CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Leonard Harris	Principal	lharris5@cps.edu
Sheila Jones-Coleman	AP	sljones@cps.edu
Amaze Jones	AP	acjones1@cps.edu
Reem Hamdan	Teacher Leader	rmhamdan@cps.edu
Sharonda Hatcher	Partnerships & Engagement Lead	sharonda.hatcher@cookcountyil.gov
Mary Rizzo	Special Education Teacher	mmrizzo@cps.edu
Paula Leland	Postsecondary Lead	ppleland@cps.edu
Brian Conant	LSC Member	jconant@cookcountyhhs.org
Robert Strong	Teacher Leader	rdstrong@cps.edu
Laronya Whitfield-Taylor	Teacher Leader	lwhitfield1@cps.edu
Victoria Caldwell	Teacher Leader	vlcaldwell@cps.edu
Christopher McDaniel	Teacher Leader	cmcdaniel@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/1/23	5/5/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	5/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	6/30/23
Reflection: Connectedness & Wellbeing	6/26/23	6/30/23
Reflection: Postsecondary Success	6/26/23	6/30/23
Reflection: Partnerships & Engagement	7/3/23	7/7/23
Priorities	7/17/23	7/21/23
Root Cause	7/17/23	7/21/23
Theory of Acton	7/24/23	7/28/23
Implementation Plans	7/24/23	7/28/23
Goals	7/31/23	8/4/23
Fund Compliance	7/31/23	8/4/23
Parent & Family Plan	8/7/23	8/11/23
Approval	8/14/23	8/23/23

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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/10/2024

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.	CPS High Quality Curriculum Rubrics	After reviewing the Cultivate survey our top three learning conditions prioritized were classroom community, supportive teaching, and growth for feedback. The cultivate survey aligns with student feedback which indicated students prefer to have frequent and varies ways to share their thoughts and demonstrate understanding of the learning targets. Based on SY 22-23 STAR overall average data, 59% of 9th graders need urgent intervention, 27% need intervention, 6% are on watch and 7% are at/above benchmark. For 10th graders, 44% need urgent intervention, 21% need intervention, 14% are on watch and 21% are at/above benchmark. For 11th graders, 57% need urgent intervention, 23% need intervention, 11% are on watch and 9% are at/above benchmark. For 12th graders, 42% need urgent intervention, 26% need intervention, 11% are on watch and 22% are at/above benchmark. The key takeaways from the STAR data is our need to focus on Tier 1 instruction.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Students reported they want to be assessed in a variety of ways based on their interests Teachers reported they would like to have more professional development opportunities to support the development of assessments that support student interest.	iReady (Reading) iReady (Math) Cultivate
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Grades ACCESS
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** All teachers plan lessons aligned to Common Core State Standards. Differentiated instruction is utilized by DL teachers. Teachers use progress monitoring to track student progress, however we can improve this based on the student STAR data by working to close the opportunity gap. Students are given a voice in the materials and rigorous texts used for class, however this is not done with fidelity based on the cultivate survey and feedback from the students. Students complete reflections for each class at the end of every week in order to share their feedback on materials and class curriculum.	

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

Our goal is to maintain active engagement and accelerate students towards grade level proficiency. We will continue to develop our curriculum and instructional best practices around this goal. One issue to overcome is the multilevel classrooms we have here at Nancy B. Jefferson, and the implementation of teaching practices that will address the diverse needs of our student population.

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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.	MTSS Integrity Memo MTSS Continuum Roots Survey	The ACCESS data from SY 22-23 shows that 83% of our students were below 3.5% on literacy PL and 17% was above 3.5% on literacy PL. The data for IEP Evaluation Compliance shows that 13% were completed late and 88% were currently past due. The takeaways from the data shows that we will need SEL and MTSS in daily tasks and continue to make SEL and student voice a priority. We will also ensure teachers log interventions in branching mind on a consistent basis.	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Integrity Memo		MTSS Continuum Roots Survey ACCESS

					Metrics
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 Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Students respond well to the smaller class sizes and feel more comfortable sharing. This also helps students take control of their learning. ✍️		
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		We took the neccessary steps to support our ELL students by hiring a ELL specialist this school year to support them with their specific needs. Students generally come to us out of compliance with IEPs. We implemented a plan to address this concern by having a team of teachers and the case manager come in on Saturdays to focus strictly onthe IEPs that are past due. Teachers will continue to work on best practices and share their techniques for meeting these needs. Based on the IEPs out of compliance, a group of special education teachers and the case managers have been meeting every Saturday since March 2023 to work on IEPs that are out of compliance. The students are now able to get their accommocations and modifications needed to have full support in the classroom. ✍️		

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.

The transient student population may make it difficult to track progress. ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	The data from the cultivate survey and feedback from teachers and students suggest that teachers do a good job checking in with students and supporting them with social emotional learning. However, as a school community, we need to be more consistent and intentional with our BHT and MTSS teams to support the teachers and staff with strategies to support students in the classroom. ✍️	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.		**What is the feedback from your stakeholders?** Out of school time programs are implemented quarterly. Students have a wide variety of topics to choose to particpate in. However, as a school community, we need to be more consistent and intentional with our BHT and MTSS teams to support the teachers and staff with strategies to support students in the classroom. ✍️	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

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

The transient populations and recidivism can make it difficult to track student progress and implement reentry plans with fidelity. ✏️	We are currently developing professional development that will be centered around Branching Minds. This will allow teachers to track the student population, as well as their progress, develop and implement plans to ensure grade level proficiency. Nancy B. Jefferson builds a culture of respect and rapport between staff and students by allowing students to have an active voice in their educational progress. This is done through the use of weekly evaluations and feedback forms, and daily class check-ins. ✏️

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The data from ILPs show that all Individualized Learning Plans are successfully completed if the students. Although our students can be exempt from taking the SAT, our Counselor and Postsecondary team ensures all students who are able to take the SAT. We also work with all students to ensure are eligible to take college courses if they desire. Other graduates are placed in a college and career readiness class to ensure they are prepared to take and pass the city college entrance exams and enroll in college courses when they are ready. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students have demonstrated a desire for increased knowledge of career and technical resources and schools. We are working to address those needs through guest speakers and post-secondary school representatives. ✏️	
Partially	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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** 11th grade students complete the SAT and their scores are reviewd in class. Teachers review the structure of the test and how scores are determined. College and career options are also discussed by teachers and school counselors, as well as CPS transition staff. Students have access to CPS transition staff and school counselor, who provide options for post-secondary schools and training options. ✏️	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

The transient population can make post-secondary planning difficult. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Our takeways from partnership and engagment interactions with JTDC shows that we will need to continue our regular meetings to ensure we are meeting all the needs of all students with fidelity. We will continue our two-way communication with all parties and work to make sure all decision are based on the priorities we need to meet to successfully education our students.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 5E: Supportive Environment

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

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Families and community stakeholders would like to continue to be participants in the learning process. Translating services have helped make this process more accessible as well. | Formal and informal family and community feedback received locally. (School Level Data) |

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

Due to the transient population, participation is low.

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?

Insuring information for all meetings is made public and shared. Nancy B. Jefferson partipates in CPS's parent/teacher conferences. In addition, several ALSC and PAC meetings are scheduled. These meetings allow families and community stakeholders to actively particpate in the learning process of the students.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

After reviewing the Cultivate survey our top three learning conditions prioritized were classroom community, supportive teaching, and growth for feedback. The cultivate survey aligns with student feedback which indicated students prefer to have frequent and varies ways to share their thoughts and demonstrate understanding of the learning targets.
Based on SY 22-23 STAR overall average data, 59% of 9th graders need urgent intervention, 27% need intervention, 6% are on watch and 7% are at/above benchmark. For 10th graders, 44% need urgent intervention, 21% need intervention, 14% are on watch and 21% are at/above benchmark. For 11th graders, 57% need urgent intervention, 23% need intervention, 11% are on watch and 9% are at/above benchmark. For 12th graders, 42% need urgent intervention, 26% need intervention, 11% are on watch and 22% are at/above benchmark. The key takeaways from the STAR data is our need to focus on Tier 1 instruction.

What is the feedback from your stakeholders?

Students reported they want to be assessed in a variety of ways based on their interests
Teachers reported they would like to have more professional development opportunities to support the development of assessments that support student interest.

What student-centered problems have surfaced during this reflection?

Our goal is to maintain active engagement and accelerate students towards grade level proficiency. We will continue to develop our curriculum and instructional best practices around this goal. One issue to overcome is the multilevel classrooms we have here at Nancy B. Jefferson, and the implementation of teaching practices that will address the diverse needs of our student population.

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?

All teachers plan lessons aligned to Common Core State Standards. Differentiated instruction is utillized by DL teachers. Teachers use progress monitoring to track student progress, however we can improve this based on the student STAR data by working to close the opportunity gap. Students are given a voice in the materials and rigorous texts used for class, however this is not done with fidelity based on the cultivate survey and feedback from the students.   Students complete reflections for each class at the end of every week in order to share their feedback on materials and class curriculum.

Return to Top   **Determine Priorities**

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

Students...

reported on the cultivate survey, our number one conditional priority is classroom community. Our student-centered problem is that teacher should provide frequent varied ways for students to share their thinking, needs, and questions during instructional activities.

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...

don't ask enough higher order thinking questions and provide opportunities for students to take ownership of their learning.

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....

provide a strong instructional core that focuses on students receiving culturally relevant, grade level and standards based instruction

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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 utilizing frequent and varied ways for students to share their thinking, needs, and questions during instructional activities ✍️

which leads to...

active student engagement, student ownership, higher academic achievement, and an empowered learning environment ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT/ Curriculum Coach/Teachers/ Administration

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/10/2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** 👍	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 For the SY23 -24 school year, NBJ is incorporating CPS' Skyline ELA and Social Science Curriculum and assessments into our instructional core to provide standards-based, grade level appropriate instruction	Teachers and Students	10/23/2023	In Progress
Action Step 1 The administrative team and lead teachers will attend the Skyline training.	Admin & Teachers	9/22/2023	In Progress
Action Step 2 Administrative team and curriculum specialists will be providing Skyline professional development to the ELA and Social Science Teams.	Admin & Teachers	9/22/2023	In Progress
Action Step 3 A team of teachers and the curriculum specialist will meetly weekly to plan and adopt the skyline curriculum to align with our multi grade level classrooms in preparation for the 2nd quarter.	Admin & Teachers	9/22/2023	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Using a balanced assessment system that demonstrates proficiency and mastery in DOK level 3 and 4 projects and mastery of Academic Approach assessments.	Students	5/10/2024	Not Started
Action Step 1 Teachers will develop appropriately challenging, engaging, and effective standards aligned questions, which will stimulate peer discussions and encourage students to refine understandings of key concepts.	Teachers	12/1/2023	In Progress
Action Step 2 Teachers will plan rigorous quarterly projects where students can demonstrate proficiency by participating in civic social and current events.	Teachers	8/28/2023	In Progress
Action Step 3 Teachers will review assessment data and make adjustments when planning to reflect data analyis for general and diverse learner students.	Teachers	9/22/2023	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Not Started
Action Step 1			Not Started
Action Step 2			Not Started
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

Curriculum & Instruction

| SY25 Anticipated Milestones | An Anticipated milestone is watching students grow through the the stages of thinking. They often begin as unreflective thinkers, and then grow to challenged thinkers, practicing thinkres, and eventually advanced thinkers. This will be evidenced through their performance on assessments, and their application of knowledge of key concepts in their daily lives. | ✏️ |
| SY26 Anticipated Milestones | An anticipated milestone for SY 26 is that students will demonstrate critical thinking, collaborate with each other, effectively communicate, demonstrate creativity, participate in civic life, and continue to be culturally aware. | ✏️ |

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Goal Setting

Resources: 🚀

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.

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Engaged, empowered, and academically prepafed students, that are accelerating towards grade level proficiency.	Yes	Graduation Rate	Overall	85	90	95	100
			Select Group or Overall				
Increase fidelity of implementation of grade level curriculum and instruction.	Yes	Graduation Rate	Overall	80	85	90	95
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will align core content, texts and tasks, to CCSS., and incorporate SEL strategies, as evidenced in weekly lesson plans and assessments.	Students will be academically prepared and demonstrate effective life-skills and decision making abilities. This will lead to less daily behavioral issues in class and a higher on track rate.	Teachers will conduct high level, structured classroom observations, teachers will contribute to student achievement growth, and student perceptions of teacher effectiveness and classroom instructional climate will be evaluated and utilized to drive future instructional planning. This will engage and empower students to accelerate towards grade level proficiency and graduation.
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 will create meaningful goals and measures that are individualized for the learning needs of each student, which will lead to higher mastery and grade level proficiency.	Teacher teams will create performance based, formative and summative assessments that measure individual student learning according to grade level standards. Student MOY and EOY scores will reflect and increase mastery of material.	Teachers will encourage student ownership of learning and allow students to progress monitor their development in the diagnostic, formative, interim, and summative levels. This will lead to higher on track and credit attainment.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will use CCSS and DOK to create high level and engaging texts and tasks across all classrooms, in all disciplines, which will lead to more active student engagement and less daily behavioral issues.	Teachers will utilize best practices from the ILT learning cycles series and integrate best practices in daily teaching. This will promote engaged, empowered, and prepared learners, which formative and summative assessment scores will reflect.	Teachers will utilize frequent and varied ways to allow students to share out and ask questions, which will promote higher student engagement and grade level proficiency.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Engaged, empowered, and academically prepafed students, that are accelerating towards grade level proficiency.	Graduation Rate	Overall	85	90	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase fidelity of implementation of grade level curriculum and instruction.	Graduation Rate	Overall	80	85	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will align core content, texts and tasks, to CCSS., and incorporate SEL strategies, as evidenced in weekly lesson plans and assessments.	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.	Teachers will create meaningful goals and measures that are individualized for the learning needs of each student, which will lead to higher mastery and grade level proficiency.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will use CCSS and DOK to create high level and engaging texts and tasks across all classrooms, in all disciplines, which will lead to more active student engagement and less daily behavioral issues.	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

After reviewing the Cultivate survey our top three learning conditions prioritized were classroom community, supportive teaching, and growth for feedback. The cultivate survey aligns with student feedback which indicated students prefer to have frequent and varies ways to share their thoughts and demonstrate understanding of the learning targets. Based on SY 22-23 STAR overall average data, 59% of 9th graders need urgent intervention, 27% need intervention, 6% are on watch and 7% are at/above benchmark. For 10th graders, 44% need urgent intervention, 21% need intervention, 14% are on watch and 21% are at/above benchmark. For 11th graders, 57% need urgent intervention, 23% need intervention, 11% are on watch and 9% are at/above benchmark. For 12th graders, 42% need urgent intervention, 26% need intervention, 11% are on watch and 22% are at/above benchmark. The key takeaways from the STAR data is our need to focus on Tier 1 instruction.

What is the feedback from your stakeholders?

Students reported they want to be assessed in a variety of ways based on their interests Teachers reported they would like to have more professional development opportunities to support the development of assessments that support student interest.

What student-centered problems have surfaced during this reflection?

Our goal is to maintain active engagement and accelerate students towards grade level proficiency. We will continue to develop our curriculum and instructional best practices around this goal. One issue to overcome is the multilevel classrooms we have here at Nancy B. Jefferson, and the implementation of teaching practices that will address the diverse needs of our student population.

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?

All teachers plan lessons aligned to Common Core State Standards. Differentiated instruction is utllized by DL teachers. Teachers use progress monitoring to track student progress, however we can improve this based on the student STAR data by working to close the opportunity gap. Students are given a voice in the materials and rigorous texts used for class, however this is not done with fidelity based on the cultivate survey and feedback from the students. Students complete reflections for each class at the end of every week in order to share their feedback on materials and class curriculum.

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Determine Priorities

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

Students...

reported on the cultivate survey, they need supportive teaching. After further investigation, students feel they don't have choices in how they contribute to the curriculum or the lesson, and they don't get timely feedback from teachers to help them improve.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

need to consider student voice when aligning our curriculum with the CCSS, analyze and refresh our approach regulary to create a more supportive and inclusive learning environment for students.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

implement an equity-based MTSS framework that incorporates a strong team that meets on a regular basis with structures in place to support the students and staff

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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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 and teams implementing Branching Minds with fidelity, analyzing the data and using interventions and supports for students ✍️

which leads to...

a blueprint for problem-solving, plans for creating student interventions, goal setting, and progress monitoring and better academic outcomes. ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT/ Curriculum Coach/Teachers/ Administration

Dates for Progress Monitoring Check Ins

| Q1 | 10/27/2023 | Q3 | 4/1/2024 |
| Q2 | 12/22/2023 | Q4 | 6/10/2024 |

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Via the implementation of various MTSS and instructional strategies such as RADD, trauma informed, grouping, Tier II and TIER III interventions teachers will address each students' academic and social emotional needs with the support of the MTSS, BHT, ILT.	Teachers	9/22/2023	In Progress
Action Step 1 — The teams will compile a list of interventions that can be used for Tier II and III supports.	Teachers	9/22/2023	In Progress
Action Step 2 — Administration will work with the ILT and teacher teams to ensure they are using the RADD instructional strategies and addressing all the needs of the students with Tier 1 instruction.	Administration and Teachers	9/22/2023	Not Started
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — Teachers will implement MTSS interventions and utilize Branching Minds to ensure all students are accelerating towards grade level proficiency.	Teachers	9/22/2023	Not Started
Action Step 1 — All teachers will receive support in Branching Minds and will maintain weekly data for all students.	Teachers	9/22/2023	Not Started
Action Step 2 — Teachers will use Branching Minds to monitor progress and inform future planning and instruction.	Teachers	9/22/2023	Not Started
Action Step 3 — MTSS team will meet bi-weekly to analyze the Branching Mind data and determine the appropriate interventions.	Administration	9/22/2023	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Not Started
Action Step 1			Not Started
Action Step 2			Not Started
Action Step 3			Not Started
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	An anticipated milestone for students in SY25 is a greater engagement in the currlculum and an increased sense of ownership in their learning process.	✍️

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| SY26 Anticipated Milestones | An anticipated milestone for students in SY26 is increased metacognition and a greater sense of self-awareness within the school and community. With this increase in self-awarenes, students will display less disruptive behaviors. | ✏️ |

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Goal Setting

Resources: 🚀

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.

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase the percentage of students receiving Tier II who are meeting targets to 80%	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	80	85	90	95
			Select Group or Overall				
Increase the percentage of students receiving Tier III who are meeting targets to 65%.	Yes	Graduation Rate	Overall	65	70	80	90
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will consistently incorporate cultural components to support learning and students will become more actively engaged in the learning process. This will be evident in the decrease of student bheavioral issues in class and a greater mastery of material/on track rate.	Teachers will utilize weekly student voice surveys with fidelity to create culturally responsive lessons that are aligned with CCSS standards.	Teachers will continue to facilitate high quality and relevant instruction in order to maintain student accelration towards grade level proficiency. This will be evidence in our graduation and credit attainment rate.
I&S:1 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.	Teachers will use weekly MTSS and Branching Minds data to help students attain credits and stay on track.	Teachers will use MTSS to inform and foster family engagement. Data will be shared in IEP meetings and in CPS parent conferences.	Teachers will continue to utilize MTSS with fidelity, and continue to equip themselves with actionable indocators for student success . Teachers will continue to support students in meeting their own MTSS tiered goals. Credit attainment, graduation rate, and community involvement will increase, as a result.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will create weekly plans and utilize the Branching Minds platform to 'equitably and effectively support the holistic needs of all students and create a path for academic and personal success.'	Teachers will use weekly Branching Minds data to implement tiered academic interventions for all students.	Teachers will continue to set weekly Branching Minds goals that provide a clear path for the development process that from initial changes to production. This will enable parallel development in students and increase the yearly credit attainment and graduation rate.

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percentage of students receiving Tier II who are meeting	% of Students receiving Tier 2/3 interventions	Overall	80	85	Select Status	Select Status	Select Status	Select Status

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

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					Select Status	Select Status	Select Status	Select Status
receiving Tier II who are meeting targets to 80%	Tier 2/3 interventions meeting targets	Select Group or Overall						
Increase the percentage of students receiving Tier III who are meeting targets to 65%.	Graduation Rate	Overall	65	70	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will consistently incorporate cultural components to support learning and students will become more actively engaged in the learning process. This will be evident in the decrease of student bheavioral issues in class and a greater mastery of material/on track rate.	Select Status	Select Status	Select Status	Select Status
I&S:1 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.	Teachers will use weekly MTSS and Branching Minds data to help students attain credits and stay on track.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will create weekly plans and utilize the Branching Minds platform to 'equitably and effectively support the holistic needs of all students and create a path for academic and personal success.'	Select Status	Select Status	Select Status	Select Status

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)

Graduation Rate: Students will have access to CCSS aligned and varied gr...

Graduation Rate: Students will have access to CCSS aligned and varied gr...

Select a Goal

<div style="text-align: center; background-color: teal; color: white;">**Parent and Family Plan**</div>

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The Parent Advisory Committee will meet to review school wide academic achievement and attendance goals, as well as appropriating to the PAC allocated budget.

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