

CIWP Team & Schedules

Resources 

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
Marcus Ware	Principal	mware@cps.edu
Lashan Rockett	AP	lrockett@cps.edu
LaTonya Fairley	Curriculum & Instruction Lead	lfairley@cps.edu
Alexis Mosley	Inclusive & Supportive Learning Lead	amosley@cps.edu
Henry Harden	Connectedness & Wellbeing Lead	hlharden@cps.edu
Sheronda Williams	Teacher Leader	smwilliams@cps.edu
Sinem Kara	Teacher Leader	skara@cps.edu
Reedisha Jackson	Parent	rcdixon@cps.edu
Deshonda Sisco	Partnerships & Engagement Lead	dmsisco1@cps.edu
Michael Woodhouse	LSC Member	michaelwoodhouse126@gmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/3/23	7/3/23
Reflection: Curriculum & Instruction (Instructional Core)	7/5/23	7/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/5/2023
Reflection: Connectedness & Wellbeing	7/13/23	7/13/23
Reflection: Postsecondary Success	7/13/23	7/13/23
Reflection: Partnerships & Engagement	7/17/23	7/17/23
Priorities	7/17/23	7/17/23
Root Cause	7/17/23	7/17/23
Theory of Acton	8/1/23	8/1/23
Implementation Plans	8/3/23	8/3/23
Goals	8/3/23	8/3/23
Fund Compliance	8/28/23	9/5/23
Parent & Family Plan	8/15/23	8/31/23
Approval	9/14/23	9/14/23

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	10/26/23
Quarter 2	2/9/24
Quarter 3	4/1/24
Quarter 4	6/7/23

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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>CPS High Quality Curriculum Rubrics</p>	<p>According to IReady (K-2nd) Reading- We have 49 students out of 67 who are at or above grade level that is 73.13 % of the k-2nd student population. </p> <p>IReady Math -We have 44 out of 67 students who are at or above grade level in Math 65.67% of our students are at or above grade level. According to IAR ELA (3rd-5th) Meet and/or Exceed Expectations: 18 students/15%</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>Approaching: 41 students/35%</p> <p>Partially Met: 31 students/26%</p> <p>Did Not Meet: 28 students/24% in ELA **** We will focus on moving the 41 students from Approaching to meets in ELA</p> <p>Math (3rd-5th) Met and/or Exceeded 1 student/1%</p> <p>Meet Expectations: 12 students/10%</p> <p>Approaching Expectations: 27 students/23%</p> <p>Partial: 39 students/33%</p> <p>Did Not Meet: 38 students/32% **** We will focus on moving the 27 students from approaching to meet expectations in Math. According to</p> <p>IAR ELA (6th-8th) Exceed Expectations: 2 students 3% Meet 11 student 16% Approaching: 23 students/33% Partially Met: 16 students/23% Did Not Meet: 17 students/25% in ELA **** We will focusing on moving the 23 students in approaching to meets in 6th-8th ELA</p> <p>According to IAR Math (6rd-8th) Exceed Expectations: 0 students Meet: 2 student 3% Approaching: 8 students/12% Partially Met: 21 students/31% Did Not Meet: 37 students/54% in Math.....**** We will focus on moving the 8 students in approaching to meets and 11 of partially met students to Meet and 10 to approaching.</p> <p>Students have access to high quality curriculum and is experiencing grade level curriculum aligned to the standards however there needs to be more focus on small group instruction and intervention to make sure students are receiving the extra support needed to understand grade level material.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>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.</p>	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>According to the Cultivate Survey data students do feel there is a connection between the teachers and students however students would like to have more input in their learning experience. Our areas of growth are in the following areas *Feedback for growth * Supportive Teaching (teachers check-ins, students would like to set goals and be acknowledged when they are accomplishing those goals,) as well as Student Voice. **** We will focus on making sure we address the three areas of growth based on the cultivating data survey. We will need to provide PD centered around powerful practices that build identity, community and relationships and SEL training for teachers. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>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.</p>	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>Assessment for Learning Reference Document</p>	<p>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?</p> <p>We have moved from Reading Street to My View for grades K-5 so that they will now have access to a high quality curriculum. We have an interventionist dedicated to working with the students in grades k-2 and another for grades 3-5 in math as well as reading. We will continue to provide professional development to the teachers to make sure that the lesson target aligned to the goal and the standard. </p>	

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 have some academic deficits that need to be addressed. Students, although having access to grade level content are not performing at grade level. Students want more interaction and feedback about how they are performing academically as well as a more active role in their academic experience.



[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>Teachers need more professional development centered around MTSS (Branching Minds) how it works and how to execute it effectively in their classroom. There needs to be consistent follow up to make sure the interventions students are receiving are documented and logged into Branching Minds (progress monitoring). Students are receiving instruction in their LRE as indicated by thier IEP</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>Students are moving Tiers in grades K-2 , DL students are growing in both Reading and Math and have access to grade level curriculum in their LRE according to their IEP.</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p>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?</p> <p>We have two interventionist that will assist teachers with making sure students are receiving the proper interventions and those interventions are being entered in a timely manner. As a result, teachers will be able to create small groups, provide talored instruction to address students needs.</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>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.</p>			
<p>Students are not receiving the consistent MTSS interventions needed to access grade level curriculum.</p>			

[Return to Top](#)

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>BHT team need to be more consistent in it's efforts to service students who are facing challenges social and acdemically. Our school have to create a cross functional team that coordinates and monitors services delivery and ensures optimal service utilization. We need continued suuport with from an outside agency that provides supports to our students.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p>What is the feedback from your stakeholders?</p> <p>On the 5Essentials survey students rated school connectedness as very strong. School connectedness was one of the categories that had the highest improvement from last year till now. (30 to 87) School attendance was the highest it has been in two years 91.8. Teachers report that parent involvement is down to 35% which is the lowest it has been in two years.</p>	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
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

Students attendance effect the learning capabilities. Students also need extra support from the outside sources to help provide counseling/ sessions to students who need more in depth support.

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 are forming the Student Learning Experience Team (SLET) where students in every grade will sit and discuss their learning experience in the classrooms and what can make them feel more connected to school. The impact will be that students will feel more connected to school and understand that they have a voice in their daily academic experience.

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4)	After reviewing the metrics, the information that is relevant to our school in particular is embedded within the dashboard system which provides you with data specifically to our school, specifically the "on track rate" is calculated daily and we are 43% which can and will change daily. This information can be aggregated or disaggregated to interpret and used to identify our students strengths and weaknesses and offer them the necessary support. We need to encourage teacher to place the grades in grade book on time, make sure they are providing students with opportunities to complete and redo assignments. Have lengthy conversations with students about the importance of being at school every day and on time. One of the biggest takeaway would have to be the overall accessibility to our school's data. ...Our College and Career Competency Curriculum (C4) is embedded in Success Bound with the accessibility through the "Skyline Platform. We are currently implementing Success Bound for 45 minutes per week for our middle school students with an effort to include all staff members to employ the curriculum. We have to make sure we are consistent in implementing/ teaching Successbound to the students.	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
Partially	Individualized Learning Plans		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>We have our annual career day and many guest speakers who are also members of the community (Steak holders) through out the year to speak to all of our middle school students. Moreover, our students have been exposed to and working on their interest inventory which is a part of Naviance since its inception. We will continue to explore and develop their career awareness with the assistance of schoolinks and guest speakers who come to us from a variety of sources. In addition to the work based toolkit, our STEM program administrator schedule many guest speakers as well.</p>	
N/A			
	ECCE Certification List		
	Industrv Recoanized Certification Attainment is		

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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
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

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?

Providing students with tools via successbound will allow them to plan and be prepared for high school and beyond. Exposing our student to various careers and college opportunities will give our students a better understanding of career paths and /or college paths and the students will become more confident with their career/ college, choice by high school.

What student-centered problems have surfaced during this reflection?

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

Students need more opportunities to make sure they are on track and more exposure to various careers/ college options.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	The school created a partnership with Progressive Beulah Church. From this partnership a band program and a gospel choir were created. We developed a partnership with American Airlines, through this partnership our students were able to visit the AA Hanger and learn all about the various STEM careers that are associated with AA. To build parent partnerships we created surveys and administered them to parents to develop meetings meeting topics of interest. We had end of the year parent engagement meetings with the Pre-K parents which was very successful as we were able to have them speak with the Grade K teacher so that they would have a better idea of what to expect for the upcoming school year and we were also able to goal set with parents around this coming school year.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Reimagining With Community Toolkit	To build a working partnership with the students we created surveys for students to express their voice for incentives and also how they feel about the culture and climate of the school. Students rated school connectedness very high on the 5 essentials survey. Takeaway is Parent engagement still needs to improve.	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)
Partially	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What are the takeaways after the review of metrics?

The school created a partnership with Progressive Beulah Church. From this partnership a band program and a gospel choir were created. We developed a partnership with American Airlines, through this partnership our students were able to visit the AA Hanger and learn all about the various STEM careers that are associated with AA. To build parent partnerships we created surveys and administered them to parents to develop meetings meeting topics of interest. We had end of the year parent engagement meetings with the Pre-K parents which was very successful as we were able to have them speak with the Grade K teacher so that they would have a better idea of what to expect for the upcoming school year and we were also able to goal set with parents around this coming school year.

To build a working partnership with the students we created surveys for students to express their voice for incentives and also how they feel about the culture and climate of the school. Students rated school connectedness very high on the 5 essentials survey. Takeaway is Parent engagement still needs to improve.

What is the feedback from your stakeholders?

Student to school connectedness was rated very high by the students. Parent involvement was rated as week

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 who need academic support will choose enrichment activities over academic programs.

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 hired Chicago Together to help build a better parent/ school connections. We are creating events that will bring the parents and community into the school to help us foster school /parent/ community partnerships. We are a part of the school based mentoring program which is designed to offer weekly mentoring support for our girls and boys in middle school.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

According to IReady (K-2nd) Reading- We have 49 students out of 67 who are at or above grade level that is 73.13 % of the k-2nd student population.

IReady Math -We have 44 out of 67 students who are at or above grade level in Math 65.67% of our students are at or above grade level. According to IAR ELA (3rd-5th) Meet and/or Exceed Expectations: 18 students/15%

Approaching: 41 students/35%

Partially Met: 31 students/26%

Did Not Meet: 28 students/24% in ELA **** We will focus on moving the 41 students from Approaching to meets in ELA

Math (3rd-5th)
Met and/or Exceeded 1 student/1%

Meet Expectations: 12 students/10%

Approaching Expectations: 27 students/23%

Partial: 39 students/33%

Did Not Meet: 38 students/32% **** We will focus on moving the 27 students from approaching to meet expectations in Math. According to IAR ELA (6th-8th)
Exceed Expectations: 2 students 3%
Meet 11 student 16%
Approaching: 23 students/33%
Partially Met: 16 students/23%
Did Not Meet: 17 students/25% in ELA **** We will focusing on moving the 23 students in approaching to meets in 6th-8th ELA

According to IAR Math (6rd-8th)
Exceed Expectations: 0 students
Meet: 2 student 3%
Approaching: 8 students/12%
Partially Met: 21 students/31%
Did Not Meet: 37 students/54% in Math.....**** We will focus on moving the 8 students in approaching to meets and 11 of partially met students to Meet and 10 to approaching.

Students have access to high quality curriculum and is experiencing grade level curriculum aligned to the standards however there needs to be more focus on small group instruction and intervention to make sure students are receiving the extra support needed to understand grade level material.

What is the feedback from your stakeholders?

According to the Cultivate Survey data students do feel there is a connection between the teachers and students however students would like to have more input in their learning experience. Our areas of growth are in the following areas *Feedback for growth * Supportive Teaching (teachers check-ins, students would like to set goals and be acknowledged when they are accomplishing those goals,) as well as Student Voice. **** We will focus on making sure we address the three areas of growth based on the cultivating data survey. We will need to provide PD centered around powerful practices that build identity, community and relationships and SEL training for teachers.

What student-centered problems have surfaced during this reflection?

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?

Students have some academic deficits that need to be addressed. Students,although having access to grade level content are not performing at grade level. Students want more interaction and feedback about how they are performing academically as well as a more active role in their academic experience.

We have moved from Reading Street to My View for grades K-5 so that they will now have access to a high quality curriculum. We have an interventionist dedicated to working with the students in grades k-2 and another for grades 3-5 in math as well as reading. We will continue to provide professional development to the teachers to make sure that the lesson target aligned to the goal and the standard.

Return to Top Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not performing at grade level even though they have access to rigorous grade level curriculum.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Are not consistent in identifying and responding to students' needs or providing the high quality consistent interventions needed to help our students access grade level curriculum with success.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

Resources:

If we....

effectively teach high quality curriculum with fidelity, provide students with high quality tasks , consistently identify students needs and respond to them by providing students with differentiated small group instruction.



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....

students successful engaged in learning in the daily tasks provided by the high quality curriculum and interventions while accessing grade level curriculum. Teachers are differentiating instruction and providing feedback to students about their academic success and adjusting instruction accordingly.



which leads to...

all students accelerating towards grade level proficiency on the IReady(k-2) and with a higher percentage of students moving from approaching to meets and exceeds on the IAR (3rd-8th) in both ELA and Math.



[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible. Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation. Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team. Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out. Action steps are inclusive of stakeholder groups and priority student groups. Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT Team/ Instructional Coach

Dates for Progress Monitoring Check Ins

Q1	10/26/23	Q3	4/1/24
Q2	2/9/24	Q4	6/7/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers implementing the core curriculum with fidelity	ILT/ Instructional Coach	October 26, 2023	Select Status
Action Step 1	All teachers sign up for and attend curriculum implementation training.	Instructional Coach/ Team Leads for grade band	ongoing- CPS professional learning deadlines	Select Status
Action Step 2	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	Instructional Coach/ Team Leads for grade band	Sept 2023	Select Status
Action Step 3	ILT members conduct Instructional Learning Walks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, bi-monthly	Instructional Coach/ Team Leads for grade band	Sept 29, 2023	Select Status
Action Step 4	Identify teachers needing support implementing the curriculum with fidelity and provide support	Instructional Coach	Sept. 29, 2023	Select Status
Action Step 5	An assessment calendar has been created and will be monitored by admin and coach Teachers will have data rounds and discuss students scores during grade level meetings	admin & Instructional Coach & Teachers	Sept. 12, 2023	Select Status
Implementation Milestone 2	100% of teacher providing Small Group Instruction (Tier 1, 2 and 3 support)	Interventionists/ Instructional Coach	October 2023	Select Status
Action Step 1	All teachers sign up and attend professional development on Small Group Instruction during Weekly GLM	Interventionists/ Instructional Coach	Ongoing- October 2023	Select Status
Action Step 2	Interventionist review and provide feedback on teachers (small group rotations) to ensure interventions are taking place consistently weekly	Interventionists/ Instructional Coach	October 27, 2023	Select Status

Action Step 3	Lesson plans will be reviewed weekly for tier 1 small group instruction	AP/ Instructional coach/ Interventionist	October 1, 2023	Select Status
Action Step 4	Identify teachers needing support with small group instruction sand and provide support	Interventionists/ Instructional Coach	October 27, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will document MTSS supports/ Interventions in Branching MInds	MTSS Team/ Interventionist		Select Status
Action Step 1	All teachers sign up and attend professional development on inputting data into BM during Weekly GLM	MTSS Team	September 2023	Select Status
Action Step 2	Support plans for interventions are developed and documented within BM	Interventionists/MTSS Team	September 29, 2023	Select Status
Action Step 3	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Team	October 26, 2023	Select Status
Action Step 4	Intervention resources include math, literacy, SEL, and behavior health	MTSS Team/ Interventions/ Counselor	October 26, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	70 % of our teachers using the high quality curriculum with fidelity. 70% Teachers providing students with high quality tasks, consistently identifying students needs and responding to them by providing students with differentiated small group instruction. 70% Teachers are documenting supports and providing our student with timely and appropriate interventions.	
SY26 Anticipated Milestones	100 % of our teachers using the high quality curriculum with fidelity. 100% of our teachers providing students with high quality tasks, consistently identifying students needs and responding to them by providing students with differentiated small group instruction. 100% of our teachers are documenting supports and providing our student with timely and appropriate interventions.	

[Return to Top](#) **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
50% of students will meet or exceed grade level proficiency on IAR.	Yes	IAR (English)	Overall	18	30	40	50
			Select Group or Overall				
40% of students will meet or exceed grade level proficiency on IAR	Yes	IAR (Math)	Overall	10	20	30	40
			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:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Instructional Learning Walks Rubric.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers will facilitate unit and intreim assessments. This data will then be analyzed by ILT team and the teachers. This data will analyzed according to mastery goals set by ILT and the teacher.	Most teachers are giving unit and intreim assessment in sync with the assessment calendar, analyzing data and adjusting instruction and providing consistent interventions according to the needs (data) of the students.	All teachers are giving unit and intreim assessment in sync with the assessment calendar, analyzing data and adjusting instruction and providing consistent interventions according to the needs (data) of the students.
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members are providing PD centered around the CIWP priorities during weekly GLM, having coaching cycles, collaborating and supporting teachers in their classroom.	Most ILT members are building out collaboration plans with teachers highlighting the CIWP priorities (using the curriculum with fidelity and conectedness and wellbeing) in their professional developments, providing timely feedback and follow up to teachers.	All ILT members are building out collaboration plans with teachers highlighting the CIWP priorities (using the curriculum with fidelity and conectedness and wellbeing) in their professional developments, providing timely feedback and follow up to teachers.

[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
50% of students will meet or exceed grade level proficiency on IAR.	IAR (English)	Overall	18	30	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
40% of students will meet or exceed grade level proficiency on IAR	IAR (Math)	Overall	10	20	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Instructional Learning Walks Rubric.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers will facilitate unit and intreim assessments. This data will then be analyzed by ILT team and the teachers. This data will analyzed according to mastery goals set by ILT and the teacher.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members are providing PD centered around the CIWP priorities during weekly GLM, having coaching cycles, collaborating and supporting teachers in their classroom.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Students being present and invested in their learning and education. Students being successful learners and thinkers as well as understanding how school works and the purpose of school which will help them map out their future. Parents taking ownership in the development of their child during their schooling, parents invested in helping to support the school and the teachers, and parents having that trusting connection with the school and their child's teacher. Teacher's and staff continuing to push students to be their best selves and to be better than them because they see and understand the importance of their work. Teachers and staff who are motivated to make sure that all students succeed. Teachers and staff owning their part in the partnership which leads to everyone feeling like one big family or community. Teachers feeling rewarded to see all the growth and never feeling burned out.

[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

Everyone

Dates for Progress Monitoring Check Ins

Q1 10/26/23 Q3 4/1/24
 Q2 2/9/24 Q4 6/7/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create/Build trusting relationships with 100% of students	all teachers / staff	9/15/23	Select Status
Action Step 1	Classroom teachers use SEL connectors / strategies every morning to build community amongst the class and to check in with their students	all teachers	9/5/23	Select Status
Action Step 2	Use surveys to get student input and feedback in the delivery of instruction to allow them to begin to take ownership in their learning	grade level teacher leaders	10/2/23	Select Status
Action Step 3	Classroom teachers have conversations with students to explain the purpose of school and then goal set together to create a path to be successful	all teachers	9/22/23	Select Status
Action Step 4	Form Student Learning Experience Team	STEM Coach	10/10/23	Select Status
Action Step 5	Create survey for students to identify incentives and other means of motivation to be implemented to get them to improve academically, behaviorally, and their attendance.	grade level teacher leaders	10/2/23	Select Status
Implementation Milestone 2	Create / Build trusting relationships with parents to increase parent engagement at school	all teachers / staff	10/2/23	Select Status
Action Step 1	Classroom teachers call parents to introduce themselves and welcome them and invite them out to the network back to school bash as well as the Cuffe back to school rally. (First interaction is positive and supportive)	all teachers	8/16/23	Select Status
Action Step 2	Schedule Open House for parents to attend and spend time with admin and staff hearing our expectations for them and their students and also answering any questions they may have. Also introduce parents to LSC chair and Pac chair and provide them with the purpose for each school team so that they can understand who to see if they need something and how to go about bringing change if needed. Survey parents to find out additional ways (Professional Development Topics) that we can support them to help their children and also to help themselves.	admin team	9/6/23	Select Status
Action Step 3	Create a schedule and schedule PD activities around the survey responses as well as calendar of family outings and report card pick up days. To provide to parents.	admin team / grade level teacher leaders	10/2/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Build trusting relationships amongst all staff members and provide support and a mentor to new staff members	admin team	10/2/23	Select Status
Action Step 1	During week 0 have team building activities to allow teachers to work together and get to know the new staff members	admin team	8/11/23	Select Status
Action Step 2	Create opportunities (staff outings) for the staff through out the year to bond	admin team / social committee	11/1/23	Select Status
Action Step 3	Assign Cuffe teacher mentors to the new staff members	admin team	9/11/23	Select Status
Action Step 4	Check in with the new staff members twice a quarter to see how they are settling in.	admin team	6/6/23	Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Allow student learning experience team to provide feedback and pd to teachers on how they can shift their instructional plans and delivery to have more student input and choice in their lessons
SY26 Anticipated Milestones	Continue to use student learning experience team to ensure all teachers are using their suggestions to incorporate student voice in all aspects of their lesson planning.

[Return to Top](#) **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 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
100% of all Tier 2 and Tier 3 attendance students from SY23 will be assigned an attendance mentor who checks in on them everyday, establishes a relationship with the parent to also offer them support and creates long term and short term goals for their students to achieve and incentives to celebrate them when their attendance improves and they reach 90% or better to rejoin the tier 1 students.	Yes	Increase Average Daily Attendance	Overall	75-80	85	90	95
			Select Group or Overall				
Maintain an average of 30% parent engagement participation through all parent meetings and professional development opportunities.	Yes	5E: Involved Families	Overall	10	20	25	30
			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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	all tier 2 and tier 3 from sy23 will be assigned an attendance mentor who will work with these students and their families to improve their attendance. The goal is to raise the attendance percentage of these students to 85% or higher by the end of the school year.	all tier 2 and tier 3 from sy23 will be assigned an attendance mentor who will work with these students and their families to improve their attendance. The goal is to raise the attendance percentage of these students to 90% or higher by the end of the school year.	all tier 2 and tier 3 from sy23 will be assigned an attendance mentor who will work with these students and their families to improve their attendance. The goal is to raise the attendance percentage of these students to 95% or higher by the end of the school year.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	increase parent engagement participation in all activities directed towards parents to help them support their children or to help themselves to 20%	increase parent engagement participation in all activities directed towards parents to help them support their children or to help themselves to 25%	increase parent engagement participation in all activities directed towards parents to help them support their children or to help themselves to 30%
Select a Practice			

[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	
100% of all Tier 2 and Tier 3 attendance students from SY23 will be assigned an attendance mentor who checks in on them everyday, establishes a relationship with the parent to also offer them support and creates long term and short term goals for their students to achieve and incentives to celebrate them when their attendance improves and they reach 90% or better to rejoin the tier 1 students.	Increase Average Daily Attendance	Overall		75-80	85	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall				Select Status	Select Status	Select Status	Select Status
Maintain an average of 30% parent engagement participation through all	5E: Involved Families	Overall		10	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall				Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Progress Monitoring](#)

parent meetings and professional development opportunities.

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

Select Group or Overall

Connectedness & Wellbeing

Select Status Select Status Select Status Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

<p>C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>all tier 2 and tier 3 from sy23 will be assigned an attendance mentor who will work with these students and their families to improve their attendance. The goal is to raise the attendance percentage of these students to 85% or higher by the end of the school year.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>increase parent engagement participation in all activities directed towards parents to help them support their children or to help themselves to 20%</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents will be provided with learning workshops on how to read and understand test data, how to engage your child in learning outside of school, how to access parent portal to monitor students grades, Creating fun learning projects with daily household items, Tips on how to effectively communicate with your child and their teachers about their academic needs and concerns and Accessing technology.



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