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).

Name ✍	Role ✍	Email ✍
Sherisse Freeney	Principal	smtaylor@cps.edu
London Jones	AP	slhall@cps.edu
Felisa Brown	Connectedness & Wellbeing Lead	fybrown@cps.edu
Marian Towns	Inclusive & Supportive Learning Lead	metowns@cps.edu
Dominique Richardson	Parent	ddrichardson10@cps.edu
Leslie Joyce	LSC Member	mrs.joyce1@yahoo.com
Cynthia Joiner-Woodson	Teacher Leader	cjoiner-woo@cps.edu
Ellen Chalstrom	Curriculum & Instruction Lead	echalstrom@cps.edu
Vickie Gaines	Partnerships & Engagement Lead	vshale1@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	3/28/23	3/31/23
Reflection: Curriculum & Instruction (Instructional Core)	4/11/23	8/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/12/23	8/31/23
Reflection: Connectedness & Wellbeing	6/27/23	8/9/23
Reflection: Postsecondary Success	7/10/23	8/23/23
Reflection: Partnerships & Engagement	5/26/23	8/30/23
Priorities	7/6/23	8/30/23
Root Cause	7/12/23	8/30/23
Theory of Acton	7/13/23	8/30/23
Implementation Plans	7/18/23	8/30/23
Goals	7/18/23	8/30/23
Fund Compliance	8/15/23	8/30/23
Parent & Family Plan	8/31/23	9/6/23
Approval	9/11/23	9/11/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/19/24
Quarter 4	6/7/2024

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	Star360 showed negative growth in the below data. All IReady Data in k-2 showed a trend in a positive direction, however some students are 1 level below in first grade in math and reading. ✍️ K: growth Math: 54% 1 grade level below Rdg: 8% 1 grade level below	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	1: growth (Math 67% 1 grade below), 5% 2 grade levels below Rdg: 50% 1 grade level below, 2nd:growth: math 25% 1 grade level below, 10% 2 grade levels below Rdg: 35% 1 grade level below, 15% 2 grade levels below Star 360: 3rd Rdg: 23% intervention 23% urgent intervention Math: 10% intervention 29% urgent intervention 4th: Rdg: 16% intervention 26% urgent intervention Math: 21% intervention 37% urgent intervention 5th: Rdg: 20% intervention 40% urgent intervention Math: 13% intervention 47% urgent intervention 6th RDG: 37% intervention 37% urgent intervention 6th Math: 16% intervention 47% urgent intervention 7th RDG: 24% intervention.	STAR (Reading)
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 did not feel a supportive environment with student teacher trust ✍️ Students felt that they had a supportive environment for peer support for academic work Parents felt that they had teacher parent trust in their child's academic environment. 55% of students felt that they had academic press.	STAR (Math) iReady (Reading) iReady (Math) Cultivate
Partially	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
No	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?** Consistently reviews multiple data points during ILT and GLTs. ✍️ Teachers are receiving professional development and instructional planning and implementation. Teachers are receiving professional development in providing a respectful and supportive learning environment. Continue to sustain a strong communication between home and school connection.	

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.

Student-to-student engagement is an area of growth, daily instructions should reflect students' interests, learning modalities, and academic levels. Daily and/or weekly assessments should inform instructional facilitation and strategies. ✍️

Inclusive & Supportive Learning Environment

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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	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	According to the MTSS dashboard report the following data was collected: ✍️ 85% of intervention planned minutes are completed for tier 2 in math 82% of intervention planned minutes are completed for tier 3 in math 52%of intervention planned minutes are completed for tier 2 in ELA 59% intervention planned minutes are completed for tier 3 in ELA Tier Movement Report Data: Tier 1: 34% to 41% Tier 2: 21% to 30% Tier 3: 43% to 28%	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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		
Partially	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?** Teachers were not planning with student IEP modifications and accommodations in mind. Students stated that they preferred pull-out to push-in services and working within a smaller group setting. ✍️	
Partially	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?** Yes, we have scheduled weekly co-planning with the DL teacher and the Gen Ed teacher to implement weekly lesson plans integrated with modifications and accommodations for Diverse Learners. ✍️	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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.

Problems experienced by most students were that they did not receive minimum grade appropriate material. ✍️

Connectedness & Wellbeing

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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	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 intervention report for the % of students receiving Tier 2 and 3 interventions meeting targets: ✍️ Tier 2: 74% Tier 3: 77% According to the distributive behavior report from dashboard, there was a decrease in level 2, 3, 4, infractions. In category 3.4 there was a decrease in reports.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
			What is the feedback from your stakeholders?	

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.	From the 5Es survey teacher's responses concluded that was there was an increase in collaborative practices from 21% to 40% Parents felt that they had teacher parent trust in their child's academic environment. 55% of students felt that they had academic press. ✍️	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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?**
Students did not feel as if their voices were elevated and taken into consideration while making school-wide decisions. ✍️	Student Voice Committee implemented, ✍️

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)	Counselor and 6-8th grade teachers will continue to schedule protected time to complete School Links, Counselor Check off, Survey, and Assessment ✍️	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		
Yes	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 greatly enjoyed learning about potential post secondary opportunities and what each school could offer in preparation for their chosen career path. Teachers will consistently put grades in to Aspen weekly. ✍️	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			Counselor has scheduled a career fair to support student success. ✍️	

| 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 | success. Administrators will monitor weekly grades in ASPEN. impact on most students; impact on specific student groups |

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

Students have voiced a desire to have more exposure to various career and educational pathways, and hands-on experiences related to different professions with field trips and virtual tours to colleges, universities, and vocational institutions.

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	We will continue to align school committees with school goals. To promote and increase in family engagement, we will integrate family surveys, family nights and opportunities to participate in career days and schoolwide decisions. Ensure that parents have access to REMIND, increase our social media communication, and implement use of student agenda as a form of 2-way communication with parents. Continutr the SVC	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| 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?**

Increase parent communication, Students enjoyed SVC. | 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.

Students lack organization skills.

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 students K-8th have agenda planners to support organziaiton skills and parent communication. The barriers anticipated are writing skills for Primary grade levels.

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Star360 showed negative growth in the below data. All IReady Data in k-2 showed a trend in a positive direction, however some students are 1 level below in first grade in math and reading.
K: growth
Math: 54% 1 grade level below
Rdg: 8% 1 grade level below

1: growth
(Math 67% 1 grade below), 5% 2 grade levels below
Rdg: 50% 1 grade level below,

2nd:growth:
math 25% 1 grade level below, 10% 2 grade levels below
Rdg: 35% 1 grade level below, 15% 2 grade levels below

Star 360:

3rd
Rdg: 23% intervention   23% urgent intervention
Math: 10% intervention 29% urgent intervention

4th:
Rdg: 16% intervention 26% urgent intervention
Math: 21% intervention 37% urgent intervention

5th:
Rdg: 20% intervention 40% urgent intervention
Math: 13% intervention 47% urgent intervention

6th RDG:
37% intervention
37% urgent intervention

6th Math:
16% intervention
47% urgent intervention

What is the feedback from your stakeholders?

Students did not feel a supportive environment with student teacher trust
Students felt that they had a supportive environment for peer support for academic work

Parents felt that they had teacher parent trust in their child's academic environment. 55% of students felt that they had academic press.

What student-centered problems have surfaced during this reflection?

Student-to-student engagement is an area of growth, daily instructions should reflect students' interests, learning modalities, and academic levels. Daily and/or weekly assessments should inform instructional facilitation and strategies.

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?

Consistently reviews multiple data points during ILT and GLTs. Teachers are receiving professional development and instructional planning and implementation. Teachers are receiving professional development in providing a respectful and supportive learning environment. Continue to sustain a strong communication between home and school connection.

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Determine Priorities

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

Students...

Students are not engaged or exposed to differentiated instruction

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...

The level of implementation of differentiation does not align to the level of teachers capacity to differentiate

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.

Theory of Action

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What is your Theory of Action?

If we....

If we provide professional development on the implementation of a standards-aligned curriculum, and differentiated instruction ✍️

then we see....

then we should see adjusted teaching strategies, and student-centered learning environments ✍️

which leads to...

which lead to an increase in student outcomes on STAR 360, IAR, IReady. Assessments. ✍️

Resources: 🚀

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.

Implementation Plan

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Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/24
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will deliver rigorous standards aligned curriculum	ILT	Quarter 1	In Progress
Action Step 1	Identify core curriculum and prioritize the essential standards for each grade and subject.	ILT	End of Quarter 1	In Progress
Action Step 2	Develop a comprehensive curriculum map that outlines the scope and sequence of content integrating Skyline and IReady curriculum.	ILT+Coach	End of Quarter 1	In Progress
Action Step 3	Provide ongoing professional development and learning opportunities for Domain 1 preparation and planning and co-planning facilitation	ILT+Coach	End of Quarter 4	In Progress
Action Step 4	Schedule protected time for co-planning sessions for general education teachers and DL teachers	Admin	End of Quarter 1	In Progress
Action Step 5	ILT members will consistently monitor teacher performance with bi-weekly internal walkthrough and provide teachers with feedback and support and adjust year long GLT professional development topics to align with observation data.	ILT	End of Quarter 4	Not Started
Implementation Milestone 2	To meet student's unique needs, teachers will plan and implement at least two small group instructions per day for ELA and Math.	Teachers+Coach	End of Quarter 3	Not Started
Action Step 1	Provide professional development on establishing systems and structures to effectively implement small group instruction.	ILT+Coach+Interventionist	End of Quarter 2	Not Started
Action Step 2	Provide support for teachers accessing and analyzing data report to formulate small groups using IReady and Star360 platforms,	Interventionist+Coach	End of Quarter 1	In Progress
Action Step 3	Tailor teaching methods to accommodate varied learning styles, abilities, and backgrounds.	Teachers	End of Quarter 1	Not Started
Action Step 4	Incorporate a mix of instructional approaches such as cooperative learning, project-based learning, and inquiry-based activities.	Teachers	End of Quarter 3	Not Started
Action Step 5	Provide enrichment for advanced learners and support for struggling students.	Teachers	End of Quarter 3	Not Started

Curriculum & Instruction

Implementation Milestone 3	MTSS team meets foundational level components for supplemental intervention, progress monitor on MTSS continuum.	MTSS Team	End of Quarter 3	Not Started
Action Step 1	Provide professional developments on how to navigate Branching Minds	MTSS Team	End of Quarter 2	Not Started
Action Step 2	Provide professional learning for teachers on how to use the progress monitoring tools and platforms	MTSS Team	End of Quarter 2	Not Started
Action Step 3	MTSS team will lead GLTS demonstrating CPS approved progress monitoring measures aligned to student skill deficits	MTSS Team	End of Quarter 2	Not Started
Action Step 4	ILT will review branching mind data monthly	ILT	End of Quarter 2	Not Started
Action Step 5	Teachers will track the progress of their students whom they progress monitor and adjust interventions and supports	Teachers	End of Quarter 2	Not Started
Implementation Milestone 4	Teachers will consistently monitor student progress with formative and summative assessments	Teachers	End of Quarter 1	In Progress
Action Step 1	Teacher will Implement regular formative assessments to gauge student understanding and adjust instruction.	Teachers	End of Quarter 1	In Progress
Action Step 2	Teachers will administer curriculum based summative assessments to evaluate students' mastery of key standards and skills.	Teachers	End of Quarter 1	In Progress
Action Step 3	ILT will monitor teachers assessment monthly using Aspen Gradebook and provide teachers with feedback.	ILT	End of Quarter 2	Not Started
Action Step 4	Use assessment data to inform instructional decisions and differentiate further.	Teachers	End of Quarter 2	Not Started
Action Step 5	Teachers will bring assessment data to GLTs to demonstrate student mastery and receive feedback when needed	Teachers	End of Quarter 2	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	At least 50% of our teachers will deliver rigorous instruction and differentiation strategies with content, process, or product. MTSS team meets foundational level components for supplemental intervention, progress monitor on MTSS continuum.	✏️
SY26 Anticipated Milestones	At least 80% of our teachers will deliver rigorous instruction and differentiation strategies with content, process, or product. MTSS team meets fully developed level components for supplemental intervention, progress monitor on MTSS continuum.	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
25% of student population in K-2 will be on grade level by EOY	Yes	iReady (Reading)	Overall				
			Overall				
20% decrease of students on intervention	Yes	STAR (Math)	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to	Specify your practice goal and identify how you will measure progress towards this goal. ✏️

your practice goals. ✍️	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	At least 60% of teachers are collaboratively planning with DL teachers and co-facilitating lesson using co-teaching modeling using an intergrated Slyline and IReady curriculum.	A least 80% of teachers are collaboratively planning with DL teachers and co-facilitating lesson using co-teaching modeling using an intergrated Slyline and IReady curriculum.	100% of teachers are collaboratively planning with DL teachers and co-facilitating lesson using co-teaching modeling using an integrated Skyline and IReady curriculum.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will meet the Developing Stage, using the Distrubuted Instructional Leadership Foundational Rubic for Pillar: Empowering and Supporting Teacher Leaders.	The ILT will meet the Performing Stage, using the Distrubuted Instructional Leadership Foundational Rubic for Pillar: Empowering and Supporting Teacher Leaders.	The ILT will meet the Transforming Stage, using the Distrubuted Instructional Leadership Foundational Rubic for Pillar: Empowering and Supporting Teacher Leaders.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	At least 60% of our teachers will intergrate daily assessment to check for understanding and adjust teaching stratgeies and groups	At least 80% of our teachers will intergrate daily assessment to check for understanding and adjust teaching stratgeies and groups	At least 100% of our teachers will intergrate daily assessment to check for understanding and adjust teaching stratgeies and groups

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
25% of student population in K-2 will be on grade level by EOY	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
20% decrease of students on intervention	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		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.	At least 60% of teachers are collaboratively planning with DL teachers and co-facilitating lesson using co-teaching modeling using an intergrated Slyline and IReady curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will meet the Developing Stage, using the Distrubuted Instructional Leadership Foundational Rubic for Pillar: Empowering and Supporting Teacher Leaders.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	At least 60% of our teachers will intergrate daily assessment to check for understanding and adjust teaching stratgeies and groups	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

According to the MTSS dashboard report the following data was collected:
85% of intervention planned minutes are completed for tier 2 in math
82% of intervention planned minutes are completed for tier 3 in math
52%of intervention planned minutes are completed for tier 2 in ELA
59% intervention planned minutes are completed for tier 3 in ELA
Tier Movement Report Data:
Tier 1: 34% to 41%
Tier 2: 21% to 30%
Tier 3: 43% to 28%

What is the feedback from your stakeholders?

Teachers were not planning with student IEP modifications and accommodations in mind. Students stated that they preferred pull-out to push-in services and working within a smaller group setting.

What student-centered problems have surfaced during this reflection?

Problems experienced by most students were that they did not receive minimum grade appropriate material.

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?

Yes, we have scheduled weekly co-planning with the DL teacher and the Gen Ed teacher to implement weekly lesson plans integrated with modifications and accommodations for Diverse Learners.

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Determine Priorities

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

Students...

Students felt as if their voices didn't matter and that they were not being heard.

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...

Lack of implementation of social-emotional learning with fidelity
Inconsistency of providing a comfortable and respectful environment
Inconsistency in fostering positive relationships within the classroom
Minimal opportunities for students to advocate for their needs and concerns
A decline in student academic success, self value and self worth

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....

establish a culture and climate team, that focuses on builidng knowledge of SEL practices, and engage staff in collective ownership and responsibiltiy

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....

appropriate school-wide practices, expectations, and teachers implementing SEL into their classsroom environments ✍️

which leads to...

an increase in attendance, positive student engagement, and a decrease in student infractions. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 👉

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/24
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** 👉	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	By the end of Q2 the culture and climate team will create and introduce a school wide behavior metrics system	Admin, Restoratice Justice, Counselor	End of Quarter 1	In Progress
Action Step 1	School wide expectations will be shared with staff	Admin, Restorative Justice, Counselor	By September 1st	In Progress
Action Step 2	School wide expectations will be shared with students at the school wide assembly	Admin, Restorative Justice, Counselor	End of Quarter 1	Not Started
Action Step 3	Parents and stakeholders will be given a copy of the school wide expectations	Admin, Restorative Justice, Counselor	End of Quarter 1	Not Started
Action Step 4	Develop a cadence for progress monitoring using documented infractions in aspen.	Admin, Restorative Justice, Counselor	By 9/30/2023	In Progress
Action Step 5	Spotlight students via newsletters and assemblies for making positive progress towards the school culture and climate	Admin, Restorative Justice, Counselor+Teachers	End of Quarter 1	Not Started
Implementation Milestone 2	By the end of Q3 there will be a school wide increase in relational trust	Restorative Justice, Counselor, District Resources, N5	End of Quarter 3	Select Status
Action Step 1	By the end of Q3- provide professional devlopment on how to establish relational trust among administration to staff	Restorative Justice, Counselor, District Resources, N5, JPA	End of Quarter 3	In Progress
Action Step 2	By the end of Q3- provide professional devlopment on how to establish relational trust among staff to staff	Restorative Justice, Counselor, District Resources, N5, JPA	End of Quarter 3	In Progress
Action Step 3	By the end of Q3- provide professional devlopment on how to establish relational trust among staff to student	Restorative Justice, Counselor, District Resources, N5, JPA	End of Quarter 3	Not Started
Action Step 4	By the end of Q3- provide professional devlopment on how to establish relational trust among student to student	Restorative Justice, Counselor, District Resources, N5,JPA	End of Quarter 3	Not Started
Action Step 5	the Culture and Cilmate team will seek regular feedback using focus	Culture and Climate Team	End of Quarter 3	Not Started
Implementation Milestone 3	By the end of Q3, evidence of environmental structures are in place	Admin, ILT, Culture and Climate Team	End of Quarter 3	In Progress
Action Step 1	Collaborative Leadership is seen via co-planning, GLTS and ILT Meetings	Admin, Instructional Coach, Teachers	End of Quarter 3	In Progress
Action Step 2	Leverageing our community partners to faciliate professional development	Admin, JPA, Culture and Climate Team	End of Quarter 3	In Progress
Action Step 3	Ensuring the building is safe and secure	Admin, Culture and Climate Team, Security Officer, Engineer, Lunchroom Manager, Teachers	End of Quarter 3	In Progress
Action Step 4	Classroom and common areas are positive and accomodating to school wide needs	Culture and Climate Team, Teachers	End of Quarter 3	In Progress
Action Step 5	Outdoor spaces are welcoming and promote student learning	Admin, Culture and Climate Team, Recess Team	End of Quarter 3	In Progress
Implementation Milestone 4	By the end of Q4 all SEL curriculum and instruction will be inplemented with fidelity	Admin, Counselor, Restorative Justice,	End of Quarter 4	In Progress
Action Step 1	Teachers will receive professional development Calm Classroom/Second Step	Admin, Counselor, Restorative Justice,	End Quarter of 4	In Progress
Action Step 2	Teachers will facilitate grade appropriate instruction	Admin, Counselor, Restorative Justice, Teacher	End Quarter of 4	In Progress

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Action Step 3	Student voice committee will be implemented	Admin, Counselor,	End Quarter of 4	Not Started
Action Step 4	Student to student discourse and engagment will increase	Teachers	End Quarter of 4	In Progress
Action Step 5	School wide increase in SEL practices	ALL Staff members	End Quarter of 4	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will have 96% or more attendance rate by the end of the school year, we will have an increase in agree on the school climate self assessment. ✍️
SY26 Anticipated Milestones	We will have 98% or above attedance rate, we will have an increase in strongly agrees on the school climate self assessment ✍️

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 ✍️	SY24	SY25	SY26
At least 90% of our student population will have 95% or more attendance rate	Yes	Increase Average Daily Attendance	Overall				
			Select Group or Overall				
An increase in student to teacher trust	No	Cultivate	Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✍️

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	At least 60% of teachers will consistently implement a Second Step Lesson weekly.	At least 80% of teachers will consistently implement a Second Step Lesson weekly.	At least 100% of teachers will consistently implement a Second Step Lesson weekly.
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.	Cultural and Climate Team will improve its effectivesss with 60% of Yes on the Climate Effectiveness Rubric	Cultural and Climate Team will improve its effectivesss with 80% of Yes on the Climate Effectiveness Rubric	Cultural and Climate Team will improve its effectivesss with 100% of Yes on the Climate Effectiveness Rubric
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.	80% of students with extended absences or chronic absenteeism will have an intentional re-entry plan.	90% of students with extended absences or chronic absenteeism will have an intentional re-entry plan	100% of students with extended absences or chronic absenteeism will have an intentional re-entry plan

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Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created

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above. CIWP Teams will use this section to progress monitor the
goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
At least 90% of our student population will have 95% or more attendance rate	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
An increase in student to teacher trust	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	At least 60% of teachers will consistently implement a Second Step Lesson weekly.	Select Status	Select Status	Select Status	Select Status
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.	Cultural and Climate Team will improve its effectivesss with 60% of Yes on the Climate Effectiveness Rubric	Select Status	Select Status	Select Status	Select Status
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.	80% of students with extended absences or chronic absenteeism will have an intentional re-entry plan.	Select Status	Select Status	Select Status	Select Status

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

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

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

STAR (Math): 20% decrease of students on intervention

iReady (Reading): 25% of student population in K-2 will be on grade leve...

Select a Goal

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.

Literacy and Reading Proficiency: Focusing on improving students' reading and literacy skills, including early literacy for younger students and advanced reading skills for older ones.

Mathematics Proficiency: Supporting programs and activities that enhance students' math skills and understanding of mathematical concepts.

Science and STEM Education: Promoting science, technology, engineering, and mathematics (STEM) education, which can include hands-on learning opportunities, workshops, and family STEM nights.

English Language Proficiency: Assisting English Language Learners (ELLs) in developing their English language skills to meet academic standards.

Social and Emotional Learning (SEL): Implementing programs and strategies that help students develop essential social and emotional skills, such as self-regulation, empathy, and

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