

## CIWP Team & Schedules

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### 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
Adele Wright	Curriculum & Instruction Lead	amjones8@cps.edu
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Maria Woodfork	Teacher Leader	mawoodfork@cps.edu
Linda Thomas	Teacher Leader	ldthomas2@cps.edu
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Tresa Razaq	LSC Member	tresadouglas@gmail.com
Cathy Dale	LSC Member	deandreallen4@gmail.com
Shelagh Jackson	Principal	sajackson1@cps.edu
Vida Price	Inclusive & Supportive Learning Lead	vmprice@cp.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/3/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	5/3/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/3/23	8/1/23
Reflection: Connectedness & Wellbeing	5/3/23	8/2/23
Reflection: Postsecondary Success	5/3/23	8/2/23
Reflection: Partnerships & Engagement	3/8/23	8/2/23
Priorities	8/2/23	8/15/23
Root Cause	4/12/23	7/31/23
Theory of Acton	4/12/23	7/31/23
Implementation Plans	4/12/23	8/1/23
Goals	4/12/23	8/1/23
Fund Compliance	7/3/23	8/9/23
Parent & Family Plan	7/3/23	8/9/23
Approval		

## 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	10/18/2023
Quarter 2	12/20/2023
Quarter 3	02/07/2024
Quarter 4	05/29/2024

**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**

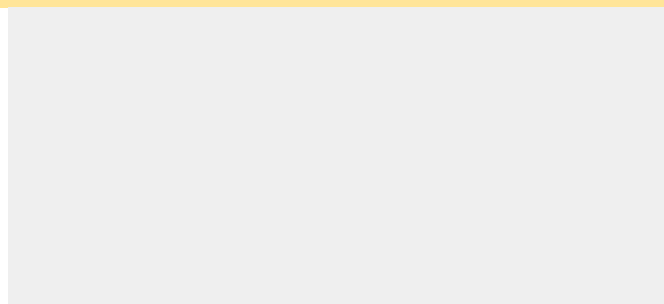
Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers, across all content areas/grades have access to high quality, culturally responsive curriculum materials aligned with CCSS, Illinois Learning Standards, and IB MYP Framework (6th-8th). Instructional materials prioritize literacy and numeracy development, are inquiry and/or project based. Based on BOY, MOY, and EOY Rigor Walk Data, more capacity building and development needs to occur to ensure tasks and objectives are standards-aligned and rigorous. Focus on providing teachers with instructional best practices and completing peer and teacher leader led observations to ensure effective implementation.	<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	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.		
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a> 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.	<b>What is the feedback from your stakeholders?</b> There is a need for curriculum use with fidelity and a solid assessment plan inclusive of cycles of learning.	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.		
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a> 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	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.	<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> There was an approved assessment plan for SY24. This means that there will be data to support the cycles of learning. There has been curriculum order and teachers are working towards full implementation. Utilizing the data from Network and school based core walks, we will work to build cycles of learning that impact student outcomes and expand student access to high quality Tier I instruction. This work should remove barriers identified by students and staff on both the cultivate and SE surveys.	
<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. Students have not had full access to solid Tier I curriculum and there was no established assessment system to progress monitor student MTSS needs.			

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**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> 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.	Mollison is working in collaboration with OSEL as part of the Healing-Centered Support opportunity for select schools across the district at the beginning of the school year. In partnership with The New Teacher Project and Dr. Jason Okonofua's team. We are apart of this low-touch, high-impact intervention to schools in CPS this Fall after a pilot last Spring. The MTSS priority will be Tier II and III MTSS/SEL students that display high needs. Tier I core SEL curriculum is forthcoming. Academic supports include, but are not limited to; utilizing Branching Minds to progress monitor student academic success and assessment data to establish intentional groupings.	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	<a href="#">MTSS Integrity Memo</a> 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	<a href="#">LRE Dashboard Page</a> 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.	<b>What is the feedback from your stakeholders?</b> IEPs are not followed with fidelity and the development of the documents are not as strong as they could be.	<a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>

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




**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?**

There have been shifts towards improving instructional strategies through creating a learning cycle focused on curriculum implementation, Marzano Taxonomy and student engagement. 


There have been efforts to provide regular feedback to teachers to improve teacher practice that directly impact student outcomes. School based ELPT and coaches have been observing classes to provide feedback and next steps support

**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.


Discipline infractions have been higher for males than females. Cultivate data showed that students did not feel connected to the work taking place in some classes and there was a need for expansion of student voice and teacher responsiveness with regards to feedback for growth and classroom belonging. 

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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
No	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Mollison has not yet implemented clear systems and structures to support a fully functioning BHT or Climate and Culture team. Staff and Faculty will be recruited to establish these teams in SY24. Tier 1 SEL supports are in place, but inconsistently implemented across all grade bands. Mollison is in need of clear, universal supports to address students/families experiencing chronic absenteeism, tardiness, etc.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<p><b>What is the feedback from your stakeholders?</b></p> There is a need for additional parental support and engagement from stakeholders. The plan is to have PAC input on things that families articulate as high needs to feel more connected to the school and community. 	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>

**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.

There is a need to incorporate student voice in the teaching and learning process. 

**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?**

Incorporating cultivate data into the teaching and learning cycles, as well as SEL support and plans. 

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## 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

No	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>	A plan will be developed this year since this is the 1st year that the program will be piloted. 📌	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</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>		<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	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>	<b>What is the feedback from your stakeholders?</b> There is a need to provide additional post secondary opportunities for students. The goal is for the teachers and counselors to support students with access to post secondary experiences 📌	
Partially	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
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>	<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> The barriers we foresee happening is time management to ensure every student continues to receive required Standard curriculum. 📌	
<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.				
Students can not be what they can't see or experience. Our goal is to expand opportunities for students. 📌				

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## Partnership & Engagement




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

### References

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

### Metrics

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.	<a href="#">Spectrum of Inclusive Partnerships</a>	On 5E: Involved Families, parent involvement in our school was rated very weak. Parent Influence on Decision Making in Schools was rated neutral. 📌	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
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>		<a href="#">5E: Supportive Environment</a> 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	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The recommendation included utilizing PAC to engage parents in a more positive way. </p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Stakholder voice is not present and student and parent opportunity to engage in the instructional design and plan are necessary. </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>We are working toward building more positive relationships with parents in an effort to collaborate on ways to better engage parents. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

All teachers, across all content areas/grades have access to high quality, culturally responsive curriculum materials aligned with CCSS, Illinois Learning Standards, and IB MYP Framework (6th-8th). Instructional materials prioritize literacy and numeracy development, are inquiry and/or project based. Based on BOY, MOY, and EOY Rigor Walk Data, more capacity building and development needs to occur to ensure tasks and objectives are standards-aligned and rigorous. Focus on providing teachers with instructional best practices and completing peer and teacher leader led observations to ensure effective implementation.

What is the feedback from your stakeholders?

There is a need for curriculum use with fidelity and a solid assessment plan inclusive of cycles of learning.

What student-centered problems have surfaced during this reflection?

Students have not had full access to solid Tier I curriculum and there was no established assessment system to progress monitor student MTSS needs.

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?

There was an approved assessment plan for SY24. This means that there will be data to support the cycles of learning. There has been curriculum order and teachers are working towards full implementation. Utilizing the data from Network and school based core walks, we will work to build cycles of learning that impact student outcomes and expand student access to high quality Tier I instruction. This work should remove barriers identified by students and staff on both the cultivate and 5E surveys.

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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...

end of year data demonstrated, 12% of students are on-track and 61% of students are off-task according to the behavior, attendance and grades (BAG) reports from Dashboard

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...

we must build better relationships with our students to understand their challenges, and the barriers that prevent them from connecting with the curriculum at a high level; then work collaboratively to problem solve, create a cadence of conversations to discuss effectiveness of strategies, as well as get frequent student and parent input.

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....

understand the root causes of our students' challenge to access the standardized curriculum at a high level, and prescribe research-based strategies to address these challenges, and then analyze data in data inquiry cycles; create action plans and then use them to guide instruction; collect ongoing formative data; and adjust instruction to meet the needs of students

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.

then we see....

immeasurable academic growth amongst our students



which leads to...  
 fewer students needing Tier 3 supports; over 50% of our students meeting academic standards; students demonstrating healthy social and emotional techniques, improved attendance and graduation rates. 

[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** 

**Dates for Progress Monitoring Check Ins**

Q1	10/18/2023	Q3	02/07/2024
Q2	12/20/2023	Q4	05/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Select, Vote and Plan for SY24 Balanced Assessment Plan	Principal	May 2023	<span>Completed</span>
<b>Action Step 1</b>	Create Assessment Schedule	Assessment Lead	August 2023	<span>Completed</span>
<b>Action Step 2</b>	Review Cultivate & 5 Essentials Data from SY23 to develop cycle of learning and quarter one academic focus	ILT	August 2023	<span>In Progress</span>
<b>Action Step 3</b>	Plan and schedule Teacher Professional Development Cycles	Admin	October 2023	<span>In Progress</span>
<b>Action Step 4</b>	Establish a cadence of Learning Walks & data review	Admin/ Lead Coach/ ILT	August 2023	<span>In Progress</span>
<b>Action Step 5</b>	Identify professional readings associated with problem of practice	Admin	October 2023	<span>In Progress</span>
<b>Implementation Milestone 2</b>				<span>Select Status</span>
<b>Action Step 1</b>				<span>Select Status</span>
<b>Action Step 2</b>				<span>Select Status</span>
<b>Action Step 3</b>				<span>Select Status</span>
<b>Action Step 4</b>				<span>Select Status</span>
<b>Action Step 5</b>				<span>Select Status</span>
<b>Implementation Milestone 3</b>				<span>Select Status</span>
<b>Action Step 1</b>				<span>Select Status</span>
<b>Action Step 2</b>				<span>Select Status</span>
<b>Action Step 3</b>				<span>Select Status</span>
<b>Action Step 4</b>				<span>Select Status</span>
<b>Action Step 5</b>				<span>Select Status</span>
<b>Implementation Milestone 4</b>				<span>Select Status</span>
<b>Action Step 1</b>				<span>Select Status</span>
<b>Action Step 2</b>				<span>Select Status</span>
<b>Action Step 3</b>				<span>Select Status</span>
<b>Action Step 4</b>				<span>Select Status</span>
<b>Action Step 5</b>				<span>Select Status</span>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Resources will be allocated to support a continuum of building teacher and staff capacity to meet the needs of our students. 
<b>SY26 Anticipated Milestones</b>	Ongoing data analysis will inform professional development for all staff. 

[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**

**Numerical Targets [Optional]** 

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
With the use of MTSS practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 30% in their ability to demonstrate mastery/growth of grade level standards in Math as measured by iReady, Star 360 and IAR.	Yes	IAR (Math)	African American Male	36 (red)			
			African American Female				
With the use of MTSS practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 40% in their ability to demonstrate mastery/growth of grade level standards in ELA as measured by iReady, Star 360 and IAR.	Yes	IAR (English)	African American Male	58 (red)			
			African American Female				

**Practice Goals**

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.			
C&I:2 Students experience grade-level, standards-aligned instruction.			
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.			

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**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
With the use of MTSS practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 30% in their ability to demonstrate mastery/growth of grade level standards in Math as measured by iReady, Star 360 and IAR.	IAR (Math)	African American Male	36 (red)		Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status
With the use of MTSS practices, small groups and cycles of learning (ALL) 5th grade students will improve by at least 40% in their ability to demonstrate mastery/growth of grade level standards in ELA as measured by iReady, Star 360 and IAR.	IAR (English)	African American Male	58 (red)		Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.		Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Partially	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?

Mollison is working in collaboration with OSEL as part of the Healing-Centered Support opportunity for select schools across the district at the beginning of the school year. In partnership with The New Teacher Project and Dr. Jason Okonofua's team. We are apart of this low-touch, high-impact intervention to schools in CPS this Fall after a pilot last Spring. The MTSS priority will be Tier II and III MTSS/SEL students that display high needs.

Tier I core SEL curriculum is forthcoming.

Academic supports include, but are not limited to; utilizing Branching Minds to progress monitor student academic success and assessment data to establish intentional groupings.

What is the feedback from your stakeholders?

IEPs are not followed with fidelity and the development of the documents are not as strong as they could be.

What student-centered problems have surfaced during this reflection?

Discipline infractions have been higher for males than females. Cultivate data showed that students did not feel connected to the work taking place in some classes and there was a need for expansion of student voice and teacher responsiveness with regards to feedback for growth and classroom belonging.

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?

There have been shifts towards improving instructional strategies through creating a learning cycle focused on curriculum implementation, Marzano Taxonomy and student engagement.

There have been efforts to provide regular feedback to teachers to improve teacher practice that directly impact student outcomes. School based ELPT and coaches have been observing classes to provide feedback and next steps support

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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...

**Academics** A high percentage of students are performing two to three grade levels below in both reading and math. At BOY, 42% of 3rd-8th grade were categorized as needing Urgent Intervention, MOY 42%, and EOY 38%. Similar trends were seen in math with BOY 43%, MOY 39%, and EOY 33%.  
**Student-Centered Problem:** A significant percentage of students in grades 3-8 are performing significantly below grade level. Additionally, there is limited data to reflect K-2 reading and math proficiency because teachers opted out of iReady testing in grades 1 and 2. Our DL population is performing significantly below grade level as compared to their non-disabled peers. **Behavior:** We dont have functioning BHT or a clear Tier1 behavior intervention system to monitor and track effectiveness of behavioral 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...

Majority of students demonstrate low literacy proficiency and teachers' capacity to address these challenges need support. Smaller class sizes (<10) are need to effectively give students the intensive support needed to accelerate learning.

**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....


provide teaching staff with the appropriate research-based professional development to improve their capacity to address the academic needs of our students and, with fidelity, provide scientific-based wrap-around services to address the social/emotional needs of our students

**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.

then we see....


students' academic performance increase and a lower number of students requiring Tier 3 supports.

which leads to...  
 over 50% of our students meeting and/or exceeding District and statewide Standards. 




[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**   
 Mrs Ebisi, Ms Knox, Ms Price, Dr Hawkins, Ms Woodfork, Ms. Jackson

**Dates for Progress Monitoring Check Ins**  
 Q1 10/18/2023 Q3 02/07/2024  
 Q2 12/20/2023 Q4 05/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Train Team in Branching Minds	MTSS Lead	September 2023	In Progress
<b>Action Step 1</b>	Schedule students for interventions and tiers	Interventionist	September 2023	In Progress
<b>Action Step 2</b>	Establish tiering criteria by grade level and content	ILT	September 2023	In Progress
<b>Action Step 3</b>	Schedule cadence of check ins and progress monitoring	ILT	October 2023	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Schedule Cultivate Survey	Admin	Semester One	In Progress
<b>Action Step 1</b>	Inform students of the survey and purpose	Teachers	Semester One	Not Started
<b>Action Step 2</b>	Create schedule for survey implementation	Interventionist/ Admin	Semester One	Not Started
<b>Action Step 3</b>	Review survey results	Admin/ILT/Teachers	Semester One	Not Started
<b>Action Step 4</b>	Establish a school wide plan for incorporating student feedback	ILT/ Teachers	Semester One	Not Started
<b>Action Step 5</b>	Establish a student voice committee	Admin	October 2023	In Progress
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

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

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

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

Resources: 

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

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

**Performance Goals**

**Numerical Targets [Optional]** 

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	SY24	SY25	SY26
	Yes	Cultivate	African American Male				
			African American Female				
Quarterly progress monitor student Branching Minds goals for tiered support and goal mastery of standards based learning practices as measured by the shifts in students moving from tier III to tier II and tier II to tier I	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP				
			African American Male				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:3 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.			
C&I:4 The ILT leads instructional improvement through distributed leadership.			
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Cultivate	African American Male			Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status
Quarterly progress monitor student Branching Minds goals for tiered support and goal mastery of standards based learning practices as measured by the shifts in students moving from tier III to tier II and tier II to tier I	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American Male			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:3 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.		Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.		Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.		Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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:



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

No action needed

### IL-Empower

#### IL-EMPOWER GRANT ASSURANCES

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



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



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



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

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



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



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



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



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



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



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

#### IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

IAR (Math): With the use of MTSS practices, small groups and cycles of I...

African American Male

36 (red)

African American Female

Required Reading Goal

IAR (English): With the use of MTSS practices, small groups and cycles of...

African American Male

58 (red)

African American Female

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
African American Male	36 (red)			
African American Female				
African American Male	58 (red)			
African American Female				

## Parent and Family Plan

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

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Increase parental involvement, a parent homework help room in the evenings, build teacher/staff relationships and parent workshops on improving parenting support.



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