

## 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
Kimberly Oliver	Principal	ksoliver@cps.edu
Mariah Wilson	AP	mpbritton@cps.edu
Toya Sanders	Teacher Leader	tcwashington9@cps.edu
Gabrielle Gant	Teacher Leader	ggant@cps.edu
LaTonya Smith	Partnerships & Engagement Lead	lcsmith2@cps.edu
Carolyn Knight	Connectedness & Wellbeing Lead	cknight@cps.edu
Ryan Baartmans	Connectedness & Wellbeing Lead	rbaartmans@cps.edu
Timothy Seals	Connectedness & Wellbeing Lead	tseals11@cps.edu
Danielle Bonner	Inclusive & Supportive Learning Lead	dmbonner@cps.edu
Tamara Dunn	LSC Member	
	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	5/17/2023	5/26/2023
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	6/8/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/22/23	6/8/23
Reflection: Connectedness & Wellbeing	5/22/23	6/8/23
Reflection: Postsecondary Success	5/22/23	6/8/23
Reflection: Partnerships & Engagement	5/22/23	6/8/23
Priorities	7/3/23	7/7/23
Root Cause	7/3/23	7/14/23
Theory of Acton	7/12/23	7/21/23
Implementation Plans	7/12/23	7/28/23
Goals	7/24/23	8/4/23
Fund Compliance	7/24/23	8/11/23
Parent & Family Plan	7/24/23	8/11/23
Approval	7/24/23	8/11/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/10/2023
Quarter 2	12/11/2023
Quarter 3	3/18/2024
Quarter 4	5/28/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Focus on high quality instruction and using standards based curriculum which is reflected in our data. Substantial growth in IAR data from SY22 to SY23.

**What is the feedback from your stakeholders?**

Teachers expressed that there were too many platforms to monitor for Tier 2 and 3 tech intervention. Teachers like using the curriculum for all content areas. Teachers appreciate the embedded assessments within the curriculum.

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

The impact of the following continuous efforts resulted in academic student and teacher growth. The following efforts are:

- accelerated learning
- cluster meetings/differentiated content clusters
- one-on-one regular coaching sessions
- literacy consultant
- ISL math consultant
- data deep dive cycles
- consistent scaffolds/accommodations based on data( embedded in weekly lesson plans)
- bi-weekly progress monitoring (recorded in the progress monitoring journal), regularly reviewing/monitoring progress monitoring data

- [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](#)

**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.

Based on the collection of evidence,

As a result of unfinished learning, due to pandemic, students are performing below grade-level expectations; however, academic growth was made during the 2023 school year.  
 Due to a lack of academic confidence, students struggle to effectively engage in rigorous standards based instruction.  
 Due to a lack of parent engagement, student interest and performance is minimized.  
 Difficult to monitor learning progress due to too many tech interventions being used

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**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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

Student rarely move out of tier 3 throughout the school year. We use multiple interventions/digital programs but not with fidelity. We did not review and analyze student data frequently enough to identify additional student needs, which led to planning without a focus on student data.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
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.				<a href="#">MTSS Academic Tier Movement</a>
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.		<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b>	<a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.		<a href="#">IDEA Procedural Manual</a>	Strengths -MTSS team met frequently and used multiple data points to come up with tiered strategies to support address students academic needs. -Increase MTSS progress monitoring systems and structures -Teachers used the branching minds platform consistently to monitor interventions -Teachers used differentiated research based interventions across all disciplines to support instructional gaps and accelerate learning. Opportunities: -Narrow focus by eliminating multiple intervention platforms to support students -Monitor intervention data closely and frequently, and leverage data to support additional intervention needs and whole/small group planning -Professional development/coaching cycles aligned to narrow focus on analyzing exit tickets/and weekly assessments to drive the planning process	<a href="#">Quality Indicators of Specially Designed Curriculum</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.		<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<b>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?</b>	<a href="#">EL Program Review Tool</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			We have eliminated most research based intervention platforms so that teachers and staff can focus on deep learning and data-driven planning from one resource instead of 5-7. This also makes progress monitoring more intentional and manageable, ensuring that data review and analysis occurs frequently in order to create plans with student needs in mind.	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.					
Most students stay in the same tiers from BOY to EOY Are the interventions we use effective? Are teachers identifying the correct intervention to use for certain students based on reviewing and planning with data in mind?					

[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	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Students have a plethora of tiered SEL supports in the event that they need support. Based on 5e and incidents, some students don't feel safe in the building, incident data show that lunch and recess are moments where students have accrued the most infractions. This leads to students not feeling safe in our classroom and school community.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> Strengths -BHT/MTSS team met frequently to identify students in need of SEL support and belonging -Increase in documentation from SY22 -After school program engages over 70% of students with moderate attendance -Higher number of SEL practices instead of OSS and removals -Plethora of SEL supports and interventions for students at risk Opportunities -Creating systems, structures, and rituals to ensure that all students feel like they are a part of their classroom community	

Yes	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>-Fidelity of documentation and aligned support -ISS facilitated for students consistently -Increased structure during recess (most incidents occurred during recess)</p>	<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</p>		<p><b>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?</b></p>	
<p>Possibly: Wanting more choice in afterschool programs Not having more than one adult on staff to confide in Decrease in instructional focus after lunch/recess due to incidents Lower grades, lower attendance Finding structured time to focus on SEL needs in the midst of instruction Bullying, ongoing issues with repeat scholars Students not feeling like they have a space in their classroom community</p>		<p>Restructuring third floor classrooms to separate certain classes, Admin presence on the third floor. Early intervention at Week 1 for students with chronic discipline issues which includes CICO, SEL check ins, enrollment into before and academic enrichment programs.</p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>Students research information on various colleges and universities and presented that information to other classes and grades.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Yes	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b> Students want more opportunities to be exposed to high school and college tours and experiences</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>	<p><b>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?</b></p>	
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>	<p>Planned college tours and career week, student townhalls focused on data goal setting</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</p>			

Students don't know high schools because they want more exposure!



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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p> <p><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>25 Choir Students                      3 field trips (Beverly Arts Center, Orchestra Hall, Millennium Park)                      18 by end of year Assemblies                      Winter/Christmas Student planned performances                      Black History Month Student announcers                      EOY Awards/Talent Show Student Voice Committee                      Panel Discussion LSC                      SCORE+ Sports Grades 5-8:                      Volleyball: G:20 B:22 Cross Country: 0 in SY22/23                      Soccer: 0 SY22/23                      Basketball: G:18 B:29 Track &amp; Field: G:21 B:9                      Flag Football: G:2 B:21</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></p>	<p>Soccer: Through The Chicago Fire Foundation                      3rd - 5th Grade students                      Beginning of season: 23 players End of season: 10-14 players                      5th grade students wanting to participate in more than one sport (practice schedule conflict)                      97 % Feel the coaches in the program support them, 94% Learned to do their best in school, 92% Felt safe in this program, 94% Learned to make good choices                      SEL skill building incorporated into practice curriculum</p>	<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>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 &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Strengths:                      Multiple opportunities for engagement in the middle school age group                      Diverse opportunities in different areas of interest                      Staff participation in activities and planning is high                      Consistent and frequent activities and events with in house and community partnerships                      Opportunities                      Parent/student survey to gauge interests to increase community involvement                      More events and opportunities targeting primary and intermediate students                      Parent meetings for athletics to create a strong support system                      Family field trip opportunities                      Social opportunities for adults/parents</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Primary students are missing out on diverse experiences                      Athletes unable to compete at events                      Parents feel disconnected from the school community leading to lack of support of students and student participation</p>		<p>Transportation to events at school and elsewhere                      Not updated/ Unusable contact information                      Lack of parent/student interest outside of a few                      Same students/parents participate in most of the activities                      Lack of prior and timely communication before events and activities</p>	

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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Student rarely move out of tier 3 throughout the school year. We use multiple interventions/digital programs but not with fidelity. We did not review and analyze student data frequently enough to identify additional student needs, which led to planning without a focus on student data.

What is the feedback from your stakeholders?

**Strengths**  
 -MTSS team met frequently and used multiple data points to come up with tiered strategies to support address students academic needs.  
 -Increase MTSS progress monitoring systems and structures  
 -Teachers used the branching minds platform consistently to monitor interventions  
 -Teachers used differentiated research based interventions across all disciplines to support instructional gaps and accelerate learning.

**Opportunities:**  
 -Narrow focus by eliminating multiple intervention platforms to support students  
 -Monitor intervention data closely and frequently, and leverage data to support additional intervention needs and whole/small group planning  
 -Professional development/coaching cycles aligned to narrow focus on analyzing exit tickets/and weekly assessments to drive the planning process

What student-centered problems have surfaced during this reflection?

Most students stay in the same tiers from BOY to EOY  
 Are the interventions we use effective? Are teachers identifying the correct intervention to use for certain students based on reviewing and planning with data in mind?

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

We have eliminated most research based intervention platforms so that teachers and staff can focus on deep learning and data-driven planning from one resource instead of 5-7. This also makes progress monitoring more intentional and manageable, ensuring that data review and analysis occurs frequently in order to create plans with student needs in mind.

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Determine Priorities

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

Students...

**Most students stay in the same tiers from BOY to EOY**  
 Teachers utilize multiple digital platforms for intervention  
 Lack of teacher planning from data to implement effective intervention to promote student growth and mastery of grade level content



[Determine Priorities Protocol](#)

Resources:

**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...

were not effectively planning using data to promote student growth and mastery of grade level standards. As a school we had too many digital platform interventions and a lack of consistent planning from this data. Teachers did not have one data piece to focus on for planning.



[5 Why's Root Cause Protocol](#)

Resources:

**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....

use one school-wide intervention platform (i-Ready) and implement data-driven planning cycles (cluster) to analyze i-ready, exit tickets, module, unit assessments, IAR to address student learning gaps



**Indicators of a Quality CIWP: Theory of Action**

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

Resources:

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

teachers creating intervention/small group and accelerated plans aligned to student data and needs

which leads to...

overall student growth from BOY to EOY and higher mastery grade level content.

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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**

ILT/Coaches

**Dates for Progress Monitoring Check Ins**

Q1 10/10/2023      Q3 3/18/2024  
 Q2 12/11/2023      Q4 5/28/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	All teachers K-8 will analyze student data (benchmark and PM) from the i-Ready platform to plan small group instruction that meets the needs of all students	K-8 teachers	10/10/2023	Select Status
<b>Action Step 1</b>	Teachers will engage in PD to understand the i-Ready platform and how to administer assessments to students	K-8 teachers	8/16/2023	Select Status
<b>Action Step 2</b>	Teachers will administer i-Ready assessment	K-8 teachers	Week of 9/11/2023	Select Status
<b>Action Step 3</b>	Teachers will engage in PD on how to analyze i-Ready student data to inform instruction	K-8 teachers	10/4/2023	Select Status
<b>Action Step 4</b>	Teachers will create intervention/small group plans from i-Ready data	K-8 teachers	10/10/2023	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All teachers will engage in data driven cycles to address learning gaps	K-8 teachers	Continuous throughout the year	Select Status
<b>Action Step 1</b>	Teachers will implement intervention/small group plans based on PM, exit ticket, and assessment data	K-8 teachers	Continuous throughout the year	Select Status
<b>Action Step 2</b>	Teachers will conduct peer observations and provide feedback on evidence of instructional scaffolds, rigor of student tasks, and student mastery of grade level standards	K-8 teachers	Continuous throughout the year	Select Status
<b>Action Step 3</b>	Teachers will analyze student work/data and revise intervention/small group plan to address learning gaps	K-8 teachers	Continuous throughout the year	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

Comfortability with using the data with fidelity for planning for instruction

<b>SY26 Anticipated Milestones</b>	Higher percentages of students mastering grade level content (IAR)
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**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

**Resources:**

IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
30% of 3-8th grade students meet or exceed mastery on IAR for reading	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="text"/>	13	20	25	30
			Other [3-8] <input type="text"/>				
20% of 3-8th grade students meet or exceed mastery on IAR for math	Yes <input type="checkbox"/>	IAR (Math)	Overall <input type="text"/>	1	10	15	20
			Other [3-8] <input type="text"/>				

**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: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.	Teachers continuously analyze student exit ticket data weekly to plan for instruction and promote student mastery of grade level standards. Monitor student progress through i-Ready. Higher percentage of students meet grade level expectations on IAR	Teachers build capacity of students to analyze to their own data and monitor progress through i-Ready. Higher percentage of students meet grade level expectations on IAR	Students build the capacity of each other to analyze their data and create learning goals. Monitor student progress through i-Ready. Higher percent of students meet grade level expectations on IAR
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

[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
30% of 3-8th grade students meet or exceed mastery on IAR for reading	IAR (English)	Overall	13	20	Select Status	Select Status	Select Status	Select Status
		Other [3-8]			Select Status	Select Status	Select Status	Select Status
20% of 3-8th grade students meet or	IAR (Math)	Overall	1	10	Select Status	Select Status	Select Status	Select Status



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

## Inclusive & Supportive Learning Environment

exceed mastery on IAR for math	IAR (I/MAT)	Other [3-8]			Select Status	Select Status	Select Status	Select Status
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### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Teachers continuously analyze student exit ticket data weekly to plan for instruction and promote student mastery of grade level standards. Monitor student progress through i-Ready. Higher percentage of students meet grade level expectations on IAR	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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Students have a plethora of tiered SEL supports in the event that they need support. Based on 5e and incidents, some students don't feel safe in the building, incident data show that lunch and recess are moments where students have accrued the most infractions. This leads to students not feeling safe in our classroom and school community.

What is the feedback from your stakeholders?

**Strengths**  
 -BHT/MTSS team met frequently to identify students in need of SEL support and belonging  
 -Increase in documentation from SY22  
 -After school program engages over 70% of students with moderate attendance  
 -Higher number of SEL practices instead of OSS and removals  
 -Plethora of SEL supports and interventions for students at risk

**Opportunities**  
 -Creating systems, structures, and rituals to ensure that all students feel like they are a part of their classroom community  
 -Fidelity of documentation and aligned support  
 -ISS facilitated for students consistently  
 -Increased structure during recess (most incidents occurred during recess)

What student-centered problems have surfaced during this reflection?

Possibly:  
 Wanting more choice in afterschool programs  
 Not having more than one adult on staff to confide in  
 Decrease in instructional focus after lunch/recess due to incidents  
 Lower grades, lower attendance  
 Finding structured time to focus on SEL needs in the midst of instruction  
 Bullying, ongoing issues with repeat scholars  
 Students not feeling like they have a space in their classroom community

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?

Restructuring third floor classrooms to separate certain classes, Admin presence on the third floor. Early intervention at Week 1 for students with chronic discipline issues which includes CICO, SEL check ins, enrollment into before and academic enrichment programs.

Return to Top **Determine Priorities**

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

Students...  
 Students not feeling safe and cared for by other peers in their classroom and community. There is no sense of unity between peers.

**Resources:** [Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top **Root Cause**

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

As adults in the building, we...  
 -Positive relationships amongst staff members are not modeled in the building.  
 -Students don't have coping strategies and peer resolution being used across all classrooms  
 -Students don't have a lot of time to positively relate to each other in a controlled environment

**Resources:** [5 Why's Root Cause Protocol](#)

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

Return to Top **Theory of Action**

What is your Theory of Action?

If we....  
 build stronger classroom communities to promote environments that are student-centered and allow all students to thrive and have access to an amazing classroom experience

**Resources:** [Indicators of a Quality CIWP: Theory of Action](#)  
 Theory of Action is grounded in research or evidence based practices.

then we see....  
students having the confidence to own their learning and work collaboratively with peers and establish positive relationships with ALL stakeholders



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...  
Students gaining a better sense of self awareness, independence, and ownership which leads to higher levels of student engagement and achievement



[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**

Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1 10/10/2023 Q3 3/18/2024  
Q2 12/11/2023 Q4 5/28/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Create a collaborative learning environment for all students to thrive and flourish	All teachers, ILT	10/10/2023	Not Started
<b>Action Step 1</b>	Teachers will create and implement a Collaborative Learning Plan that centers classroom expectations, norms, agreements, collaborating with peers, showing empathy, being vulnerable, taking risks, and advocating for support	All teachers	8/16/2023	Not Started
<b>Action Step 2</b>	Teachers will implement SEL instruction into their daily routine, giving students an opportunity to learn SEL strategies for managing emotions, coping, resolving conflict, and building community	All teachers	8/25, ongoing	Not Started
<b>Action Step 3</b>	Teachers will embed 1-2 instructional strategies that promote consistent opportunities for students to listen to and share with each other in order to foster trust and vulnerability	All teachers	10/10/2023	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Provide ongoing opportunities for students to share insights, experiences, and needs (academic and social emotional)	Culture and Climate Team	Ongoing	Not Started
<b>Action Step 1</b>	Create quarterly student surveys to gather feedback on levels of trust, vulnerability, opportunities to share and listen to peers, involvement in creating agreements and norms, and levels of academic ownership in the classroom	Culture and Climate Team	8/18/2023	Not Started
<b>Action Step 2</b>	Create a Middle School and Intermediate Townhall schedule that gives students the opportunity to reflect on academic and social emotional data (BAG reports), create PEER goals for achievement, and give feedback to staff on a student-centered environment	Culture and Climate Team	8/18/2023	Not Started
<b>Action Step 3</b>	Meet quarterly to analyze student survey data, identify any action steps needed to improve student-centered experiences, and implement plan to ensure that student feedback is implemented	Culture and Climate Team	10/10/2023, 12/11/2023, 3/18/2024, 5/28/2024	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Provide ongoing opportunities for students to share insights, experiences, and needs (academic and social emotional) through consistent use of student data	
<b>SY26 Anticipated Milestones</b>	Having Middle School Townhalls ran solely by Student Council and other peers based on student data, letting students create their own learning opportunities and modes of support (with minimal adult guidance and facilitation during MS Townhalls)	

[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
At least 85% of scholars indicate that they are a part of a collaborative and safe classroom	Yes <input type="checkbox"/>	Cultivate	Overall	50	65	72	80
			Students with an IEP	50	65	72	80
At least 75% of 3-8 scholars sustain On Track status for Q2, Q3, and Q4 of SY23/24	Yes <input type="checkbox"/>	3 - 8 On Track	Overall	70	71	73	75
			Students with an IEP	60	65	70	75

**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
P&E:3 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).	Number of students that show evidence of high classroom community on the Cultivate Survey, as well as school-created feedback surveys	At least 85% of schoolwide initiatives (incentives, events, field trips, SEL sessions, MS Townhall, etc.) are based on student input and feedback	Students have a consistent platform (MS Townhall, assemblies, etc.) to raise concerns, needs, etc. to staff and other members. Student Council elicits feedback from their peers and meets consistently with Admin to shift on practices or initiatives in alignment with student needs
Select a Practice			
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
At least 85% of scholars indicate that they are a part of a collaborative and safe classroom	Cultivate	Overall	50	65	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50	65	Select Status	Select Status	Select Status	Select Status
At least 75% of 3-8 scholars sustain On Track status for Q2, Q3, and Q4 of SY23/24	3 - 8 On Track	Overall	70	71	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	60	65	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:3 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).	Number of students that show evidence of high classroom community on the Cultivate Survey, as well as school-created feedback surveys	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

## 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.

Our academic priority this year is to ensure that all students are receiving consistent progress monitoring towards grade level success. We have purchased the i-Ready assessment platform this year, which will support us with identifying learning gaps, create targeted goals to push students towards mastery of grade level standards and demands, and to frequently monitor and track progress to ensure that tiered supports are effective and have a positive impact on student outcomes and goals



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