

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Francisco Borrás	Principal	fborras@aspirail.org
Rod Orrego-Lindstad	AP	rorregolindstad@aspirail.org
Dolores Aguilar	Parent/Parent Engagement	daguilar@aspirail.org
Vanessa Morges	Parent and Community Engagement	vmorges@aspirail.org
Claudia Buda	Teacher Leader	cbuda@aspirail.org
Humera Naaz	Attendance Coordinator	hnaaz@aspirail.org
Ruby Fonseca	Office Manager/Parent Liaison	rfonseca@aspirail.org
Luisa Torres	Student	luisa.torres@aspirail.org
	Student	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	8/18/23	8/18/23
Reflection: Curriculum & Instruction (Instructional Core)	8/21/23	8/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/21/23	8/25/23
Reflection: Connectedness & Wellbeing	8/21/23	8/25/23
Reflection: Postsecondary Success	8/21/23	8/25/23
Reflection: Partnerships & Engagement	8/21/23	8/25/23
Priorities	8/28/23	9/1/23
Root Cause	9/4/23	9/8/23
Theory of Action	9/4/23	9/8/23
Implementation Plans	9/4/23	9/8/23
Goals	9/4/23	9/8/23
Fund Compliance	9/4/23	9/8/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/4/23	9/8/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

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

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Students need targeted learning experiences so they can begin to access more rigorous content that is differentiated and meets the need of our student population since the average grade level attainment of our high school students in both reading and math is 5th grade.

There needs to be more curriculum alignment between course levels of a given discipline so that students progress through an articulated and progressive learning experience that builds on student mastery of content.

What is the feedback from your stakeholders?

The overwhelming feedback is that we need more comprehensive bilingual school programming to help our ELL students across the curriculum. We need both more English supports, but also native language instruction.

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

We implemented an ESL program that now supports all ELL students at all levels, including students transitioning out of the bilingual program. We have embedded bilingual tutors in all core classes. We are also working with OLCE to implement a comprehensive Dual-Language program.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

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There needs to be more curriculum alignment between course levels of a given discipline so that students progress through an articulated and progressive learning experience that builds on student mastery of content.

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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

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

We have a high course failure rate in our school that disproportionately impacts our ELL and DL students. While we know a lot of course failures can be attributed to attendance issues, we need to get to the root cause for failures. Attendance issues themselves could be attributed to students not getting adequate supports in their classes.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

No	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.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Grading equity issues need to be addressed so that more opportunities are given to students to show mastery, and avoid course failures. More consistent grading practices among teachers. Teachers and administration have started to have discussions around competency-based grading and no-zero grading. 🍌

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

We need to implement a more robust MTSS system to address the academic, behavior, and attendance needs of our students. This will be the first year that the school will have both a BHT and ILT in order to carry out MTSS for behavior and academics. We already have a functioning MTSS Attendance team. 🍌

We will be administering BOY STAR Reading and Math in both English and Spanish. Even though Spanish data will not be used for school accountability purposes, we will use STAR Spanish data to help guide our support for students as part of our MTSS Academic supports.

- [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 of the main issues in our school is the lack of native language instruction for our ELL students. While we are starting to integrate more supports for our ELL students, a lot of our students are recent arrivals, and need more comprehensive language supports across all disciplines. 🍌

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	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.

What are the takeaways after the review of metrics? 🍌

Our school's average attendance rate last year was 67%. This year we are averaging 75%. While there are chronic attendance cases, there is an overall student attitude that attending school on a regular basis is not important. This level of disengagement impacts the school's climate and culture. Only a select set of students participate in and take advantage of after-school programs. Teachers feel there are too many barriers to leading after-school programs. Students believe there are not enough offerings that they are interested in.

What is the feedback from your stakeholders? 🍌

Students feel that if more after school offerings were hosted at the school, they would be more willing to participate. After-school offerings are often hosted at other Network schools, and students need to walk to them. Teachers feel that leading after-school programs conflict with their schedules. Student and teacher dismissal times do not align, and students would have to wait close to an hour to participate in programs led by their teachers.

Embedding SEL standards and curricula is challenging for teachers. Teachers feel that it adds another layer of planning and implementation.

- 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 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.


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?


[Student Voice Infrastructure](#)

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

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

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

While we have teams in place to address SEL issues in the school, there is a lot of work that needs to be done to provide much needed services for our students, which includes mental health supports, substance abuse supports, and community violence and trauma supports. There is a collective need, and we have to approach the needs of our students wholeheartedly as a schoolwide approach. 

We are developing a school Advisory program that will be supported by the school's BHT. We are integrating a SEL curricula into Advisories. BHT team will be responsible for leading the planning, and will be modeling lessons for teachers and students. A year-long Advisory/SEL calendar will be put into place. The aim is for teachers to reinforce SEL goals in their classrooms, and integrate into their curricula. 

There is no standardized SEL curricula at this time. We are looking to adopt School-Connect to provide a cohesive, structured SEL program. All teachers will be involved in the implementation of the program.

Students do not participate in after-school programs. Teachers are not eager to lead out-of-time programs. There are some challenges with scheduling programs, but at the heart of the issue are student and staff attitudes toward the importance of enrichment opportunities.

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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

Partially An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th). [College and Career Competency Curriculum \(C4\)](#)

Only 6.5% of our students attain any early college credentials. Our college enrollment rate is 19%. Overall, very few opportunities exist since there are no dual-credit/dual-enrollment or AP courses offered or supported. 

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)

Partially Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). [Individualized Learning Plans](#)


[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

Yes Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). [Work Based Learning Toolkit](#)

What is the feedback from your stakeholders?

There are students that are ready to take on the challenge of taking college-level coursework. If given the opportunity, students would rise to the occasion. Students have asked for early college coursework. Teachers would be open to providing more post-secondary support, but scheduling is an obstacle. Most student schedules don't allow for students to take electives that would provide them exposure to college and career planning. Parents are not engaged from the onset to help them navigate the college application process. No post-secondary team in place. 

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)


Partially Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).

No Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). [ECCE Certification List](#)


No There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). [PLT Assessment Rubric](#)

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

Partially Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). [Alumni Support Initiative One Pager](#)

We have hired a post-secondary liaison that will work closely with the senior seminar teacher to support college and career planning. The liaison is bilingual and will play an instrumental role in supporting our ELL students. We are building a strong partnership with CCC. CCC mentor is embedded in our school. We were able to provide dual-enrollment courses through a partnership with CCC and YCCS. Overall, students were successful and attained both high school and college credit. Senior Seminar teacher has established partnerships with Industry entities. Representatives visit the school and students have been able to visit workplaces. 

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.

Not all students are exposed to college and career curriculum as they enter our school. Students follow a semester long college and career curriculum during their senior year. There is a need for students to work on their ILP from the time they enter our school. Very few Early College opportunities exist for students. No school-based summer "melt" support is in place. Student would benefit from extra post-secondary support throughout 

their time at our school.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>Low Response for Involved Families on 5Essential survey. Trend for teacher-parent trust is Very Weak. There is very little parent involvement in our school. Very few opportunities for parents to get involved in our school. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</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>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers don't see parents as partners in supporting students. There is a language barrier between teacher and parents. Most outreach from teachers is negative concerning low academic performance and attendance. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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.</p>		<p>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?</p>	
<p>There isn't a student voice committee nor a student council in place in the school, so there is very little student voice in the governance of the school. As a result, student perspectives are seldom sought out when plans are made that will have a significant impact on students. Many of our students are 18 years of age or older, so strong connections to families are not in place. More programs need to be put in place to foster community involvement. 🍌</p>		<p>We will establish both an active PAC and BAC to help parents have a voice in our school. Will also be an opportunity for parents to meet and support each other. We will establish Parent nights to invite parents into our school. A monthly newsletter will go out to parents and the school community. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have a high course failure rate in our school that disproportionately impacts our ELL and DL students. While we know a lot of course failures can be attributed to attendance issues, we need to get to the root cause for failures. Attendance issues themselves could be attributed to students not getting adequate supports in their classes.

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One of the main issues in our school is the lack of native language instruction for our ELL students. While we are starting to integrate more supports for our ELL students, a lot of our students are recent arrivals, and need more comprehensive language supports across all disciplines.

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We need to implement a more robust MTSS system to address the academic, behavior, and attendance needs of our students. This will be the first year that the school will have both a BHT and ILT in order to carry out MTSS for behavior and academics. We already have a functioning MTSS Attendance team.

We will be administering BOY STAR Reading and Math in both English and Spanish. Even though Spanish data will not be used for school accountability purposes, we will use STAR Spanish data to help guide our support for students as part of our MTSS Academic supports.

Return to Top Determine Priorities

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

Students...
struggle with learning skills that require teachers to support individualized student mastery in developing new skills over time.

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...
we will provide differentiated instruction that provides academic interventions to all students at various levels using a competency based framework as well as create opportunities to generalize the skill across the curriculum to ensure relevancy and benefit to the student.

Resources:

[5 Whys 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....
utilize the 3+1 strategies, including our CBE framework (Personalized Learning, Applications of Learning, Interventions for Struggling Students, and Post-secondary Readiness) for academic interventions while progress monitoring

Resources:

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

Inclusive & Supportive Learning Environment


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....

a decrease in the number of skill gaps, we see real-world learning, and a decrease in barrier reduction 

which leads to...

an increase in skills acquisition, attendance rate, credit attainment, STAR reading and math growth, and graduation rates 

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

Resources: 

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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




Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 

Principal - Instructional Lead


Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 6/6/2024


	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Professional Development	Francisco Borrás	10/1/23	Select Status
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric			Select Status
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring			Select Status
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring			Select Status
Action Step 4	Culturally Responsive Best Practices			Select Status
Action Step 5	How to Analyze the Data			Select Status
Implementation Milestone 2	Teacher Collaboration Planning	Teachers	10/1/23	Select Status
Action Step 1	Understand Achievement Levels- Intervention Plan			Select Status
Action Step 2	Identify Skills Gaps -Develop Goals			Select Status
Action Step 3	Align Individualized Student Plans to CBE			Select Status
Action Step 4	Align school programs and resources			Select Status
Action Step 5	Analyze Progress -Revise Instruction			Select Status
Implementation Milestone 3	Progress Monitoring / Data Analysis	Teachers	10/1/23	Select Status
Action Step 1	Understand the evidence/data collected			Select Status
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings, PLO's)			Select Status
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)			Select Status
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)			Select Status
Action Step 5	Communicate progress (unpack standards and relevant skills)			Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Using STAR grouping data to inform instruction decision making 

SY26 Anticipated Milestones

Creating teacher and student cohorts for targeted interventions in reading and math for student reading below the 6th grade level upon entry. 

[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
STAR Reading Goal: Increase student grade equivalent by 10% between pre and post star window	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				
STAR Math Goal: Increase student grade equivalent by 10% between pre and post star window	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>				
			English Learners <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.		Specify your practice goal and identify how you will measure progress towards this goal.		
		SY24	SY25	SY26
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.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)			
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT will monitor student placement of students. ELPT will monitor student progress in core courses, and will make sure courses are aligned with WIDA standards.			
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.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments			

[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
STAR Reading Goal: Increase student grade equivalent by 10% between pre and post star window	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by 10% between pre and post star window	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
	SY24				
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.	The development and implementation of curriculum maps that are skills-based. All maps to include exhibitions of learning (EOLs), the four cross-cutting and/or cross-curricular competencies (CCC/CCRs)	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT will monitor student placement of students. ELPT will monitor student progress in core courses, and will make sure courses are aligned with WIDA standards.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross Cutting Competencies and Cross Curricular Competencies, and performance indicators, demonstrated through exhibitions of learning assessments	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have a high course failure rate in our school that disproportionately impacts our ELL and DL students. While we know a lot of course failures can be attributed to attendance issues, we need to get to the root cause for failures. Attendance issues themselves could be attributed to students not getting adequate supports in their classes.

What is the feedback from your stakeholders?

Grading equity issues need to be addressed so that more opportunities are given to students to show mastery, and avoid course failures. More consistent grading practices among teachers. Teachers and administration have started to have discussions around competency-based grading and no-zero grading.

What student-centered problems have surfaced during this reflection?

One of the main issues in our school is the lack of native language instruction for our ELL students. While we are starting to integrate more supports for our ELL students, a lot of our students are recent arrivals, and need more comprehensive language supports across all disciplines.

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

We need to implement a more robust MTSS system to address the academic, behavior, and attendance needs of our students. This will be the first year that the school will have both a BHT and ILT in order to carry out MTSS for behavior and academics. We already have a functioning MTSS Attendance team.

We will be administering BOY STAR Reading and Math in both English and Spanish. Even though Spanish data will not be used for school accountability purposes, we will use STAR Spanish data to help guide our support for students as part of our MTSS Academic supports.

Return to Top **Determine Priorities**

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

Students... upon entry, are reading at the 5th grade level.

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... will utilize YCCS best practices that address skills gaps targeting students that are reading below grade level as indicated on that STAR assessment including SPED, GenEd and ELL.

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... use STAR academic intervention strategies including MyOn and FRECKLE (ELA) for struggling readers

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....
 an increase in the student STAR grade equivalent and SGP scores

which leads to...
 an increase in academic achievement (credit attainment) in core curriculum courses and a reduction in the number of students not meeting proficiency as measured.

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

DL and ELL Departments/Francisco Borras

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create Individualized Reading Plans for DL Students	DL Department	11/1/23	Select Status
Action Step 1	Assign STAR individualized lessons according to skills			Select Status
Action Step 2	Progress monitor and record mastery of student progress			Select Status
Action Step 3	Utilize STAR assessment scaled score for learning progression			Select Status
Action Step 4	Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level			Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create Individualized Reading Plans for ELL Students	ELL Department	11/1/23	Select Status
Action Step 1	Assign STAR individualized lessons according to skills			Select Status
Action Step 2	Progress monitor and record mastery of student progress			Select Status
Action Step 3	Utilize STAR assessment scaled score for learning progression			Select Status
Action Step 4	Provide instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Progress Monitor Student Reading Progress	ALL Teachers	11/1/23	Select Status
Action Step 1	Display Data Walls in every classroom to monitor student progress			Select Status
Action Step 2	Teachers use STAR data to align their instructional practices			Select Status
Action Step 3	Create Tier 3 Reading Intervention strategy			Select Status
Action Step 4	Create School-wide growth targets			Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Have created individualized reading plans for all students.

SY26 Anticipated Milestones Skills gaps and resources needed to remediate have been identified, purchased and implemented.

[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
STAR Reading Goal: Increase student grade equivalent by 10% between pre and post star window	Yes	STAR (Reading)	Students with an IEP				
			English Learners				
STAR Math Goal: Increase student grade equivalent by 10% between pre and post star window	Yes	STAR (Math)	Students with an IEP				
			English Learners				

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.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students		
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)		
Select a Practice			

[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
STAR Reading Goal: Increase student grade equivalent by 10% between pre and post star window	STAR (Reading)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
STAR Math Goal: Increase student grade equivalent by 10% between pre and post star window	STAR (Math)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring				
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Reading (targeted Group) Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level using Reading Horizons (Tier 3 Reading Strategy), Includes Gen Ed, Diverse learners, and ELL students		Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading (targeted Group) Progress monitoring and intensive, focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels using myOn Reading (or other)		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)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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



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



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



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

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



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



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



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



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



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



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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **STAR (Math): STAR Math Goal: Increase student grade equivalent by 10%...**

Required Reading Goal **STAR (Reading): STAR Reading Goal: Increase student grade equivalent ...**

Optional Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Students with an IEP				
	English Learners				
	Overall				
Required Reading Goal	Students with an IEP				
Optional Goal					

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.

Numeracy and literacy are the academic priorities. In addition, post-secondary planning and resources will also be a focus to address with our parents



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