

## 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
Andrew Friesema	Principal	arfriesema@cps.edu
Ken Cuellar	AP	krcuellar@cps.edu
Cathleen Buckley	Curriculum & Instruction Lead	cbuckley@cps.edu
Andrea Montgomery	Bilingual Lead Teacher	ahmontgomery@cps.edu
Joanne Klans	Counselor	jckarachrist@cps.edu
Maricelis Maldonado	Parent	mmaldonado8@cps.edu
Andrea Montgomery	ELPT	ahmontgomery@cps.edu
Elizabeth Mabrey	Teacher Leader	emabrey@cps.edu
Marguerite Greve	Teacher Leader	megreve@cps.edu
Stephanie Tsakeris	Teacher Leader	smtsakeris@cps.edu
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	6/6/23	8/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/14/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/14/23	6/20/23
Reflection: Connectedness & Wellbeing	6/14/23	6/20/23
Reflection: Postsecondary Success	6/14/23	6/20/23
Reflection: Partnerships & Engagement	6/14/23	6/20/23
Priorities	6/14/23	8/15/23
Root Cause	6/14/23	8/15/23
Theory of Acton	6/14/23	8/15/23
Implementation Plans	6/14/23	8/15/23
Goals	6/14/23	6/14/23
Fund Compliance	6/14/23	6/14/23
Parent & Family Plan	6/14/23	6/14/23
Approval	9/14/23	9/14/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	3/1/2024
Quarter 4	6/7/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources** 🚀

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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.	School-wide rebound from pandemic drops, more reflective of pre-pandemic test scores on IAR. School-wide trends shows lower scores in math than in reading in IAR. Need to re-evaluate components of math block, with the same intentionality as the reading block. Teaching through problem-solving 4 days a week, 1 day a week with Freckle as individualized instruction tool. Percentage of scholars at/above higher in i-ready than IAR. Younger grades (3, 4th and 5th) amount of kids at/above grade level is higher than the school-wide average.	<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.		<a href="#">STAR (Math)</a>
Yes	<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.	<p><b>What is the feedback from your stakeholders?</b></p> <p>Stakeholders agreed on the need to provide resources that continue to work towards consistent instructional practices throughout the grades. 🙌</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>Freckle as intervention has been implemented in select grades, we are moving towards whole school implementation 23-24 SY. MTSS committee meets regularly and utilizes i-ready and Star 360 data to identify students of most urgent need. We utilize tutor core and parent mentors to implement interventions. 🙌</p>	<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.		
Yes	<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.		
Yes	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.		

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

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

One student-centered problem that has surfaced is the propensity of student trauma from a variety of reasons. Another student-centered problem is gaps in schooling caused by pandemic. 🙌

Math and writing are two areas that continue to be most notably impacted by the learning loss due to school closures.

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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
Yes	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">MTSS Integrity Memo</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.	MTSS committee meets regularly and utilizes i-ready and Star 360 and ACCESS data to identify students of most urgent need. We utilize tutor core and parent mentors to implement interventions. Continued implementation of Branching Minds to better understand school-wide trends, specific student needs and allows for communication and collaboration. 10% drop in students needing Tier 3 interventions in reading; 9% increase in students moved towards Tier 1. In math, 5% drop in students needing Tier 3 interventions, 6 % growth in students in Tier one. 🙌	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</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.	
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>
Yes	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 is the feedback from your stakeholders?**

Attendance continues to be an issue directly related to student performance. Often attendance is out of the control of the teacher or school. Data shows the need for more math interventions. Admin is asking for additional tutors and with the intention allocating some for math. Goal for interventions to be tied to curriculum to allow students to build vocabulary and background knowledge to give them better access to the curriculum being taught in the classroom. Utilization of parent mentors connected with teacher mentors to allow for the interventions to be better connected to classroom instruction.

Data shows the need for increase in math interventions, admin is asking for more tutors that focus on math.

**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?**

Starting our 3rd year of Branching Mind implementations, we were a pilot school, with time we are seeing increased teacher implementation. Staff training on Amira and Freckle will support the MTSS intervention process. Our BHT team and MTSS team collaborate regularly regarding student needs to best understand how to address their needs.

- [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.

One student -centered problem that has surfaced is the propensity of student trauma from a variety of reasons. Another student-centered problem is gaps in schooling caused by pandemic. Student attendance continues to be a factor that impacts students academic learning and progress.

Math and writing are two areas that continue to be most notably impacted by the learning loss due to school closures.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a>
Yes	<a href="#">SEL Teaming Structure</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

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

Reduction in out of school suspensions. We don't have a lot of intensive disruptive behaviors. Most behaviors infractions are tier one.

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

Teachers feel the need to understand the role and the boundaries of the intervention specialist. Admin shared that week 0 the specialist will share boundaries and expectations during week 0. In addition the team would be looking at data focused on behavior incidents: what problems are happening, when are they happening then be able to address those issues with teacher support. What tools can we use to close the feedback loop between student, teachers, parents and specialist. Logging conversations in aspen could be a tool utilized by staff to understand the feedback loop. Restorative practices are strong at Prieto but the piece that is frequently missing is the repair piece. How does the student repair the relationship between the teacher and their classmates.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
  - [Access to OST](#)
  - [Increase Average Daily Attendance](#)
  - [Increased Attendance for Chronically Absent Students](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - Staff trained on alternatives to exclusionary discipline (School Level Data)
  - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
	<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>One student -centered problem that has surfaced is the propensity of student trauma from a variety of reasons. Another student-centered problem is gaps in schooling caused by pandemic. 🗨️</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>Prieto has employed a Youth Intervention Specialist to lead the work on establishing student behavior expectations. This interventionist will utilize restorative practices to address student needs. This specialist will also support Tier 2 and 3 behavior and academic interventions. 🗨️</p>	

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>Work of the attendance committee has been effective. We ended the school year higher with a 92% attendance rate, which is well above average for the network. Successfully incentivized attendance on days that were historically low-attendance days. Graduation rate is 100%. Data team continues to frequently analyze on-track data. Principal continues to work with teachers on equitable grading practices to insure that gradebook and on track data is reflective of student progress towards identified learning goals. 🗨️</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">9th and 10th Grade On Track</a></p>
No	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The need for increased parent communication/participation especially in 8th grade. Having a week 0 parent meeting during a curriculum night when expectations are communicated to parents. 🗨️</p>	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</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>Prieto has revitalized the culture and climate committee to include more stakeholders, refocusing efforts on school-wide PBIS implementation. We are adding a behavior intervention specialist that will work on restorative practices and support attendance. As part of our ideal student profile, students are communicators. We initially focused on discourse to address communication. We have transitioned to focusing on explicit writing instruction by developing a writing scope and sequence for 6 - 8th where writing is woven throughout the content areas. 🗨️</p>	
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>		

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

Writing was heavily impacted during the pandemic instruction therefore our upper grades scholars are performing at level. To close the gap between where students are and where they need to be is a challenge. 🗨️

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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
<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>School effectively utilizes PAC, BAC, LSC, Student Voice Committee, Culture and Climate Committee, Behavior Health Team and ILT to ensure positive, interconnected relationships between families, school, staff and other community members. School also partners with outside organizations including: Northwest Center, Chicago Fire, By the Hand, Logan Square Neighbors Associations, and Revive Center to provide support and extended opportunities to students and their families.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<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><b>What is the feedback from your stakeholders?</b></p> <p>The need to revisit the phones policy in schools now that we are a one to one school. Need to host a social media training for parents to better support their children.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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><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 recognize the need for the school to provide space and opportunities for school/family community connections. In addition, the national trend of immigration has highlighted the need to provide additional support to Prieto families.</p>		<p>This year we reestablished community events such as: Family Posada, Literacy Night, Family Movie Night, Quarterly Awards Ceremonies. Improved frequency of social media interactions.</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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

School-wide rebound from pandemic drops, more reflective of pre-pandemic test scores on IAR.  
 School-wide trends shows lower scores in math than in reading in IAR. Need to re-evaluate components of math block, with the same intentionality as the reading block.  
 Teaching through problem-solving 4 days a week, 1 day a week with Freckle as individualized instruction tool. Percentage of scholars at/above higher in i-ready than IAR.  
 Younger grades (3, 4th and 5th) amount of kids at/above grade level is higher than the school-wide average.

What is the feedback from your stakeholders?

Stakeholders agreed on the need to provide resources that continue to work towards consistent instructional practices throughout the grades.

What student-centered problems have surfaced during this reflection?

One student-centered problem that has surfaced is the propensity of student trauma from a variety of reasons. Another student-centered problem is gaps in schooling caused by pandemic.  
 Math and writing are two areas that continue to be most notably impacted by the learning loss due to school closures.

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?

Freckle as intervention has been implemented in select grades, we are moving towards whole school implementation 23-24 SY. MTSS committee meets regularly and utilizes i-ready and Star 360 data to identify students of most urgent need. We utilize tutor core and parent mentors to implement interventions.

Return to Top Determine Priorities

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

Students...  
 Analysis of the IAR data indicates mathematics is a priority. Students will positively self-identify as mathematicians and problem solvers.

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

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

As adults in the building, we...  
 Adults in the building will receive ongoing professional development on teaching through problem solving. Prieto will teach mathematics through problem-solving and strategically utilize the guided math block for individualized, differentiated mathematics instruction.

Resources:

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

**Indicators of a Quality CIWP: Root Cause Analysis**  
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we...  
 provide teachers with professional development on the instructional shifts of mathematical problem solving that include how to promote skill building through self-directed learning, encourage brainstorming in a non-judgemental environment, strengthen the components of problem solving using researched based techniques

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 ability to grapple with a novel problem , promote and discuss solution strategies that also help students identify their own problem solving errors



which leads to...

student ability to retain and recall information which will be evident on standardized assessments. This will be reflective to increase the numbers of students in Star 360 from 43 % to 47 %, also increasing the number so students exceeding from 4% to 6 % on IAR Math.



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### Implementation Plan

Resources:

#### Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

#### Team/Individual Responsible for Implementation Plan

Youngblood/Friesema/Cuellar/DeLoCruz/Bahena

#### Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 3/1/2024

Q2 12/22/2023

Q4 6/7/2024

#### SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Start of School year, our ILT team will provide teachers with professional development on teaching Math through Problem Solving	Youngblood	8/18/23	Completed
<b>Action Step 1</b>	School wide expectations teaching through problem solving led by math ILT subcommittee	ILT	8/18/23	Completed
<b>Action Step 2</b>	School wide expectations on small group differentiation lead by math ILT subcommittee	ILT	8/18/23	Completed
<b>Action Step 3</b>	School wide instructionals walks from the ILT to identify teacher leaders and teachers in need of support	ILT	10/30/23	In Progress
<b>Action Step 4</b>	Admin team provides any additional coaching/support	admin	ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Implementation of Ed-tech tool: Freckle	Locke	8/18/23	In Progress
<b>Action Step 1</b>	Purchasing school wide license	Cuellar	8/18/23	Completed
<b>Action Step 2</b>	On-going professional Development for teacher understanding of Freckle tool	Locke	9/22/23	In Progress
<b>Action Step 3</b>	On-going data analysis of Freckle reports during GLMs	ILT	On-going	In Progress
<b>Action Step 4</b>	In-class small group development/implementation using Freckle reports	Math Teachers	On-going	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Conduct learning cycles focused on teaching math through problem solving	ILT	On-going	In Progress
<b>Action Step 1</b>	Collaborate GL team design for an ideal student profile for mathematics scholar	Grade level teams	10/30/23	In Progress
<b>Action Step 2</b>	GL teams compare current student profile with ideal student profile, discuss trends and design research theme to guide learning cycle	ILT	1/26/24	Select Status
<b>Action Step 3</b>	GL collaboratively design research lessons between teacher leaders and teachers to conduct learning cycles	ILT	2/9/24	Select Status
<b>Action Step 4</b>	GLM share out learning gathered from learning cycles, based off of student performance on end of unit assessment . Determine action items and next steps	ILT	4/15/24	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**

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Increase the number of students in Tier one, math from 43% to 47% according to EOY Star 360 data	Yes	STAR (Math)	Overall	Aug 2023			
			Select Group or Overall				
Increase the number of students exceeding expectations from 4 to 6% on Math IAR	Yes	IAR (Math)	Overall	Spring 2024			
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Continuing to adopt and implement high quality curriculum - Eureka (K - 5th); Open-up (6-8th)		
C&I:2 Students experience grade-level, standards-aligned instruction.	Frequent classroom observations, lesson/unit plan review		
C&I:4 The ILT leads instructional improvement through distributed leadership.	GLM and professional development will be led by a mix of admin and ILT.		

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students in Tier one, math from 43% to 47% according to EOY Star 360 data	STAR (Math)	Overall	Aug 2023		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Curriculum &amp; Instruction</b>					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>												
Increase the number of students exceeding expectations from 4 to 6% on Math IAR		IAR (Math)		Overall	Spring 2024			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>			
				<i>Select Group or Overall</i>				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>			

		<b>Practice Goals</b>		<b>Progress Monitoring</b>			
<b>Identified Practices</b>		<b>SY24</b>		<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
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.		Continuing to adopt and implement high quality curriculum - Eureka (K - 5th) ; Open-up (6-8th)		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:2 Students experience grade-level, standards-aligned instruction.		Frequent classroom observations, lesson/unit plan review		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&I:4 The ILT leads instructional improvement through distributed leadership.		GLM and professional development will be led by a mix of admin and ILT.		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
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).
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).

What are the takeaways after the review of metrics?

Work of the attendance committee has been effective. We ended the school year higher with a 92% attendance rate, which is well above average for the network. Successfully incentivized attendance on days that were historically low-attendance days. Graduation rate is 100%. Data team continues to frequently analyze on-track data. Principal continues to work with teachers on equitable grading practices to insure that gradebook and on track data is reflective of student progress towards identified learning goals.

What is the feedback from your stakeholders?

The need for increased parent communication/participation especially in 8th grade. Having a week 0 parent meeting during a curriculum night when expectations are communicated to parents.

What student-centered problems have surfaced during this reflection?

Writing was heavily impacted during the pandemic instruction therefore our upper grades scholars are performing at level. To close the gap between where students are and where they need to be is a challenge.

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?

Prieto has revitalized the culture and climate committee to include more stakeholders, refocusing efforts on school-wide PBIS implementation. We are adding a behavior intervention specialist that will work on restorative practices and support attendance. As part of our ideal student profile, students are communicators. We initially focused on discourse to address communication. We have transitioned to focusing on explicit writing instruction by developing a writing scope and sequence for 6 - 8th where writing is woven throughout the content areas.

Return to Top Determine Priorities

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

Students...  
 Analysis of student writing and IAR writing prompts determined a need for increased focus on writing instruction. Students will develop stronger writing and communication skills.

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
 Adults in the building will receive on-going professional development on teaching writing. Prieto will focus on explicit instruction, developing cohesive practices and writing throughout the content area.

Resources:

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

**Indicators of a Quality CIWP: Root Cause Analysis**  
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we...  
 provide document based questions as a method of instruction along with authentic assessments that include spoken and written forms to strengthen writing for a variety of different purposes

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.

then we see...  
 scholars who instead are preparing for the future, while practicing the kind of work they will continue to do in the future.

Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...  
 Increased scholar achievement that will be reflected on the IAR in the categories of Literary Analysis, Narrative Writing most scholars will score in Level 4 of Meet or Exceeded Expectations.

[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**   
 Buckley/ILT

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/2023 Q3 3/1/2024  
 Q2 12/22/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Beginning of the year professional development on explicit practices of writing (DBQ Writing, Writing Bootcamp, TWR and Patterns of Power)	Tsakeris/Mabrey/Greve/Ledezma/Buckley	8/18/2023	Completed
<b>Action Step 1</b>	Teacher training on the DBQ writing process	Tsakeris/Mabrey/Buckley	On-going	In Progress
<b>Action Step 2</b>	Teacher training on explicit practices in writing K - 4 using the The Writing Revolutions practices, scaffolds, and routines.	Buckley/Greve/Ledezma/Monk	On-going	In Progress
<b>Action Step 3</b>	Grade level team analysis of student writing samples using the Atlas protocol	ILT	Nov 27 - December 1st	Not Started
<b>Action Step 4</b>	School wide instructional walks used to identify teacher leaders and teachers in need of support	ILT		Not Started
<b>Action Step 5</b>	Admin team provides any additional coaching/support	Admin	On-going	Not Started
<b>Implementation Milestone 2</b>	Conduct learning cycles focused on writing instruction	ILT		Select Status
<b>Action Step 1</b>	GLM team designs ideal student profile for writing	ILT	dec 4 - 8	Select Status
<b>Action Step 2</b>	GL teams compare current student profile with ideal student profile, discuss trends and design research theme to guide learning cycle	ILT	Feb 26	Select Status
<b>Action Step 3</b>	GLM collaboratively designs research lessons between coaches and teachers to conduct learning cycles	ILT	March 11th	Select Status
<b>Action Step 4</b>	GLM share out learning gathered from learning cycles based off of student performance on end of unit assessment . Determine action items and next steps	ILT	May 17th	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

**SY25-SY26 Implementation Milestones**

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

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

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

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

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

**Performance Goals**

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
increase the number of students performing at/above the grade level in IAR by 20%	No	IAR (English)	Overall				
			Select Group or Overall				
Quarterly grade level writing assignment and graded as GLM with common rubric	Yes	Other	Overall				
			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
PS:3 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).	IAR Scores, Quarterly GLM Meetings		
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Frequent classroom observations, scope and sequence with focus on the writing units woven throughout the content area		
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.	GLM and professional development will be led by a mix of admin and ILT to analyze student writing and make data informed instructional decisions.		

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:** 📌

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
increase the number of students performing at/above the grade level in IAR by 20%	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Quarterly grade level writing assignment and graded as GLM with	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

<b>Practice Goals</b>		<b>Progress Monitoring</b>			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:3 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).	IAR Scores, Quarterly GLM Meetings	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Frequent classroom observations, scope and sequence with focus on the writing units woven throughout the content area	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
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.	GLM and professional development will be led by a mix of admin and ILT to analyze student writing and make data informed instructional decisions.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

## Parent and Family Plan

If Checked:



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

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

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

If Checked:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

6616,08  
- Parentings Tips and advice  
- Immigration  
- Nutrition  
- Tech Support  
- Dual Language 101  
- ESL classes



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