

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
Tony Lyons	Principal	tlyons@williamsyouthservices.org
Tena Sanders	AP	tsanders@williamsyouthservices.org
Lisa Jackson-Williams	Executive Director	ljwill1958@yahoo.com
David Hannsberry	School Improvement Coordinator	dhannesbury@yccs.org
Terrance Murphy	Curriculum & Instruction Lead	twayne@williamsyouthservices.org
Tina Brumfield-Christian	Parent Engagement Coordinator	tchristian@williamsyouthservices.org
Carolyn Pickens	Parent	clegooch@chathamacademy.us
Marshena Long	Executive Admin	m-long@williamsyouthservices.org
	Select Role	
	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	8/11/23	8/11/23
Reflection: Curriculum & Instruction (Instructional Core)	8/14/23	8/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/14/23	8/24/23
Reflection: Connectedness & Wellbeing	8/14/23	8/24/23
Reflection: Postsecondary Success	8/14/23	8/24/23
Reflection: Partnerships & Engagement	8/14/23	8/24/23
Priorities	8/15/23	9/8/23
Root Cause	8/15/23	9/8/23
Theory of Action	8/15/23	9/8/23
Implementation Plans	8/15/23	9/8/23
Goals	8/15/23	9/8/23
Fund Compliance	8/15/23	9/8/23
Parent & Family Plan	8/15/23	9/8/23
Approval	9/11/23	9/11/23

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

Yes	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Chatham Academy 2022-2023 school-based performance metrics in STAR metrics were 94% participation rate in both Reading and Math assessments. 64% average student growth percentage in reading and 48% average student growth percentage in math. 71.7% of our students made growth in reading and 57.9% made growth in math. We currently have 19% of our students in reading and 17% in math in need of urgent intervention who are reading below the fourth-grade level. The average skill growth in reading and math will increase by 3%

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving Chatham Academy students. Therefore, many practices aren't applicable to our population, according to our trend data around skills gaps, truancy, and credit attainment.

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?

"
 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), RtI Resource (Interventions for Struggling Students), and Post-secondary Readiness.
 2) The impact will result in a 3% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 3% decrease in student disengagement and barrier reduction.
 3) Yes, Chatham Academy is the intervention for 100% of our students who are the furthest from opportunity, therefore we focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:
 a) Instructional Interventions and learning supports
 b) Social and emotional learning is used to support and improve student's classroom behavior.
 All students learn and exhibit daily, the Chatham Academy Positive behavior principles which align with the four key competencies of SEL. 1) awareness of self and other people; 2) positive attitudes and values; 3) Responsible decision-making; and 4) social interaction skills. Each one of the key competencies are integrated into the classroom curriculum.

- [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.

Progress monitoring reports are not reflecting student growth.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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
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Chatham Academy will use curriculum and instruction competencies in reading and math that allow for increased frequency of instruction for students based on their skill gaps. We will also:
 • Use the STAR assessment scaled score to track learning progressions.
 • Access Data and Plan Instruction Using the STAR Record

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

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

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 CIWR.

We currently have 19% of our students in reading and 17% in math in need of urgent intervention who are reading below the fourth-grade level. 

Access Data and Plan Instruction Using the STAR record Book.

- Progress monitor and record mastery of student progress.
- Utilize a multi-tiered support system to address all 3 levels of intervention for student needs.

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving Chatham Academy students. Therefore, many practices aren't applicable to our population, according to our trend data around skills gaps, truancy, and credit attainment. 



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?

The Barrier survey will be shared with students. The impact of the data, once reviewed and addressed will result in a 3% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 3% decrease in student disengagement and barrier reduction. Chatham Academy is the intervention for 100% of our students. We will focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:

- Improving literacy and numeracy through
- Instructional Interventions and learning supports
- Social and emotional learning is used to support and improve student's classroom behavior. All students learn and exhibit daily, the Chatham Academy Positive behavior principles which align with the four key competencies of SEL. 1) awareness of self and other people; 2) positive attitudes and values; 3) responsible decision-making; and 4) social interaction skills. Each of the key competencies are integrated into the classroom.

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

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Chatham Academy will share with students the PowerSchool Barrier Survey. We will utilize the specific data to eliminate barriers that affect student attendance and engagement. 	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? CPS best practices do not necessarily align with serving Chatham Academy students. Therefore, many practices aren't applicable to our population, according to our trend data around skills gaps, truancy, and credit attainment feedback trends across specific stakeholder groups. 	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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 CIWR.</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>	
Students cannot afford daily transportation to attend school on a regular basis.		<p>1) Chatham Academy's improvement efforts in progress are components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), Rtl Resource (Interventions for Struggling Students).</p> <p>The Barrier survey will be shared with students. The impact of the data, once reviewed and addressed will result in a 3% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 3% decrease in student disengagement and barrier reduction. Chatham Academy is the intervention for 100% of our students. We will focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on: a) Improving literacy and numeracy through b) Instructional Interventions and learning supports c) Social and emotional learning is used to support and improve student's classroom behavior. All students learn and exhibit daily, the Chatham Academy Positive behavior principles which align with the four key competencies of SEL. 1) awareness of self and other people; 2) positive attitudes and values; 3) responsible decision-making; and 4) social interaction skills. Each of the key competencies are integrated into the classroom.</p>	

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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	Chatham Academy provides its students with access to early college, career, and post-secondary pathways. Students have access to dual enrollment courses through the city colleges of Chicago at all levels of college readiness. In 2022-2023 10% of seniors took at least one college class. All students complete a senior portfolio that is geared toward post-secondary planning. The students create a plan for life after high school. Our students are actively engaged in planning which includes the following topics: career interest exploration, college & scholarship applications, essay writing, and financial aid completion.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Yes	Work Based Learning Toolkit 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).		College Enrollment and Persistence Rate 9th and 10th Grade On Track
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).		
Yes	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<p>What is the feedback from your stakeholders? Increase the number of students who complete a college class through Dual enrollment.</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? Chatham Academy students and families receive academic advising at orientation and upon entry. A plan is created to</p>	

Yes 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](#)

advising at orientation and opportunity. A plan is created to help the student reach yearly academic goals and graduation. Students can schedule weekly appointments with advising and mentors to review their individual academic plans.


What student-centered problems have surfaced during this reflection?

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

Students have concerns about the amount of work that is required to meet the post-secondary ILT and goals. 

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	Using the associated references, is this practice consistently implemented?	References
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.	Spectrum of Inclusive Partnerships
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics? 

Students complete the 5 essential surveys to provide information on how well the school is providing engagement and support. Chatham Academy fosters relationships with the following community organizations: Alternative School Network, Chatham Initiative, One Summer Chicago, and YouthBuild to provide access to daily after-school activities that promote academic success, community awareness events, and resources for students, parents, and alumni.

Metrics

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)


[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

What is the feedback from your stakeholders?

In order to continuously improve our outreach students and parents complete surveys at the end of the semester to gauge program and event success. Chatham Academy Student Council is comprised of student leaders who serve as ambassadors to the administration. They communicate the voice of the student body regarding activities, events, and services. 


Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

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

Some students may have difficulty participating in some of the leadership programs and activities, because of a lack of transportation funding. 

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?

The information received from the barrier survey will be utilized to ensure wrap-around services are provided upon enrollment. 

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?

Chatham Academy 2022-2023 school-based performance metrics in STAR metrics were 94% participation rate in both Reading and Math assessments. 64% average student growth percentage in reading and 48% average student growth percentage in math. 71.7 % of our students made growth in reading and 57.9% made growth in math. We currently have 19% of our students in reading and 17% in math in need of urgent intervention who are reading below the fourth-grade level. The average skill growth in reading and math will increase by 3%

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Progress monitoring reports are not reflecting student growth.

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- 1) The related improvement efforts in progress are embedded within the components of the YCCS 3+1 model: CBE framework to graduation and personalized learning options, student pathway to success (Application of Learning), Rtl Resource (Interventions for Struggling Students), and Post-secondary Readiness.
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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... will provide academic interventions to all students at various levels using a competency-based framework.

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....
utilize problem-based learning as a model to address student's academic needs, social-emotional learning, and civic engagement. Chatham Academy uses Tier 2 support to ensure certain student groups receive proper support and regular check-ins.

then we see....
a decrease in barrier reduction that has previously affected students progress.

which leads to...
an increase in STAR reading and math growth, attendance rate, credit attainment, and graduation rates

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.

[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	YCCS	10/20/2023	In Progress
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	YCCS	10/20/2023	In Progress
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring	YCCS	10/20/2023	In Progress
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring	YCCS	10/20/2023	In Progress
Action Step 4	Culturally Responsive Best Practices	YCCS	10/20/2023	In Progress
Action Step 5	How to Analyze the Data	YCCS	10/20/2023	In Progress
Implementation Milestone 2	Teacher Collaboration Planning	Instructional Staff	10/20/2023	In Progress
Action Step 1	Understand Achievement Levels- Intervention Plan	Instructional Staff	10/20/2023	In Progress
Action Step 2	Identify Skills Gaps -Develop Goals	Instructional Staff	10/20/2023	In Progress
Action Step 3	Align Individualized Student Plans to CBE	Instructional Staff	10/20/2023	In Progress
Action Step 4	Align school programs and resources	Instructional Staff	10/20/2023	In Progress
Action Step 5	Analyze Progress -Revise Instruction	Instructional Staff	10/20/2023	In Progress
Implementation Milestone 3	Progress Monitoring / Data Analysis	Instructional Staff	12/21/2023	In Progress
Action Step 1	Understand the evidence/data collected	Instructional Staff	12/21/2023	In Progress
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings, PLO's)	Instructional Staff	12/21/2023	In Progress
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Instructional Staff	12/21/2023	In Progress
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)	Instructional Staff	12/21/2023	In Progress
Action Step 5	Communicate progress (unpack standards and relevant skills)	Instructional Staff	12/21/2023	In Progress
Implementation Milestone 4	Progress Monitoring /Data Analysis	Instructional Staff	03/24/2024	In Progress
Action Step 1	Analyze data to inform decisions (i.e. resources, programming)	Instructional Staff	03/24/2024	In Progress
Action Step 2	Communicate progress (timely and systematic feedback)	Instructional Staff	03/24/2024	In Progress
Action Step 3	Mastery Connect	Instructional Staff	03/24/2024	In Progress
Action Step 4	STAR	Instructional Staff	03/24/2024	In Progress
Action Step 5	Plan and prepare for next year's goals based on data analysis	Instructional Staff	03/24/2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

We will use STAR data of returning students to guide instruction for next year.

SY26 Anticipated Milestones We will create student cohorts for targeted interventions in reading and math for students reading below the 4th-grade level upon entry. 

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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 3% between pre and post-star windows.	Yes	STAR (Reading)	Overall	100			
			Students with an IEP	25			
STAR Math Goal: Increase student grade equivalent by 3% between pre and post star windows.	Yes	iReady (Math)	Overall	100			
			Students with an IEP	25			

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)	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)	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)
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-Curricular Competencies, will be demonstrated through exhibitions of learning assessments.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross-Curricular Competencies, will be demonstrated through exhibitions of learning assessments.	Multiple assessments and multiple measures of what students know and do at the course and exit level, using CBE Cross-Curricular Competencies, will be demonstrated through exhibitions of learning assessments.
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 Integration of student information and learning management systems modeled around competency-based approaches, providing data to support students, teachers, and schools for improving student performance will be captured in 5-week progress reports	The Integration of student information and learning management systems modeled around competency-based approaches, providing data to support students, teachers, and schools for improving student performance will be captured in 5-week progress reports	The Integration of student information and learning management systems modeled around competency-based approaches, providing data to support students, teachers, and schools for improving student performance will be captured in 5-week progress reports

[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 3% between pre and post-star windows.	STAR (Reading)	Overall	100		No Progress	Limited Progress	Limited Progress	On Track
		Students with an IEP	25		No Progress	Limited Progress	Limited Progress	On Track
STAR Math Goal: Increase student grade equivalent by 3% between pre and post star windows.	iReady (Math)	Overall	100		No Progress	Limited Progress	Limited Progress	On Track

Jump to... Reflection grade equivalent by 3% between pre and post star windows.	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>	Students with an IEP	25	No Progress	Limited Progress	Limited Progress	On Track
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Curriculum & Instruction

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	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)	No Progress	Limited Progress	Limited Progress	On Track
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-Curricular Competencies, will be demonstrated through exhibitions of learning assessments.	No Progress	Limited Progress	Limited Progress	On Track
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Chatham Academy will use curriculum and instruction competencies in reading and math that allow for increased frequency of instruction for students based on their skill gaps. We will also:

- Use the STAR assessment scaled score to track learning progressions.
- Access Data and Plan Instruction Using the STAR Record Book.
- Progress monitor and record mastery of student progress.
- Utilize a multi-tiered support system to address all 3 levels of intervention for student needs.

What is the feedback from your stakeholders?

CPS best practices do not necessarily align with serving Chatham Academy students. Therefore, many practices aren't applicable to our population, according to our trend data around skills gaps, truancy, and credit attainment.

What student-centered problems have surfaced during this reflection?

We currently have 19% of our students in reading and 17% in math in need of urgent intervention who are reading below the fourth-grade level.

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?

The Barrier survey will be shared with students. The impact of the data, once reviewed and addressed will result in a 3% attendance growth, 3% reduction in suspensions, 3% increase in graduation rate and credit attainment, and a 3% decrease in student disengagement and barrier reduction. Chatham Academy is the intervention for 100% of our students. We will focus on the use of school-wide alternative school strategies and tiered interventions for diverse, high-risk, and at-risk learners, with an emphasis on:

- Improving literacy and numeracy through
- Instructional Interventions and learning supports
- Social and emotional learning is used to support and improve student's classroom behavior.

All students learn and exhibit daily, the Chatham Academy Positive behavior principles which align with the four key competencies of SEL. 1) awareness of self and other people; 2) positive attitudes and values; 3) responsible decision-making; and 4) social interaction skills. Each of the key competencies are integrated into the classroom.

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Determine Priorities

Resources:

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

Students...

utilize problem-based learning as a model to address student's academic needs, social-emotional learning, and civic engagement. Chatham Academy uses Tier 2 support to ensure certain student groups receive proper support and regular check-ins.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

As adults in the building, we...

will utilize best practices for students who are reading below 4th-grade level as indicated on the STAR assessment.



[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.

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Theory of Action

Resources:

What is your Theory of Action?

If we....

Use Star academic strategies including Reading Horizon (ELA) for struggling readers.



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 overall increase in the students' STAR grade equivalent, SGP scores, and course grades. 

which leads to...
 A reduction of students not meeting proficiency, an increase in academic success in core curriculum courses. 

[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	YCCS	10/20/2023	In Progress
Action Step 1	Professional Development CBE Next Level, YCCS Curriculum Rubric	YCCS	10/20/2023	In Progress
Action Step 2	Professional Development Reboot - STAR Interventions/Progress Monitoring	YCCS	10/20/2023	In Progress
Action Step 3	Professional Development Reboot- Masteryconnect /Progress Monitoring	YCCS	10/20/2023	In Progress
Action Step 4	Culturally Responsive Best Practices	YCCS	10/20/2023	In Progress
Action Step 5	How to Analyze the Data	YCCS	10/20/2023	In Progress
Implementation Milestone 2	Teacher Collaboration Planning	Instructional Staff	10/20/2023	In Progress
Action Step 1	Understand Achievement Levels- Intervention Plan	Instructional Staff	10/20/2023	In Progress
Action Step 2	Identify Skills Gaps -Develop Goals	Instructional Staff	10/20/2023	In Progress
Action Step 3	Align Individualized Student Plans to CBE	Instructional Staff	10/20/2023	In Progress
Action Step 4	Align school programs and resources	Instructional Staff	10/20/2023	In Progress
Action Step 5	Analyze Progress -Revise Instruction	Instructional Staff	10/20/2023	In Progress
Implementation Milestone 3	Progress Monitoring / Data Analysis	Instructional Staff	12/21/2023	In Progress
Action Step 1	Understand the evidence/data collected	Instructional Staff	12/21/2023	In Progress
Action Step 2	Analyze data to inform decisions (i.e. interventions, groupings,PLO's)	Instructional Staff	12/21/2023	In Progress
Action Step 3	Utilize/Evaluate data to drive instructional best practices (address individual learning needs)	Instructional Staff	12/21/2023	In Progress
Action Step 4	Compare Data - Pre and Mid- Year (i.e. data tracking point)	Instructional Staff	12/21/2023	In Progress
Action Step 5	Communicate progress (unpack standards and relevant skills)	Instructional Staff	12/21/2023	In Progress
Implementation Milestone 4	Progress Monitoring /Data Analysis	Instructional Staff	3/22/2024	In Progress
Action Step 1	Analyze data to inform decisions (i.e. resources, programming)	Instructional Staff	3/22/2024	In Progress
Action Step 2	Communicate progress (timely and systematic feedback)	Instructional Staff	3/22/2024	In Progress
Action Step 3	Mastery Connect	Instructional Staff	3/22/2024	In Progress
Action Step 4	STAR	Instructional Staff	3/22/2024	In Progress
Action Step 5	Plan and/or prepare for next year goals based on data analysis	Instructional Staff	3/22/2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones We might make a Budget Revision to propose to hire a Curriculum Coach 

SY26 Anticipated Milestones We might make a Budget Revision to propose to hire an Instructional coach. 

[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 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 3% between pre and post-star window.	Yes	STAR (Reading)	Overall	100			
			Students with an IEP	25			
STAR Math Goal: Increase student grade equivalent by 3% between pre and post-star window.	Yes	STAR (Math)	Overall	100			
			Students with an IEP	25			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading 19% of Chatham Academy's students who are reading below the fourth-grade level. We will progress monitor and provide instruction in both word level and comprehension using Reading Horizons (Tier 3 Reading Strategy), for all students	Reading 19% of Chatham Academy's students who are reading below the fourth-grade level. We will progress monitor and provide instruction in both word level and comprehension using Reading Horizons (Tier 3 Reading Strategy), for all students	Reading 19% of Chatham Academy's students who are reading below the fourth-grade level. We will progress monitor and provide instruction in both word level and comprehension using Reading Horizons (Tier 3 Reading Strategy), for all students
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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.	Math - 19% of Chatham Academy's students who have math skills below 4th grade level. Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level. using STAR data.	Math - 19% of Chatham Academy's students who have math skills below 4th grade level. Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level. using STAR data	Math - 19% of Chatham Academy's students who have math skills below 4th grade level. Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level. using STAR data

[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 3% between pre and post-star window.	STAR (Reading)	Overall	100		Limited Progress	Limited Progress	Limited Progress	On Track

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	
Reflection	Root Cause	Implementation Plan	STAR (Reading)	STAR (Math)	Select the Priority Foundation to pull over your Reflections here =>
grade equivalent by 3% between pre and post-Star window.		STAR (Reading)		Students with an IEP	25
STAR Math Goal: Increase student grade equivalent by 3% between pre and post-star window.		STAR (Math)		Overall	100
				Students with an IEP	25

Inclusive & Supportive Learning Environment

			Limited Progress	Limited Progress	Limited Progress	On Track
			Limited Progress	Limited Progress	Limited Progress	On Track
			Limited Progress	Limited Progress	Limited Progress	On Track

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Reading 19% of Chatham Academy's students who are reading below grade level. We will progress monitor and provide instruction in both word level and math.	Limited Progress	Limited Progress	Limited Progress	On Track
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 19% of Chatham Academy's students who are reading below grade level. We will progress monitor and provide instruction in both word level and math.	Limited Progress	Limited Progress	Limited Progress	On Track
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.	Math - 19% of Chatham Academy's students who have math skills below grade level. Progress monitoring and intensive, focused instruction in math to meet individual needs.	Limited Progress	Limited Progress	Limited Progress	On Track

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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

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.

SY 23-24 Parent and Family Engagement Budget allocation is \$1,000. Activities: https://drive.google.com/file/d/10V4T9_LCwygdFFsljpx7F7_F4faZVrwp/view?usp=drive_link



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