffee with the principals and BAC/PAC meetings will be used to review and revise the NCLB, Title 1 school parental involvement plan policy. LSC meetings will be used to finalize the ideas and put it
together for the CIWP. Meetings with parents are focused and translated so families feel well represented in the process. Through PAC/BAC meetings as well as classes offered to parents in the mornings and evenings at Cooper,
parents will be provided information, resources, materials and training, including literacy training and technology to assist parents in working with their children to improve academic achievement and to
encourage parental involvement. The PAC/BAC parents will democratically decide what types of lecturers they want to have come to the school for their meetings. Past lectures have been on health, banking,
starting your own business, and citizenship. Introduced to a new school year's agenda will be ideas or lecture topics around growing student leadership, social emotional EQ, literacy training and homework
help at home.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will…

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support