

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
David Narain	Principal	dnarain@cps.edu
Evelyn Murdock	Curriculum & Instruction Lead	elmurdock1@cps.edu
Philip Craig	DL Teacher Leader	pdccraig@cps.edu
Norman Moore	Teacher Leader	nmmoore@cps.edu
Maria Owens	LSC Member (Community Rep)	godslope777777@aol.com
Kirsten Bryant	School Culture Coordinator	kqbryant@cps.edu
Joy McKay	DL Teacher Leader	jnmckay@cps.edu
William Irvin	LSC Member (Parent Rep)	wirving1990.9@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/10/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/9/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/9/23	7/12/23
Reflection: Connectedness & Wellbeing	6/9/23	7/12/23
Reflection: Postsecondary Success	6/9/23	7/12/23
Reflection: Partnerships & Engagement	6/9/23	7/12/23
Priorities	7/12/23	8/11/23
Root Cause	7/12/23	8/11/23
Theory of Action	7/12/23	8/11/23
Implementation Plans	8/14/23	8/18/23
Goals	8/14/23	8/18/23
Fund Compliance	8/21/23	9/14/23
Parent & Family Plan	8/21/23	9/14/23
Approval	8/21/23	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	9/21/2023
Quarter 2	
Quarter 3	
Quarter 4	

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

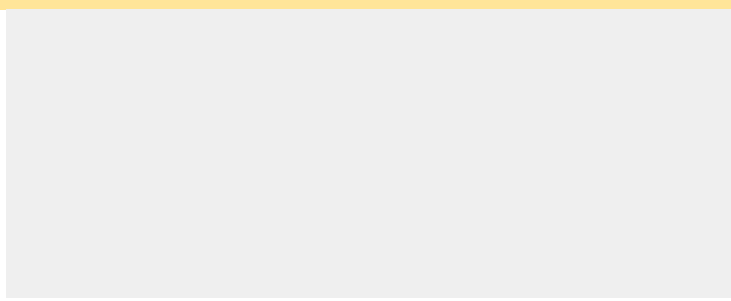
Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>The ILT made a lot of progress in SY24 as evidenced by self-assessment data and by looking at the improvement in ILT meeting practices. Ownership of the professional learning cycle process has grown tremendously, as well as their ability to lead professional development with the rest of the staff. Students feel the effects of this growth by recognizing the consistent approach to writing across content areas. </p> <p>Full Skyline adoption occurred in all content areas, and teachers have become more adept at modifying units and assessments to meet the needs of our student population.</p> <p>SAT data still shows that our students are not yet meeting college readiness standards in Math or EBRW.</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>Students with IEPs still lag behind their peers in performance across all standardized testing metrics.</p> <p>Internal reading assessment data does show, however, that we have made great progress as a school in improving student reading levels over the course of the school year. However, our Diverse Learner population again lags behind their peers, both for student attainment as well as growth.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<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>Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice. </p> <p>According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<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>HS Assessment Plan Development</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>Implementing the Wilson Reading program for our most challenged readers. Data for our Diverse Learner population still shows that student with IEPs who are the furthest behind in reading are also not growing at the rate of their non-disabled peers. However, we have made great strides in improving the reading levels of non-disabled students. In addition, the percentage of students who are reading at grade level by the end of the school year has increased each year. </p>	<p>TS Gold</p> <p>Interim Assessment Data</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 report low levels of teacher-student trust and safety. Student achievement on standardized test measures are consistently low. </p>			

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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	<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>MTSS Integrity Memo</p> <p>MTSS Continuum</p>	<p>The areas that are rated as partially implemented in this domain will improve this year with the addition of a MTSS Intervention Coordinator and additional Diverse Learner staff. </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p>

		Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	



What is the feedback from your stakeholders?

Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice. 🍌

According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.

This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.

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?

Currently improving our MTSS system to better identify students in each tier *using Star 360 assessments) and providing both push-in and pull-out supports for identified students. This stands to impact our Diverse Learner population significantly by actually providing them with support at their individual level, giving them a greater ability to grasp grade-level content and be successful in their classes. 🍌

- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

Students do not always understand the connection between classroom learning and long term goals, or preparation for life after high school. 🍌

[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	BHT Key Component Assessment SEL Teaming Structure	<p>We are still struggling to address our most challenging (Tier III) students, who are chronically absent with little to no parental support. Supports are in place for students who attend school at higher levels, with or without parental support. 🍌</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice. 🍌</p> <p>According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.</p> <p>This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.</p>	

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
The most challenging students may disengage from school for days or weeks at a time due to competing interests or family/personal concerns. 🍌		New structures for SY24 are being planned for students with chronic absenteeism. These will be described in the Priority 2 Theory of Action. 🍌	

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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
Partially	College and Career Competency Curriculum (C4) 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).	We are continuing to build out supports for students who follow non-traditional post-secondary pathways, a continually expanding population. Due to inconsistencies in enrollment, it is difficult to draw conclusions from our college enrollment and persistence data, especially with such a small population of juniors and seniors each year. 🍌	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice. 🍌 According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed. This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	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).		
No	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Partially	PLT Assessment Rubric 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).		
Yes	Alumni Support Initiative One Pager 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).	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 continuing to expand our network of opportunities for trade and career pathways. A high percentage of seniors have secured internships with Genesys Works this year and will therefore only be in the building for half of each school day. We are happy to see a greater percentage of students securing college or career pathways after graduating, and a higher percentage of seniors actually showing up to their post-graduation destination (as measured by post-graduation follow-up contacts). 🍌	
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.			

Although there has been an increase in college-going culture among some students, there are many students who remain uninterested in pursuing education after high school. Resources to support these students are not as readily available and there is a lack of programming and resources to provide these supports as part of the Hirsch curriculum.



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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>The Local School Council is established but attendance at meetings has not been consistent. However, student presence on this team has been a positive, and we hope to continue this trend in SY24. Adding student voice to the Activities Committee was a goal that was not fully achieved in SY23 and that will be a focus for SY24.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</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>
Partially	<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 & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice.</p> <p>According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.</p> <p>This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Although there is a core group of students who are actively engaged in activities outside of the school day, the majority of students do not take advantage of offered programming, and these are the students that are most in need of supports.</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>Adding student voice to teams such as the Activities Committee, LSC and re-establishing a Student Voice Committee are goals for SY24. We are hiring a new Resource Coordinator this school year who will be tasked with increasing the percentage of students participating in extracurricular activities.</p>	

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.
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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

The ILT made a lot of progress in SY24 as evidenced by self-assessment data and by looking at the improvement in ILT meeting practices. Ownership of the professional learning cycle process has grown tremendously, as well as their ability to lead professional development with the rest of the staff. Students feel the effects of this growth by recognizing the consistent approach to writing across content areas.

Full Skyline adoption occurred in all content areas, and teachers have become more adept at modifying units and assessments to meet the needs of our student population.

SAT data still shows that our students are not yet meeting college readiness standards in Math or EBRW.

Students with IEPs still lag behind their peers in performance across all standardized testing metrics.

Internal reading assessment data does show, however, that we have made great progress as a school in improving student reading levels over the course of the school year. However, our Diverse Learner population again lags behind their peers, both for student attainment as well as growth.

What is the feedback from your stakeholders?

Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice.

According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.

This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.

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 report low levels of teacher-student trust and safety. Student achievement on standardized test measures are consistently low.

Implementing the Wilson Reading program for our most challenged readers. Data for our Diverse Learner population still shows that student with IEPs who are the furthest behind in reading are also not growing at the rate of their non-disabled peers. However, we have made great strides in improving the reading levels of non-disabled students. In addition, the percentage of students who are reading at grade level by the end of the school year has increased each year.

Return to Top Determine Priorities

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

Resources:

Students... do not consistently demonstrate a high level of academic culture, and consequently to do not engage at high levels of learning, resulting in failing or lower grades than they are capable of earning.

[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?

Resources:

As adults in the building, we... struggle to instill a sense of purpose into the student body, as there is only one teacher per content area, leaving little room for collaboration and staff development using traditional methods.

[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...

Resources:

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) Select the Priority Foundation to pull over your Reflections here =>

implement cycles of inquiry with the ILT and in each of our departments (Humanities, STEM, SEL, and Diverse Learners), each focused on a chosen area of student performance common to each of their subject areas,

then we see....

higher levels of teacher collaboration and professional learning; as well as improved student engagement and connection to the content in each subject area (as measured by teacher and student surveys and observation data),

which leads to...

improved student outcomes in all subject areas as measured by the percentage of students earning C's or better, as well as improved literacy rates as measured by the Independent Reading Level Assessment and the Star 360.

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.

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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

Dr. Murdock (Lead Coach); ILT

Dates for Progress Monitoring Check Ins

Q1 9/21/2023 Q3
 Q2 Q4

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish departments and set up department meeting structures as well as a chosen topic for each department's cycles of inquiry	Department team leads	End of Week 0	Completed
Action Step 1	Elect a department team lead	Departments	Week 0	Completed
Action Step 2	Discuss and choose a common topic for cycles of inquiry in each department	Departments	Week 0	Completed
Action Step 3	Establish a meeting calendar for the year and share it with the administration	Deparement leads	End of Week 0	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

[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
Improve the percentage of students reading at grade level by 10% by the end of SY24	Yes	STAR (Reading)	Overall	41%	51%	56%	61%
Improve the percentage of students receiving C's or better in math classes by 10% by the end of SY24	Yes	Grades	Overall	43%	53%	58%	63%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead three professional learning cycles around writing instruction, each including data from student work samples and teacher observation. We will look for improvement from cycle to cycle in the percentage of student work samples meeting expectations, and the percentage of teacher classrooms showing evidence of implementing the ILT practices.		
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.	We will use a combination of the Independent Reading Level Assessment and the Star 360 Reading to measure student reading levels quarterly. This data will be used to inform teacher practice and differentiate instruction to meet each student at the appropriate level. Progress will be measure by informal teacher observations by the administration and ILT (looking for use of differentiated instruction).		
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
Improve the percentage of students reading at grade level by 10% by the	STAR (Reading)	Overall	41%	51%	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction						
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>						
reading at grade level by 10% by the end of SY24		STAR (Reading)						Select Status	Select Status	Select Status	Select Status
Improve the percentage of students receiving C's or better in math classes by 10% by the end of SY24	Grades	Overall		43%	53%			Select Status	Select Status	Select Status	Select Status
							Select Status	Select Status	Select Status	Select Status	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead three professional learning cycles around writing instruction, each including data from student work samples and teacher observation. We will look for improvement from cycle to cycle in the percentage of student work samples meeting expectations, and the percentage of teacher classrooms showing evidence of implementing the ILT practices.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	We will use a combination of the Independent Reading Level Assessment and the Star 360 Reading to measure student reading levels quarterly. This data will be used to inform teacher practice and differentiate instruction to meet each student at the appropriate level. Progress will be measure by informal teacher observations by the administration and ILT (looking for use of differentiated instruction).	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.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	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?

We are still struggling to address our most challenging (Tier III) students, who are chronically absent with little to no parental support. Supports are in place for students who attend school at higher levels, with or without parental support.

What is the feedback from your stakeholders?

Our Cultivate survey data indicates that our top priorities are: Feedback for Growth, Classroom Community, and Student Voice.

According to 5-Essentials data, we have grown in the areas of ambitious instruction, effective leaders, and collaborative teachers. However, involved families and supportive environment regressed.

This data is supported by CIWP team members who have reported the same sentiment, and by anecdotal feedback received during teacher meetings.

What student-centered problems have surfaced during this reflection?

The most challenging students may disengage from school for days or weeks at a time due to competing interests or family/personal concerns.

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?

New structures for SY24 are being planned for students with chronic absenteeism. These will be described in the Priority 2 Theory of Action.

Return to Top Determine Priorities

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

Students...
often disengage with school and do not attend for several days, or even weeks at a time, leading to high attendance-connected failure rates, as well as disruptions when these students do return to each of their classes.



[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.

Return to Top Root Cause

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

As adults in the building, we...
do not have a system for managing students who are chronically truant, struggling to catch these students up when they return while still maintaining momentum for the students that attend more consistently.



[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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
develop a system to identify Tier III attendance students, collect their missing work and assessments in a central location, and implement immediate academic and SEL interventions whenever these students are absent for more than two consecutive days,



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

then we see....

students recognizing the importance of attendance and better understanding the connection to their understanding of course content,



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...

improvements in academic culture (as measured by student grades and engagement surveys), reduced levels of chronic truancy (as measured by student attendance data and the MTSS system), fewer disruptions in classrooms (as measured by disciplinary write-ups), and improvements in the academic outcomes for Tier I and II students (as measured by grade data).



[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

Attendance Team; MTSS Team

Dates for Progress Monitoring Check Ins

Q1 9/21/2023

Q3

Q2

Q4

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish Attendance Team and create systems to monitor attendance weekly	Mr. Myers	Week 2	Completed
Action Step 1	Solicit membership for Attendance Team and establish a weekly meeting time	Mr. Myers	Week 2	Completed
Action Step 2	Establish a cadence for attendance data pulls to use as basis for team meeting analysis and discussion	Mr. Myers	Week 2	Completed
Action Step 3	Establish a system to house all attendance related data and communication (Google sheets and Google space)	Mr. Myers	Week 2	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

[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
Reduce chronic absenteeism (percent of students earning less than 90% attendance for the year) by 10% by the end of SY24.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>	83%	73%	68%	63%
Increase percentage of A's, B's and C's earned by 10% by the end of SY24.	Yes <input type="checkbox"/>	Grades	Overall <input type="text"/> <i>Select Group or Overall</i>	59%	69%	74%	79%

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.	The system we create to address our Tier 3 attendance students will be personalized to meet the individualized socio-emotional and academic needs of each student. This will include proper assessment of the situation through an interview, and assigning appropriate interventions with the support of the BHT and MTSS teams before reintegrating the student into their regular classes.		
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Same as above. This year in partnership with Lurie Children's Hospital, our BHT will more closely follow best practices as defined by OSEL.		
<i>Select a Practice</i>			

[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
Reduce chronic absenteeism (percent of students earning less than 90% attendance for the year) by 10% by the end of SY24.	Increase Average Daily Attendance	Overall	83%	73%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
					<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Increase percentage of A's, B's and C's	Grades	Overall	59%	69%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	The system we create to address our Tier 3 attendance students will	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Same as above. This year in partnership with Lurie Children's Hosp	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

Grades: Improve the percentage of students receiving C's or better in math classes by 10% by the end of SY24

Required Reading Goal

STAR (Reading): Improve the percentage of students reading at grade level by 10% by the end of SY24

Optional Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	43%	53%	58%	63%
Overall	41%	51%	56%	61%

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.

These funds will be used to support literacy instruction and parental support around literacy goals. The PAC will be established by September 26th. 🍌

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