

## CIWP Team & Schedules

Resources

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Tracey Stelly	Principal	tdstelly@cps.edu
Petrina Haynes	AP	pdhaynes@cps.edu
Jetuan Wright	Other (Counselor)	jwright63@cps.edu
Tracey Turner	Curriculum & Instruction Lead	tajohnson@cps.edu
Alfreda Smith	Teacher Leader	arfreeman@cps.edu
Suekina Milam	Curriculum & Instruction Lead	slmilam@cps.edu
Tiffany Harper	Teacher Leader	tnharper@cps.edu
Kristen Lang	Partnerships & Engagement Lead	klang4@cps.edu
Chantay McClellan	Other ESP(SECA)	crmcclellan1@cps.edu
Danielle Harris	Teacher Leader	deharris@cps.edu
Dionne Lee	Parent	dionnelee1991@gmail.com
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/13/23	7/26/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/28/23
Reflection: Connectedness & Wellbeing	7/13/23	7/28/23
Reflection: Postsecondary Success	7/13/23	7/28/23
Reflection: Partnerships & Engagement	7/13/23	7/28/23
Priorities	7/13/2023	7/28/23
Root Cause	7/31/2023	8/4/23
Theory of Acton	7/31/2023	8/4/23
Implementation Plans	7/31/2023	8/11/23
Goals	8/1/2023	8/11/23
Fund Compliance	9/4/2023	9/8/23
Parent & Family Plan	9/4/2023	9/8/23
Approval	9/11/2023	9/13/23

## 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	September 15, 2023
Quarter 2	October 13, 2023
Quarter 3	January 12, 2024
Quarter 4	April 19, 2024

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### 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**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	All teachers, PK-8, have access to the Skyline curriculum, which is a culturally responsive curriculum, has high quality materials, contains foundational skills materials, and is standards-aligned. At the start of the school year, teachers will be attending an iReady training. Teachers differentiate instruction by pulling small groups in order to meet the needs of the students who function below grade level standards. 	<a href="#">iAR (Math)</a>  <a href="#">iAR (English)</a>  Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a>	
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>			<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a>  <a href="#">Grades</a>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>			
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>			
			<p><b>What is the feedback from your stakeholders?</b></p> <p>Parents want to be able to partner with teachers in order to support their child's academic needs. Teachers are struggling with balancing executing daily tier 1 instruction and pulling consistent small group instruction. Teachers are not consistently entering or monitoring data and grades into Branching Minds and Aspen with fidelity. Students want to receive the necessary feedback, measure their own growth in order to feel connected to their overall academic success. </p>		

			<a href="#">ACCESS</a>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		<a href="#">TS Gold</a>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Teachers are working and are being trained through IB and MYP programming. Teachers review data through PM sessions, GLT and ILT. Teachers will create tools for the students to monitor and measure their own progress and growth. </p>	<a href="#">Interim Assessment Data</a>
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students do not receive immediate and consistent feedback on their work. </p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p><a href="#">MTSS Integrity Memo</a></p>	<p>Teachers will be trained to input data into Branching Minds and it will be monitored biweekly by ILT. Support will be given by interventionists and coaches. EL students need to be identified and pulled in order to meet their minutes, goals, </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

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Yes	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

and their progress should be monitored.

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

Teachers and staff need to identify the EL students in order to implement accomodations and supports. El students need to receive their proper accomodations in order to receive high quality instruction and growth. 📝

**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?**

Plan to seek ESL supports. EL coordinator/ administration will plan a profesional learning for general education teachers. Review data in GLT, MTSS and ILT meetings. 📝

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

**What student-centered problems have surfaced during this reflection?**

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

All EL students must have access to EL supports on a daily basis throughout their various courses; and it's monitored by ILT. [problems experienced by most students; problems experienced by specific student groups] ✎

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Teachers, staff, parents and students need to be aware of the attendance plan. The attendance team and administration need to monitor the plan with fidelity. School will follow the CPS Attendance Process Protocol. [takeaways reflecting most students; takeaways reflecting specific student groups] ✎</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
<p>Yes</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

**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.

**Partially**

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.

Students are unable to acquire and master academic and social foundational skills for success at grade level. Students' required accommodations are not met.

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

Students have equal opportunity to access student-centered remediations and enrichment through before and after school programs which address academic, physical, and SEL intelligencies.

**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?**

Stakeholders will become aware of and the BHT and attendance team will monitor the school's attendance plan that follows CPS' expectations. Quarterly incentives will be given to ensure improvement.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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).	<a href="#">College and Career Competency Curriculum (C4)</a>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
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).	<a href="#">Work Based Learning Toolkit</a>
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).	
	Industry Recognized Certification Attainment is	<a href="#">ECCE Certification List</a>

MYP teachers will continue to support students and parents with implementing post secondary development and success by using the various CPS platforms. 📌

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

Students and parents can choose schools based on safety, transportation and location. Teachers and counselors like that the GoCPS process is accessible. 📌

- [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)



N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**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?**

School offers regular parent meetings about secondary and post secondary school success. 📌

**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 face challenges with post-secondary application requirements and parental support. Families do not attend informational school meetings. 📌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a>	Continue our partnerships with outside vendors/ Community Partners and share our mission, vision and plans. More parents and families need to contribute to the school's goals. 📌	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>

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Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
Yes	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).	<a href="#">Student Voice Infrastructure Rubric</a>

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

All stakeholders benefited from all of the supports and resources which lead to improved attendance rates, and lowered the chronic absenteeism of the students involved. 📌

[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)

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.

All students and parents need to be surveyed at the start of school. Students will be monitored by the ILT to make sure that their needs are addressed and to provide effective supports to accomodate. 📌

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

We will continue our relationships with the outside school vendors and partners. 📌

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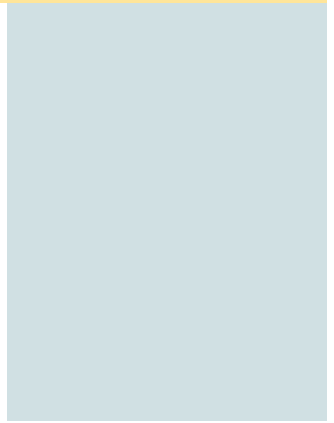
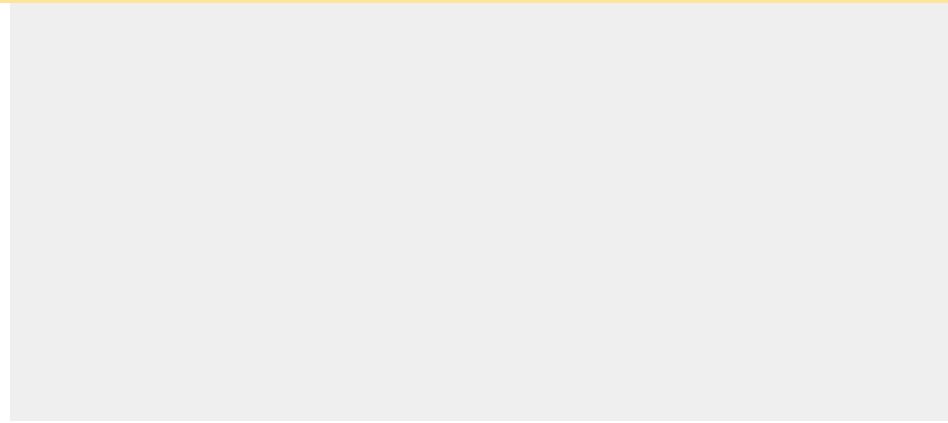
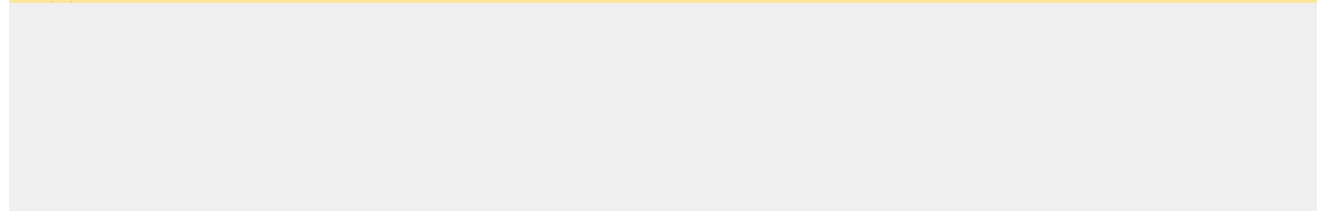
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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?

All teachers, PK-8, have access to the Skyline curriculum, which is a culturally responsive curriculum, has high quality materials, contains foundational skills materials, and is standards-aligned. At the start of the school year, teachers will be attending an iReady training. Teachers differentiate instruction by pulling small groups in order to meet the needs of the students who function below grade level standards.

What is the feedback from your stakeholders?

Parents want to be able to partner with teachers in order to support their child's academic needs. Teachers are struggling with balancing executing daily tier 1 instruction and pulling consistent small group instruction. Teachers are not consistently entering or monitoring data and grades into Branching Minds and Aspen with fidelity. Students want to receive the necessary feedback, measure their own growth in order to feel connected to their overall academic success.

What student-centered problems have surfaced during this reflection?

Students do not receive immediate and consistent feedback on their work.

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?

Teachers are working and are being trained through IB and MYP programming. Teachers review data through PM sessions, GLT and ILT. Teachers will create tools for the students to monitor and measure their own progress and growth.

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not showing the progress expected via MTSS and classroom instruction. They are not learning from their supports and interventions.



**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

Resources: 

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

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

As adults in the building, we...

are not regularly providing feedback via student conferencing to encourage growth and progress.



**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...

Resources: 

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provide high quality personalized instruction on specific skills, based on the needs of academic supports for all students, including DL and EL students



**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.

then we see....

teachers providing personalized learning with consistent feedback



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

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

which leads to...

teachers conferencing with students, for students to receive immediate feedback on their results; and for teachers to adjust instruction based on data. Students will begin to feel a connection to their work, progress and grades. A higher number of students will begin progressing in their goals on interventions in Branching Minds.



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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**   
 Tiffany Harper/Interventionist, Alfreda Smith/ Interventionist, Tracey Turner/Instructional Coach, Suekina Milam/Instructional Coach, Tracey Stelly/ Administration, and Petrina Haynes/ Administration

**Dates for Progress Monitoring Check Ins**

Q1	September 15, 2023	Q3	January 12, 2024
Q2	October 13, 2023	Q4	April 19, 2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	Students are made to feel connected to their goals	Students	ongoing	Not Started
<b>Action Step 1</b>	Providing all students with reflection and progress monitoring tools	Teachers	Weekly	Not Started
<b>Action Step 2</b>	Tier 2 students' needs identified and addressed	Interventionists	Start of school	Completed
<b>Action Step 3</b>	Students receive immediate and consistent feedback on their work.	Teachers	Weekly	Not Started
<b>Action Step 4</b>	School-wide grading scale used with fidelity	Teachers	Daily	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers giving biweekly assessments and inputing results into Branching Minds	Teachers	August 22,2023	Not Started
<b>Action Step 1</b>	All teachers sign up for and attend ongoing curriculum and instruction training	Teachers	Ongoing	In Progress
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

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<b>SY25 Anticipated Milestones</b>	We anticipate a 5% increase on standardized testing in reading and math according to student's goals. 80% of teachers will provide immediate and consistent feedback using the schoolwide grading scale tool and bi-weekly student reflections. 100% of teachers regularly progress monitor and implement actions in Branching Minds.	
<b>SY26 Anticipated Milestones</b>	We anticipate a 8% increase on standardized testing in reading and math according to student's goals. 90% of teachers will provide immediate and consistent feedback using the schoolwide grading scale tool and bi-weekly student reflections. 100% of teachers regularly progress monitor and implement actions in Branching Minds.	

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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 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**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
100% of teachers regularly progress monitor and implement actions in Branching Minds.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	70	80	90	100
			Select Group or Overall				
Increase the percent of students receiving Tier 2/3 interventions who	Yes	MTSS Academic Tier	Students in Tiers 2 and 3	50	65	75	85



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receiving tier 2/3 interventions who are meeting their individual targets

yes

Movement

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

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
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.	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform using evidence-based assessments for learning practices.	Using data from the Branching Minds platform, put tools in place to have students monitor and measure their own growth in order to hold themselves accountable	Teachers will use student reflective data in order to adjust learning practices
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards using Branching Minds.	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards using Branching Minds. Teachers will provide actionable evidence to inform decision-making during ILT and Grade team meetings. Also through viewing data as a staff during teacher PM sessions.	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards using Branching Minds. Teachers will provide actionable evidence to inform decision-making during ILT and Grade team meetings. Also through viewing data as a staff during teacher PM sessions. Quarterly dates are set to review and monitor progress towards end of year goals.
Select a Practice			

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

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

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of teachers regularly progress monitor and implement actions in Branching Minds.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	70	80	<span style="background-color: #2e7d32; color: white; padding: 2px;">On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Increase the percent of students receiving Tier 2/3 interventions who are meeting their individual targets	MTSS Academic Tier Movement	Students in Tiers 2 and 3	50	65	<span style="background-color: #2e7d32; color: white; padding: 2px;">On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform using evidence-based assessments for learning practices.	<span style="background-color: #2e7d32; color: white; padding: 2px;">On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
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.	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards using Branching Minds.	<span style="background-color: #2e7d32; color: white; padding: 2px;">On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Select a Practice		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

**Reflection on Foundation**

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

Partially	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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	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).

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

Continue our partnerships with outside vendors/ Community Partners and share our mission, vision and plans. More parents and families need to contribute to the school's goals.

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

All stakeholders benefited from all of the supports and resources which lead to improved attendance rates, and lowered the chronic absenteeism of the students involved.

**What student-centered problems have surfaced during this reflection?**

All students and parents need to be surveyed at the start of school. Students will be monitored by the ILT to make sure that their needs are addressed and to provide effective supports to accommodate.

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

We will continue our relationships with the outside school vendors and partners.

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

and families assets are not fully leveraged to help them own and contribute to the schools goals.



#### 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

Resources: 

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

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

As adults in the building, we...

can continue to emphasize parent involvement through IB, PAC, LSC, Family Night, Volunteering and Report Card Pick-up.



#### 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....

Resources: 

create and commit to a calendar of events at the beginning of the year, 

then we see...  
 opportunity for proper planning and commitment from parents 

which leads to...  
 increased parent involvement in all aforementioned programs, including report card pick-up. 

**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.

[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** 

Tracey Turner/PAC & IB. Lanessa Brooks/Community Schools  
 Petrina Haynes/ Assistant Principal

**Dates for Progress Monitoring Check Ins**

Q1	September 15, 2023	Q3	January 12, 2024
Q2	October 13, 2023	Q4	April 19, 2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Creating a schoolwide calendar of events	Alfreda Smith ILT	August 21	In Progress

## Partnership & Engagement

<b>Action Step 1</b>	Reflect and review last years calendar and modify it to align with the CPS calendar/instructional core and our new foundation goals.	ILT	September 25	In Progress
<b>Action Step 2</b>	Site and distribute the tentative schoolwide calendar of events	ILT	September 25	In Progress
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Surveying all stakeholders on schoolwide needs.	ILT/Counseling Team	August 16	In Progress
<b>Action Step 1</b>	Review and or adjust the survey	ILT/Counseling Team	August 16	In Progress
<b>Action Step 2</b>	Site and distribute surveys with accomodations	ILT/Counseling Team	August 16	In Progress
<b>Action Step 3</b>	Use information to promote engagement and best utilize partnerships	ILT/Counseling Team	Ongoing	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

<p><b>SY25 Anticipated Milestones</b></p>	<p>Align partnerships and engagement to meet schoolwide needs.</p>
<p><b>SY26 Anticipated Milestones</b></p>	<p>Continue to align partnerships and engagement to meet schoolwide needs.</p>

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

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase parent involvement, partnerships and engagement by 5%	Yes <input type="text"/>	5 Essentials Parent Participation Rate <input type="text"/>	Overall <input type="text"/>	5%	10%	15%	20%
			Select Group or Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
Select Answer <input type="text"/>	Select Metric <input type="text"/>						

### Practice Goals

**Identify the Foundations Practice(s) most aligned to your practice goals. 📌**

**Specify your practice goal and identify how you will measure progress towards this goal. 📌**

**SY24**

**SY25**

**SY26**

<p>P&amp;E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The school proactively fosters relationships with families, school committees, and community members at Open House and will continue through monthly PAC/LSC meetings. Maintain "Well Organized" on the 5Essentials survey.</p>	<p>The school proactively fosters relationships with families, school committees, and community members at Open House and will continue through monthly PAC /LSC meetings. Family and community assets are leveraged and help students and families own and contribute to the school's goals by using surveys to align partnerships and engagement to meet schoolwide needs.</p>	<p>The school proactively fosters relationships with families, school committees, and community members at Open House and will continue through monthly PAC /LSC meetings. Family and community assets are leveraged and help students and families own and contribute to the school's goals by using surveys to align partnerships and engagement to meet schoolwide needs. Increase the number of parent volunteers and workers. Maintain "Well Organized" on the 5Essentials survey.</p>
<p>Select a Practice</p>			
<p>Select a Practice</p>			



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

## Partnership & Engagement

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 parent involvement, partnerships and engagement by 5%	5 Essentials Parent Participation Rate	Overall	5%	10%	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
	Select Metric	Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	The school proactively fosters relationships with families, school committees, and community members at Open House and will continue through monthly PAC/LSC meetings. Maintain "Well Organized" on the 5Essentials survey.	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Select a Practice		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Select a Practice		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

If Checked:

Complete  
IL-Empower  
Section below



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

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

If Checked:

No action needed



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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

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



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- q) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

**Required Math Goal**

**% of Students receiving Tier 2/3 interventions meeting targets: 100% of teachers regularly progress monitor and implement actions in Branching Minds.**

**Required Reading Goal**

**MTSS Academic Tier Movement: Increase the percent of students receiving Tier 2/3 interventions who are meeting their individual targets**

**Optional Goal**

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	70	80	90	100
Select Group or Overall				
Students in Tiers 2 and 3	50	65	75	85
Select Group or Overall				

## Parent and Family Plan

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



### **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:  
No action needed



### **Our school is a non-Title I school that does not receive any Title I funds. (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.*

*Funds will be used for the following goals: increase parents of Tier 2 and Tier 3 students knowledge of their student's performance and intervention information, improve communication between students receiving interventions and interventionists, create processes for ongoing parent collaboration and involvement (targeting parents of our SWD/EL student groups)* 🖋️

*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