

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
Catherine Martin	Principal	cbwhitfield2@cps.edu
Marci Haynes	AP	mshaynes1@cps.edu
Natalie Kinsey	Inclusive & Supportive Learning Lead	nkinsey1@cps.edu
Jamie Lewis	Curriculum & Instruction Lead	jmlewis10@cps.edu
Amon Brooks	Teacher Leader	abrooks31@cps.edu
Brandon Carr	Teacher Leader	bcarr6@cps.edu
Laurie Glick	Teacher Leader	lastalheim@cps.edu
Erica Tyus	Connectedness & Wellbeing Lead	etyus2@cps.edu
Deje Woods	LSC Member	dnwoods1@cps.edu
	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	4/1/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	4/15/23	8/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	8/31/23
Reflection: Connectedness & Wellbeing	5/15/23	8/31/23
Reflection: Postsecondary Success	6/1/23	8/31/23
Reflection: Partnerships & Engagement	6/1/23	8/31/23
Priorities	7/1/23	8/31/23
Root Cause	7/1/23	8/31/23
Theory of Acton	7/15/23	8/31/23
Implementation Plans	7/15/23	8/31/23
Goals	8/1/23	8/31/23
Fund Compliance	8/20/23	8/31/23
Parent & Family Plan	8/20/23	8/31/23
Approval	9/4/23	9/15/23

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	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/19/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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
Partially	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

Decreased percentage of students who Did not Meet in RDG by 12% (SY22 29%; SY23 17%); INCREASED Students who MET in RDG 17% (SY22 14%; SY23 31%)

iReady K-2 Reading--huge jump in Mid/Above percentage, 3%BOY, 48%EOY

iReady Math: Not nearly as much growth overall in math as in reading, 35% Mid/Above, 23% early on

46.6% of students at or above Star 360 - 27% did not meet in math IAR - wondering about what the sweet spot will be for Star data

STAR 360: Reduced the amount of students in both RDG and Math in need of urgent intervention

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Teachers:
 Common IAR practices for Math and RDG in responding to Extended response. Effect - 17% growth in amount of students who met in RDG - 2% growth to exceed; 6% growth in MET math

Teachers in Primary used the reading curriculum with fidelity which helped give kids all the components needed in every area

The school wide push for small groups--students received instruction at their level which helped increased their knowledge and understanding

Adjustments to Pacing to ensure skills were highlighted earlier in light of the timing of testing - Effect -percentage of met grew in math (5% - 11%)

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?

[impact on most students; impact on specific student groups]

Obstacles:
 Math supports and intervention for the MS grades. Identify scholars (now) who "did not meet" & "partially met" in efforts of planning for interventions.

Primary Math: Small group domain cycle--teacher feedback was negative, however, it helped to expose students to all content prior to MOY and EOY test.

Opportunities:
 Math intervention - Freckle math integration for SY24 via district partnership; assess usability as a long-term option.

- [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.

Lack of access to high-quality, rigorous curriculum

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	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

[takeaways reflecting most students; takeaways reflecting specific student groups]

During SY23, Sumner chose a pathway that focused on particular student groups being of focus for entry into Branching Minds.

Teachers beyond those in the benchmark grades did not fully engage in documentation in Branching Minds.

- 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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. LRE Dashboard Page
Partially	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?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 🍌

Lack of time to actively collaborate on DL student needs and horizontal alignment between Gen Ed and DL teachers.

Shifts in DL Team are of concern to ensure that DL team is working cohesively with gen ed teachers as well as strengthening their internal work together.

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?

[impact on most students; impact on specific student groups] 🍌

50% of our DL team is new to Sumner during SY24. Our team will need to engage in district provided and internal professional learning to ensure that the team is working cohesively to provide support to students.

- [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.

[problems experienced by most students; problems experienced by specific student groups] 🍌

Inadequate monitoring of diverse learner IEP goals are limiting the supports extended to them via their DL and gen ed teachers.

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

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups] 🍌

Sumner experienced an uptick in OSS and ISS data .

Attendance metrics were negatively impacted due to days assigned in OSS.

There was an overallocation of discipline metrics for particular students, reflecting an over-reliance on suspension (ISS and OSS).

Elevate data reflects classroom community as an area of need for our Middle Grades Team.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 🍌

Teachers need support in referral procedures to students for Tier 1 and Tier 2 behavior interventions.

Teachers expressed a need for support in Tier I SEL block implementation.

Concern around the fidelity of our Tier 1 SEL supports - Calm Classroom and Second Step

Teachers are unclear as to how to support students with chronic absences upon their return to school.

- 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](#)
 - [Student Voice Infrastructure](#)

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.

[problems experienced by most students; problems experienced by specific student groups]

Students experience difficulty managing their emotions and advocating to adults. Students (in particular grades) experience lack of connection with their peers which impacts their willingness to take academic risk in the classroom.

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?

[impact on most students; impact on specific student groups]

Middle grades team is currently engaging in a multi-year partnership with UChicago Middle Grades Network. This partnership yielded improvements in students expressing that they are engaging in meaningful work and finding ways to use their voice.

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

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References
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).
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).
No	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).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	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).
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

On-Track during SY23 was a continued focus for our 3-8th team.

7th grade (class of SY24) stood as the most marginalized population as their SQRP metric hovered around 1 for the predominant of SY23.

4th and 5th on average hovered around a 3-4 each week via the data from the Chavez Report

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Students are in need of more celebratory experiences.

Concern on how we are creating a space where we are celebrating students as scholars/academics

More consistent efforts necessary to incorporate celebrations with parents.

Success Bound curriculum loops in a way that students are experiencing curriculum MULTIPLE TIMES over the span of their exposure to the curriculum in the middle grades.

Metrics

[Graduation Rate](#)

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

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

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

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

Freshmen Connection Programs Offered (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.

[problems experienced by most students; problems experienced by specific student groups]





Middle grades students do not experience strong relationships with their peers and teachers which is impacting their active engagement in their learning and impacts their drive to achieve As and Bs.

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?

[impact on most students; impact on specific student groups]

During SY23, delayed staffing of new counselor impacted the start of some of our SEL groups/supports.

[Return to Top](#) **Partnership & Engagement**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p>Sumner families qualitatively feel connected to the building and trust our staff, however, lack active participating in school events, PAC or LSC Meetings</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		<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	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	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p> <p>Stakeholders remain interested in Sumner providing events to celebrate their children's accomplishments.</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><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p> <p>Student classroom motivation may decreased based on feeling that their parents are not actively participating in their school experience.</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><i>[impact on most students; impact on specific student groups]</i> </p> <p>Current practices are not inclusive of inviting parents into the classroom often. Invitations to parents occur most often for school-wide events. This barrier would be more in shifting teacher practice post-COVID to begin inviting parents back into the building.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Decreased percentage of students who Did not Meet in RDG by 12% (SY22 29%; SY23 17%); INCREASED Students who MET in RDG 17% (SY22 14%; SY23 31%)

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Lack of access to high-quality, rigorous curriculum

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Primary Math: Small group domain cycle--teacher feedback was negative, however, it helped to expose students to all content prior to MOY and EOY test.


Opportunities:
Math intervention - Freckle math integration for SY24 via district partnership; assess usability as a long-term option.


Return to Top Determine Priorities

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

Students...
Priority 1 = Curriculum & Instruction

Our student-centered problem is that Sumner students do not have access to high quality Tier 1 curriculum and instruction consistently across all contents. Sumner students struggle with making a connection to how daily classroom instruction is meaningful to their lives.

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...
are not facilitating a high quality, rigorous curriculum with fidelity. Therein, students are not being regularly challenged to meet and exceed grade level content.

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
provide teachers with explicit and varied professional development opportunities to strengthen their ability to deliver high-quality, rigorous curriculum with fidelity,

Resources: 
 **Indicators of a Quality CIWP: Theory of Action**

then we see...
students actively engaging and experiencing success accessing grade level content



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.

which leads to...
an increased number of Sumner students meeting and exceeding as evaluated by IAR and I-Ready.



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Resources:

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

Team/Individual Responsible for Implementation Plan

ILT Members

Dates for Progress Monitoring Check Ins

Q1 10/26/2023 Q3 3/19/2024
Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core reading and math curriculum	ILT, Teachers, Teacher Leaders	May 2024	In Progress
Action Step 1	100% of staff participates in iReady Math PD and HMH Into Reading/Literature PD.	Teachers	August 18, 2023	Completed
Action Step 2	ILT will create a learning cycle around core curriculum implementation.	ILT	October 20, 2023	Not Started
Action Step 3	Teachers participate in a learning cycle around core curriculum implementation.	Teachers	January 31, 2024	Not Started
Action Step 4	ILT will engage in a PD with ISL Shorty to increase knowledge and understanding of the rigor walk rubric.	ISL	September 30, 2023	Not Started
Action Step 5	Teacher leaders will lead gradeband PD to increase teacher knowledge of rigor walk rubric.	Teacher Leaders/Teachers	October 20, 2023	Not Started
Implementation Milestone 2	100% of teachers are receiving tiered and individualized professional development supports to facilitate Tier 1 instruction.	Admin, ILT, Instructional Coach, Teachers	May 30, 2024	In Progress
Action Step 1	Create and distribute a PD Support Interest Survey for Teachers inclusive of area of expertise and content area of requested support	Instructional Coach	August 31, 2023	Not Started
Action Step 2	Create schoolwide document inclusive of sharing of evidence to support individualized PD implementation follow-up and sharing of information to larger staff	ILT	October 20, 2023	Not Started
Action Step 3	Create and communicate Classroom Visit protocol per Teacher Interest (expertise) and/or Teacher identified Area of Growth via Peer-observation	ILT	October 20, 2023	Not Started
Action Step 4	Teachers engage in Classroom Visit protocol per Teacher Interest (expertise) and/or Teacher identified Area of Growth via Peer-observation	Teachers	January 2024	Not Started
Action Step 5	Admin created Coaching Roster for Tier 2 and Tier 3 Teachers to receive individualized coaching support from Instructional Coach and Network ISL	Admin	September 5, 2023	In Progress
Implementation Milestone 3	100% of teachers engage in regular data analysis and progress monitoring cycles to assess student progress towards grade level standards.	ILT, Teachers	May 30, 2024	In Progress
Action Step 1	Teachers engage in an analysis of SY 23 IAR data and SY24 BOY I-Ready to determine areas of focus for SY24 (looking at current students' data).	Teachers	September 22, 2023	Not Started
Action Step 2	ILT creates a protocol and template for pacing analysis.	ILT	August 18, 2023	In Progress
Action Step 3	Teachers engage in pacing analysis (math & ela) in relation to standards covered on IAR and iReady.	Teachers	September 22, 2023	Not Started
Action Step 4	Teachers engage in end unit assessment analysis (iReady math curriculum).	Teachers	on going - June 2024	Not Started
Action Step 5				Not Started
Implementation Milestone 4	100% of teachers effectively implement Skyline Science and Social Science curriculum	ILT, Teachers	June 3, 2024	Not Started
Action Step 1	100% of staff participates in Skyline Science and Social Science BOY PD to support Quarter 1 Planning. Teachers will complete BOY survey to provide insight on direction of Tier 1 support (every 4 wks via gradeband) and advocate for individualized coaching for Sumner Instructional Coach	Instructional Coach	August 18, 2023	Not Started
Action Step 2	Teachers engage in end unit assessment analysis (Skyline Science and Social Science curriculum).	Teachers	On going - June 2024	Not Started

Action Step 3	Create and distribute a PD Support Interest Survey for Teachers inclusive of area of expertise and content area of requested support	ILT	August 31, 2024	Not Started
Action Step 4	Teachers engage in monthly pacing and unit analysis via Skyline curriculum	Instructional Coach	On going - June 2024	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- Most teachers are observed implementing the core content with curriculum fidelity
- Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
- Most teachers are implementing balanced assessment systems and monitoring student progress towards end of year goals.

SY26 Anticipated Milestones

- All teachers are observing implementing core content with curriculum fidelity
- All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
- All teachers are implementing balanced assessment systems and monitoring student progress towards end of year goals.

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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)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
% of Students meet and exceed in Reading and Math	Yes	IAR (Math)	Overall	IAR Rdg = 34% IAR Math = 11%	IAR Rdg = 46% IAR Math = 24%	IAR Rdg = 61% IAR Math = 37%	IAR Rdg = 76% IAR Math = 50%
			Select Group or Overall				
% of K-2 students score middle to above grade level in reading and math.	Yes	iReady (Math)	Overall	iReady Rdg = 48% iReady Math = 35%	iReady Rdg = 58% iReady Math = 45%	iReady Rdg = 68% iReady Math = 55%	iReady Rdg = 78% iReady Math = 65%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are participating in provided professional development to support fidelity in implementation of I-Ready (Math); HMH (Into Rdg/Literature); Skyline Science & Social Science	Most teachers are observed implementing the core content with curriculum fidelity	All teachers are observing implementing core content with curriculum fidelity
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
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.	All teachers are engaging in professional development around balanced assessment systems, data analysis and progress monitoring of grade level standards.	Most teachers are implementing balanced assessment systems and monitoring student progress towards end of year goals.	All teachers are implementing balanced assessment systems and monitoring student progress towards end of year goals.

[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
% of Students meet and exceed in Reading and Math	IAR (Math)	Overall	IAR Rdg = 34% IAR Math = 11%	IAR Rdg = 46% IAR Math = 24%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of K-2 students score middle to above grade level in reading and math.	iReady (Math)	Overall	iReady Rdg = 48% iReady Math = 35%	iReady Rdg = 58% iReady Math = 45%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers are participating in provided professional development to support fidelity in implementation of I-Ready (Math); HMH (Into Rdg/Literature); Skyline Science & Social Science	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric.	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.	All teachers are engaging in professional development around balanced assessment systems, data analysis and progress monitoring of grade level standards.	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

[takeaways reflecting most students; takeaways reflecting specific student groups]
 During SY23, Sumner chose a pathway that focused on particular student groups being of focus for entry into Branching Minds.
 Teachers beyond those in the benchmark grades did not fully engage in documentation in Branching Minds.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 Lack of time to actively collaborate on DL student needs and horizontal alignment between Gen Ed and DL teachers.
 Shifts in DL Team are of concern to ensure that DL team is working cohesively with gen ed teachers as well as strengthening their internal work together.

What student-centered problems have surfaced during this reflection?

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?

[problems experienced by most students; problems experienced by specific student groups]
 Inadequate monitoring of diverse learner IEP goals are limiting the supports extended to them via their DL and gen ed teachers.

[impact on most students; impact on specific student groups]
 50% of our DL team is new to Sumner during SY24. Our team will need to engage in district provided and internal professional learning to ensure that the team is working cohesively to provide support to students.

Return to Top Determine Priorities

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

Resources:

Students...
 Sumner students lack consistent access to interventions, both Tier 2 and Tier 3 (inclusive of enrichment)

[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?

Resources:

As adults in the building, we...
 are not facilitating small groups / individualized supports with fidelity. Therein, students are not being regularly challenged to meet and exceed grade level content.

[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?

Resources:

If we....
 provide explicit and varied professional development opportunities for our teachers to strengthen their ability to create high quality, well-documented student support plans, progress monitor supports and interpret data to adjust instruction,

[Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

then we see....
 Students engaged in interventions and teachers differentiating instruction, implementing supports and adjusting their instruction based off data,

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

which leads to...
 an increased number of Sumner students meeting and exceeding as evaluated by IAR and I-Ready.

[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
 MTSS Team

Dates for Progress Monitoring Check Ins
 Q1 10/26/2023 Q3 3/19/2024
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers are creating, implementing and progress monitoring intervention plans in Branching Minds	Teachers	ongoing - June 2024	In Progress
Action Step 1	Teachers participate in BOY Branching Minds PD.	Teachers	August 18, 2023	In Progress
Action Step 2	Create an ongoing Branching Minds PD list for teachers to sign up for. (Possibly have Martin Anderson (N5 MTSS ISL) come in for a schoolwide PD)	MTSS Team	October 2023	Not Started
Action Step 3	Create a school wide procedure/ schedule for progress monitoring and tracking in Branching Minds. (clear expectations for teachers, what do they need to enter, how often, etc. - calendar invites)	MTSS Team	October 20, 2023	Not Started
Action Step 4	Create MTSS Resource folder to share with all staff with Branching Minds resources, support request doc, etc.	MTSS Team	October 20, 2023	Not Started
Action Step 5	Teachers participate in gradeband follow-up every 5 weeks with time for teachers update Branching Minds.	Teacher	On-going - June 2024	In Progress
Implementation Milestone 2	MTSS team creates school-wide systems and structures for identification and referral Tier 2 and Tier 3 students in need of academic intervention	MTSS	December 21, 2023	Not Started
Action Step 1	Create MTSS Team.	MTSS Coordinator	September 15, 2023	Not Started
Action Step 2	Teachers participate in PD to learn about tiering structures.	Teachers	September 19, 2023	Not Started
Action Step 3	Teachers participate in training on appropriate supports/intervention for each tier and how to progress monitor each intervention.	Teachers	September 19, 2023	Not Started
Action Step 4	Create a process for re-tiering students.	MTSS Team	September 19, 2023	Not Started
Action Step 5	Create a formal academic referral process.	Case Manger	December 21, 2023	Not Started
Implementation Milestone 3	MTSS Team creates school-wide protocol for teacher and academic partner collaboration	MTSS	December 21, 2023	Not Started
Action Step 1	Audit of existing academic partners	MTSS Team	September 21, 2023	Not Started
Action Step 2	Creation of academic thresholds which determine which students access partner interventions	MTSS Team	October, 2023	Not Started
Action Step 3	Creation of alignment doc of how partners contribute to school-wide academic goals	MTSS Team	December 2023	Not Started
Action Step 4	Establish progress monitoring procedures for academic intervention partners	MTSS Team	October 15, 2023	Not Started
Action Step 5	Creation of a school-wide collaboration log for documentation of student progress towards student goals.	MTSS Team	October 15, 2023	Not Started
Implementation Milestone 4	100% of teachers engage in on-going collaboration with DL teachers to support effective implementation of student IEPs	Teachers	On-going - June 2024	Not Started
Action Step 1	Creation of dedicated time (cadence) in gradeband and Professional Development Days for DL and Gen Ed teacher collaboration	Teachers	August 2023	Completed
Action Step 2	Creation of IEP at a Glance documents for DL students shared with Gen Ed teachers	DL Team	August 2023	Completed
Action Step 3	PD on how to facilitate accomodations/modifications listed on IEP at a Glance	DL Team	October 2023	Not Started
Action Step 4	Creation of Google Form which will identify accomodations/modifications where school-wide support is needed for Gen Ed teachers	ILT	September 21, 2023	Not Started
Action Step 5	Creation of a school-wide collaboration log for documentation of student progress towards student IEP goal(s)	ILT	September 21, 2023	Not Started

SY25 Anticipated Milestones

- Most teachers create, implement, and progress monitor academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.
- MTSS team consistently meets and engages in problem solving process which reflects students most students being properly referred and in receipt of Tier 2 and Tier 3 supports.
- Most teachers consistently implement student high quality IEPs (inclusive of accomodations and modifications) with fidelity

SY26 Anticipated Milestones

- All teachers create, implement, and progress monitor academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.
- All teams effectively engage in the problem solving process to ensure students are properly identified and referred for Tier 2 and Tier 3 academic and behavior intervention supports.
- All teachers consistently implement student high quality IEPs (inclusive of accomodations and modifications) with fidelity

[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
100% of students meeting or exceeding goals identified in individualized intervention plans documented in Branching Minds	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				
100% of students receiving interventions documented in Branching Minds experience growth in Star 360 and I-Ready BOY- EOY Data	Yes	STAR (Reading)	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	All teachers receive PD on Branching Minds, and begin creating, implementing, and progress monitoring academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.	All teachers create, implement, and progress monitor academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.	All teachers create, implement, and progress monitor high quality academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establishment of MTSS team, systems and structures which begins implementation of problem solving process to support proper identification and referral of some students in need of Tier 2 and Tier 3 support.	MTSS team consistently meets and engages in problem solving process which reflects students most students being properly referred and in receipt of Tier 2 and Tier 3 supports.	All teams effectively engage in the problem solving process to ensure students are properly identified and referred for Tier 2 and Tier 3 academic and behavior intervention supports yield all students in receipt of assigned interventions.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	All teachers engage in on-going collaboration with DL teachers to support effective impmentation of student IEPs as a result of intentional allocation of school-wide planning time.	Most teachers consistently implement student high quality IEPs (inclusive of accomodations and modifications) with fidelity	All teachers consistently implement student high quality IEPs (inclusive of accomodations and modifications) with fidelity

[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
100% of students meeting or exceeding goals identified in	MTSS Academic Tier	Overall			Select Status	Select Status	Select Status	Select Status

individualized intervention plans documented in Branching Minds	Movement	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of students receiving interventions documented in Branching Minds experience growth in Star 360 and I-Ready BOY- EOY Data	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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.	All teachers receive PD on Branching Minds, and begin creating, implementing, and progress monitoring academic intervention plans in Branching Minds platform consistent with expectations of the MTSS guidelines.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establishment of MTSS team, systems and structures which begins implementation of problem solving process to support proper identification and referral of some students in need of Tier 2 and Tier 3 support.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	All teachers engage in on-going collaboration with DL teachers to support effective implementation of student IEPs as a result of intentional allocation of school-wide planning time.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

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



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.

If Checked:
No action needed



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

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.

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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