

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](#)

[Return to Top](#) **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.	<p>The percentage of students at/above grade level (50PR) in Reading on Star360 grew from 28% in the Fall to 34% in the Spring. The percentage of students at/above grade level (50PR) in Math on Star360 grew from 40% in the Fall to 50% in the Spring. The percentage of students that Exceeded or Met expectations in ELA on IAR was 24%. The percentage of students who Met expectations in Math on IAR was 12%. </p> <p><b>What is the feedback from your stakeholders?</b></p> <p>We are losing instructional time transitioning from recess to afternoon instruction.                       Based on the Cultivate survey, more work needs to be done in regards to recognition and affirmation of student identities, building a sense of community and mutual support among classmates, and supportive teaching in the classroom. A return to Scope and Sequence for Reading and Math is needed to allow for a clear progression of content, where new skills are introduced and practiced before moving on to more advanced concepts. This ensures that students develop a strong foundation before moving on to more complex topics.</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>New standards based ELA series purchased for grades 6-8. Each classroom teacher will have a teacher partner with an emphasis on Reading or Math. IXL will be utilized with fidelity to support the curriculum. An emphasis will continue to be placed on SEL supports. Calm Classroom is a part of the school supports as well as a BHT Team. The addition of Freckle Math, IReady Personalized Instruction, Screen Smart to curriculum should provide a positive impact on student learning. New schedule introduced. Increased data conversations in ILT and Teacher meetings. Administration will meet monthly with the Student Voice committee to address student concerns. Algebra will be offered as an after-school program to select eighth graders. </p>	<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>  <a href="#">STAR (Math)</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="#">TS Gold</a>  <a href="#">Interim Assessment Data</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.			<a href="#">ACCESS</a>  <a href="#">TS Gold</a>
Yes	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.			<a href="#">Cultivate</a>  <a href="#">Grades</a>
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.			<a href="#">ACCESS</a>  <a href="#">TS Gold</a>
Yes	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.			<a href="#">ACCESS</a>  <a href="#">TS Gold</a>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students who do not meet expectations in reading and math are not moving by EOY. Students do not have access to high quality Tier 2 and 3 supports. Students don't feel that the classroom is supportive teaching in the classroom as well as the need for teachers to build a sense of classroom community among students. </p>				

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Yes	<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.	<p>100% compliance on initial and re-evaluations. 100% compliance on timely completion of 504 and IEP plans. In Branching Minds, there was a decrease of students receiving Tier 2 supports from 15% to 14%. The percentage of students in Tier 3 remained the same at 6%. </p> <p><b>What is the feedback from your stakeholders?</b></p> <p>We need to monitor the Branching Minds platform to ensure that teachers are inputting notes and interventions in a timely manner. Fidelity in scheduling for students with Tier 3 </p>	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</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.			<a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Yes	<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.			<a href="#">Quality Indicators of Specially Designed Curriculum</a>  <a href="#">EL Program Review Tool</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>
Select Rating	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>
Select Rating	There are language objectives (that demonstrate HOW students will use language) across the content.	

supports. Set a defined day and time for monthly data driven MTSS and BHT Team meetings. Skyline World Language instruction appears to have a positive impact with students.

**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?**

Addition of an Interventionist for MTSS. Implement meetings with fidelity for MTSS Team. Calm Classroom is used daily in grades K-8. The Social Worker meets regularly with students needing Tier 3 supports. BHT Team meets monthly to discuss students needing Tier 3 SEL supports. The teachers will collaborate to integrate World Language across the content areas.

**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.

Significant increase in students engaging in impulsive acts.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. We have daily SEL lessons embedded in the curriculum as well as Calm Classroom. Our attendance is also trending upward and grew from 91.5% SY22 to 93.1% SY23. Our Chronic Absenteeism numbers have decreased from 27 students SY22 to 22 students SY23. Our Chronic Truancy numbers have also dropped from 63 students SY22 to 41 students SY23. We have a Student Voice committee that meets monthly with administration and staff to discuss student concerns and issues. Our School Counselor also meets with students and holds classroom talking circles. Our Safety Drill compliance is at 100%. Based on the 5Essentials Survey, 18% of our students do not feel safe around the school; 31% feel somewhat safe around the school.	<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> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Cultivate (Belonging &amp; Identity)</a> <a href="#">Staff trained on alternatives to exclusionary discipline (School Level Data)</a> <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a> <a href="#">Student Voice Infrastructure</a> <a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	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.	<b>What is the feedback from your stakeholders?</b> Students and parents want an increase in OST programming and field trips for this school year. Changes need to be made to staff assignments during recess. Anger Coping, Grief Support Group, Social Skills Group, and Student Voice Committee were all effective and should be continued. Morning Meetings were effective. Calm Classroom should be more structured.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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

The need to address absenteeism. Based on the 5Essentials survey, some students don't feel safe in and around the school.

**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?**

Utilize the BHT Team for students with extended and chronic absenteeism to address underlying causes. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe classroom environment. Procedural changes to address school-wide transitions in and around the building.

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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>	<p>We did not use Naviance on last year. We are waiting for guidance on the new platform. 📌</p> <p><b>What is the feedback from your stakeholders?</b> PD is needed for C4 and ILPs for school staff. 📌</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> We got accepted into Pathways for Success and the teacher has already received training and is ready to deliver the curriculum week one. 📌</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</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> <p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	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>		
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).	<a href="#">Work Based Learning Toolkit</a>		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
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>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students in grades 6-8 did not receive experience with Naviance. 📌</p>				

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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

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>	<p>We have utilized seventeen various community partners to leverage and help students and families. LSC meets monthly. PAC (Parent Advisory Committee) is actively engaged in our school community. 📌</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><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
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>		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	<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>Parents and staff would like a return to school-wide events such as the Science Fair, Talent Show, and the Spelling Bee. 📌</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>According to the 5Essentials survey, some students want more recognition and affirmation of student identities. Some students also want teachers to provide more support and understanding in the classroom. Some students expressed safety concerns as well as not feeling that teachers were trustworthy. 📌</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>Addition of PAC(Parent Advisory Committee) for SY23, Active LSC, partnership with Communities in Schools Chicago (CISC), purchase of REMIND system for improved communication between parents and school. Monthly meetings with Student Voice Committe to discuss student concerns as well as to get their input in addressing the need for a sense of community in the building. 📌</p>	

## 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
Dr. Sabrina Jackson	Principal	sbjackson@cps.edu
Latice Nicholson	AP	llnicholson@cps.edu
Mary Terhune	Inclusive & Supportive Learning Lead	materhune@cps.edu
Felicia Alston	Teacher Leader	fralston@cps.edu
Josephine Hatch-Skipper	Curriculum & Instruction Lead	jfhatch-skipper@cps.edu
Kia Isom	LSC Member	kjhenderson@cps.edu
John Polubinski	LSC Member	jmpolubinski@cps.edu
Alvin Love	LSC Member	revluv@msn.com
Valency White	LSC Member	vwhite5@cps.edu
Fatimat Bakare	LSC Member	fatimat.o.bakare@gmail.com
Gwendolyn Jackson	LSC Member	ajgwen@sbcglobal.net
Tara Barker	LSC Member	tbarker0919@gmail.com

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/3/23	7/4/23
Reflection: Curriculum & Instruction (Instructional Core)	7/5/23	7/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/7/23	7/14/23
Reflection: Connectedness & Wellbeing	7/14/23	7/19/23
Reflection: Postsecondary Success	7/14/23	7/19/23
Reflection: Partnerships & Engagement	7/14/23	7/19/23
Priorities	7/19/23	7/24/23
Root Cause	7/20/23	7/25/23
Theory of Acton	7/20/23	7/26/23
Implementation Plans	7/26/23	7/27/23
Goals	7/27/23	7/31/23
Fund Compliance	7/31/23	8/2/23
Parent & Family Plan	8/3/23	8/5/23
Approval	8/23/23	8/23/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/16/2023
Quarter 2	12/11/2023
Quarter 3	3/18/2024
Quarter 4	5/29/2024

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?

The percentage of students at/above grade level (50PR) in Reading on Star360 grew from 28% in the Fall to 34% in the Spring. The percentage of students at/above grade level (50PR) in Math on Star360 grew from 40% in the Fall to 50% in the Spring. The percentage of students that Exceeded or Met expectations in ELA on IAR was 24%. The percentage of students who Met expectations in Math on IAR was 12%.

What is the feedback from your stakeholders?

We are losing instructional time transitioning from recess to afternoon instruction. Based on the Cultivate survey, more work needs to be done in regards to recognition and affirmation of student identities, building a sense of community and mutual support among classmates, and supportive teaching in the classroom. A return to Scope and Sequence for Reading and Math is needed to allow for a clear progression of content, where new skills are introduced and practiced before moving on to more advanced concepts. This ensures that students develop a strong foundation before moving on to more complex topics.

What student-centered problems have surfaced during this reflection?

Students who do not meet expectations in reading and math are not moving by EOY. Students do not have access to high quality Tier 2 and 3 supports. Students don't feel that the classroom is supportive teaching in the classroom as well as the need for teachers to build a sense of classroom community among students.

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?

New standards based ELA series purchased for grades 6-8. Each classroom teacher will have a teacher partner with an emphasis on Reading or Math. IXL will be utilized with fidelity to support the curriculum. An emphasis will continue to be placed on SEL supports. Calm Classroom is a part of the school supports as well as a BHT Team. The addition of Freckle Math, IReady Personalized Instruction, Screen Smart to curriculum should provide a positive impact on student learning. New schedule introduced. Increased data conversations in ILT and Teacher meetings. Administration will meet monthly with the Student Voice committee to address student concerns. Algebra will be offered as an after-school program to select eighth graders.

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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...

Require access to high quality Tier 2 and 3 supports in the classroom as well as consistent Tier 3 supports outside of classroom.



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 Whys Root Cause Protocol](#)

As adults in the building, we...

will increase small group instruction and implement interventions with fidelity.



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....

Deliver evidence-based interventions in both whole and small groups



Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.


then we see....

High quality instruction with increased student engagement



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.

Resources:

which leads to...  
 An improvement in student performance on the Star360 and IAR in grades 3-8. 



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Resources: 


**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.


**Team/Individual Responsible for Implementation Plan**   
 ILT Team and Administration

**Dates for Progress Monitoring Check Ins**  
 Q1 10/16/2023 Q3 3/18/2024  
 Q2 12/11/2023 Q4 5/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By January SY24, students will demonstrate growth in reading by increasing their score on the Star360 Reading assessment by two points.	ILT Team	Monthly	Not Started
<b>Action Step 1</b>	Weekly grade-level meetings to collaborate about lesson Plans, CCSS aligned assessments, and analyzing student work	Latice Nicholson	Weekly	Not Started
<b>Action Step 2</b>	Administration will visit classrooms to provide feedback on effective teaching and learning practices	Dr. Sabrina Jackson Latice Nicholson	Bi-weekly	Not Started
<b>Action Step 3</b>	Develop a school-wide protocol for forming small groups based on data	ILT Team	September 11, 2023	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers will conduct small groups/student centers at least two times per week by October 2, 2023.	Dr. Sabrina Jackson Latice Nicholson	October 2, 2023	Not Started
<b>Action Step 1</b>	Administration will visit classrooms to check for evidence of small group instruction	Administration	Weekly	Not Started
<b>Action Step 2</b>	Teachers will include evidence of small group instruction in lesson plans	Administration	Weekly	Not Started
<b>Action Step 3</b>	Feedback will be given on small group instruction with opportunities for PD	Administration	Weekly	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Tier II and Tier III students will be identified BOY to begin interventions and the program will utilize scientifically-based research intervention curriculum resources and materials	ILT Team	September 18, 2023	Not Started
<b>Action Step 1</b>	Students identified as needing Tier II targeted interventions in reading will receive supplementary instruction in flexible groups based on multiple sources of data	ILT Team	Monthly	Not Started
<b>Action Step 2</b>	Students identified as needing Tier III pull out instruction will be scheduled after Branching Minds data review.	MTSS Team	Monthly	Not Started
<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>	Develop school-wide activities to challenge student thinking in World Language	World Language Teacher, Classroom Teachers	Monthly	In Progress
<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**  
 Students will be at the 50% in Reading and Math on EOY Star360 exam. Increased small group instruction. Improved scheduling of MTSS services. Increased utilization of classroom minutes through new schedule. Increase student engagement in World Language across the content areas. 

**SY26 Anticipated Milestones**  
 Increase in Students at/above the 50% in Reading and Math. Small group instruction at least three times per week. Increase student engagement in World Language across the content areas. 

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Resources: 

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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.

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
Students in grades 3-8 will be at the 50% by EOY on Star360 test	Yes	STAR (Reading)	Overall				
			Overall				
Students in grades 3-8 will continue to be at/above the 50% in Math.	Yes	STAR (Math)	Overall				
			Overall				

### Practice Goals

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

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

		SY24	SY25	SY26
		C&I:2 Students experience grade-level, standards-aligned instruction.	Daily walkthroughs with triangulation of curriculum, observations and feedback on alignment, common formative assessment data and other data tools, active participation in PLCs, supporting teachers in planning for instruction.	Daily walkthroughs with triangulation of curriculum, observations and feedback on alignment, common formative assessment data and other data tools, active participation in PLCs, supporting teachers in planning for instruction.
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.	Prioritize the voices and needs of educators in your materials selection and implementation process. Support teachers to problem solve and address gaps through data, collaboration, and professional learning communities	Prioritize the voices and needs of educators in your materials selection and implementation process. Support teachers to problem solve and address gaps through data, collaboration, and professional learning communities	Prioritize the voices and needs of educators in your materials selection and implementation process. Support teachers to problem solve and address gaps through data, collaboration, and professional learning communities	
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.	Participate in identifying students, creating a schedule for MTSS, allocate resources, and make sure the staff has all the data they need for the best data-based decision-making.	Participate in identifying students, creating a schedule for MTSS, allocate resources, and make sure the staff has all the data they need for the best data-based decision-making.	Participate in identifying students, creating a schedule for MTSS, allocate resources, and make sure the staff has all the data they need for the best data-based decision-making.	

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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
Students in grades 3-8 will be at the 50% by EOY on Star360 test	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Students in grades 3-8 will continue to be at/above the 50% in Math.	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Daily walkthroughs with triangulation of curriculum, observations and feedback on alignment, common formative assessment data and other data tools, active participation in PLCs, supporting teachers in planning for instruction.	Select Status	Select Status	Select Status	Select Status
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.	Prioritize the voices and needs of educators in your materials selection and implementation process. Support teachers to problem solve and address gaps through data, collaboration, and professional learning communities	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.	Participate in identifying students, creating a schedule for MTSS, allocate resources, and make sure the staff has all the data they need for the best data-based decision-making.	Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. We have daily SEL lessons embedded in the curriculum as well as Calm Classroom. Our attendance is also trending upward and grew from 91.5% SY22 to 93.1% SY23. Our Chronic Absenteeism numbers have decreased from 27 students SY22 to 22 students SY23. Our Chronic Truancy numbers have also dropped from 63 students SY22 to 41 students SY23. We have a Student Voice committee that meets monthly with administration and staff to discuss student concerns and issues. Our School Counselor also meets with students and holds classroom talking circles. Our Safety Drill compliance is at 100%. Based on the 5Essentials Survey, 18% of our students do not feel safe around the school; 31% feel somewhat safe around the school.

What is the feedback from your stakeholders?

Students and parents want an increase in OST programming and field trips for this school year. Changes need to be made to staff assignments during recess. Anger Coping, Grief Support Group, Social Skills Group, and Student Voice Committee were all effective and should be continued. Morning Meetings were effective. Calm Classroom should be more structured.

What student-centered problems have surfaced during this reflection?

The need to address absenteeism. Based on the 5Essentials survey, some students don't feel safe in and around the school.

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?

Utilize the BHT Team for students with extended and chronic absenteeism to address underlying causes. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe classroom environment. Procedural changes to address school-wide transitions in and around the building.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are missing school and our attendance rates are below pre-pandemic levels. Per the 5Essentials survey, some students reported that they do not feel supported in the classroom.



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...

must identify the barriers to attendance and conduct a needs assessment to address student concerns related to connectedness and wellbeing.



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....

create a schoolwide attendance plan and collaborate with the BHT Team to coordinate interventions



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....

Increased student attendance and SEL growth for Tier 2 and Tier 3 students




which leads to...

A 2% increase in student attendance as measured by on-track data (CPS) and increase in the number of students who feel safe based on the 5Essentials survey. 




[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**   
 Attendance Team, ILT, BHT, MTSS

**Dates for Progress Monitoring Check Ins**  
 Q1 10/16/2023 Q3 3/18/2024  
 Q2 12/11/2023 Q4 5/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	All teachers and staff trained and introduced to attendance initiative by end of Q1	Administration	October 16, 2023	In Progress
<b>Action Step 1</b>	Attendance Data Dive	Administration	September 18, 2023	In Progress
<b>Action Step 2</b>	Share results of Data Dive with school teams and teachers	Administration	September 29, 2023	Not Started
<b>Action Step 3</b>	Create an Attendance Plan with input from school-wide teams, and provide PD to staff	Attendance Team	October 6, 2023	Not Started
<b>Action Step 4</b>	Utilize REMIND system to call parents in case of absence			In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All teachers and staff will engage in lunch/recess duty.	Administration	December 11, 2023	Not Started
<b>Action Step 1</b>	Calm Classroom will occur school-wide after lunch	Administration	August 21, 2023	Not Started
<b>Action Step 2</b>	Continuation of Morning Meetings	Teachers	August 21, 2023	Not Started
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Implement incentive program for students and classes to continuously maintain the encouragement around being present.	Administration	October 16, 2023	In Progress
<b>Action Step 1</b>	Monthly Out of Uniform incentive	Attendance Clerk	August 28, 2023	Not Started
<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** Improved attendance rates and utilization of incentives. Continuation of Morning Meetings and Calm Classroom school-wide. Continue BHT Team supports. 

**SY26 Anticipated Milestones** Attendance rate. Continuation of Morning Meetings and Calm Classroom school-wide. Continue BHT Team supports. 

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

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Attendance rates improve by 2% for the school year.	Yes	Increase Average Daily Attendance	Overall				
			Overall				
Fifth day letters go out promptly for chronically absent students.	Yes	Increased Attendance for Chronically Absent Students	Overall				
			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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Provide family orientation including attendance information. Attendance will improve 2% by the end of the school year.	We will begin the school with attendance at 95%.	We will begin the school year with attendance at 96%.
C&W:3 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.	Algebra class will start the second week of school. Girls Who Code and additional OST programming will be offered.	Algebra class will start the second week of school. Girls Who Code and additional OST programming will be offered.	Algebra class will start the second week of school. Girls Who Code and additional OST programming will be offered.
Select a Practice			

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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
Attendance rates improve by 2% for the school year.	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Fifth day letters go out promptly for chronically absent students.	Increased Attendance for Chronically Absent Students	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Provide family orientation including attendance information. Attendance will improve 2% by the end of the school year.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Algebra class will start the second week of school. Girls Who Code and additional OST programming will be offered.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

## 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.

The primary goal is to increase student Reading and Math scores on the Star360 test by 2%. Timelines are tentatively scheduled to coincide with Star360 BOY and EOY. These activities are presented by the school counselor. Parent workshops such as High School Selection and Internet Safety will be tentatively scheduled for December 2023 and February 2024. 

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