

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Dr. Laverne Wright	Principal	Lecoke@cps.edu
Michael Cox	AP	Mjcox@cps.edu
Charone Brown	Curriculum & Instruction Lead	cmbrown46@cps.edu
Latiya Magee	MTSS Lead	limagee@cps.edu
Kenya Edwards	Culture and Climate Lead	kedwards49@cps.edu
Ayrin Bell	Teacher Leader	abell65@cps.edu
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Mahogany Lawson	Teacher Leader	mlawson14@cps.edu
Vinetta Aris	Teacher Leader	vaaris@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/25/23	8/1/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	8/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	8/7/23
Reflection: Connectedness & Wellbeing	7/24/23	8/7/23
Reflection: Postsecondary Success	8/1/23	8/8/23
Reflection: Partnerships & Engagement	7/24/23	8/8/23
Priorities	7/24/23	8/9/23
Root Cause	8/7/23	8/9/23
Theory of Acton	8/7/23	8/9/23
Implementation Plans	8/7/23	8/9/23
Goals	8/7/23	8/11/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	8/7/23	8/11/23
Approval	8/25/23	9/1/23

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	September 27
Quarter 2	November 20th
Quarter 3	February 26th
Quarter 4	April 29th

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	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups] 9% of our general education students met expectations on the IAR ELA assessment and only 4% met expectations for math. 12% of our diverse learners met expectations for ELA while 13% met expectations for math. From our rigor walk, the lesson learning target addressed the standards, and the taxonomy level of the lesson learning target was and the taxonomy level of the student work was in retrieval/ comprehension and the student task was partially aligned to the learning target.</i></p>	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English)
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		Rigor Walk Data (School Level Data)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		PSAT (EBRW)
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		PSAT (Math)
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		STAR (Reading)

What is the feedback from your stakeholders?

Although there was high quality curriculum , opportunities for professional learning, teachers were not implementing with fidelity. There was a disconnect with what the standard was asking, the explicit teaching points in the guide and the instruction provided 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]
 We are currently working with teachers on creating pacing guides for all Skyline curriculum and Envision Math curriculum in order to ensure on time delivery of content at an appropriate pace. The team is working on helping teachers identify what the standard was asking, the explicit teaching points in the guide and the instruction provided in the classroom. Staff members have been working on their ESL certification. New curriculum allows more access to students who are ELL.

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 struggle to interact and participate in small groups in all academic areas in order to grow their academic understandings. Students struggle with various classroom assessments due to the inability to communicate and have discourse when learning content.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>There is evidence that teachers conduct interventions but dont document them or routinely progress monitoring. Teachers need professional development to ensure clarity of expectations for selecting appropriate tiered interventions and how to support with specific materials and resources.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Integrity Memo		MTSS Continuum

[Roots Survey](#)

[ACCESS](#)

Partially	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] Teachers require professional development on MTSS in order to gain a better understanding of how the process works, and how to best support with specific materials and resources.

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] Network level support for MTSS and Branching Minds. MTSS is part of the GLM cadence to ensure that there is time to reflect and document in branching minds. Providing ongoing training on resources Freckle, IXL, LLI, and Iready (K-2).

[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] Students do not all have equitable access to the tools, resources, and curriculum in order to be academically successful. students were not provided targeted and tiered supports during the designated intervention block for language arts and math which hindered them from growing academically.

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

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

What are the takeaways after the review of metrics?

Consistent implementation of 2nd step, Calm classroom, explicit expectations with CHAMPS and positively acknowledging students through the use of Kickboard.

What is the feedback from your stakeholders?

Being unfamiliar with Kickboard and somewhat hesitant about the effectiveness of the tool. Adjusting mindsets to support students socially.

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](#)

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

[Student Voice Infrastructure](#)

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

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups] The classrooms of the teachers that did not implement tier 1 supports and reward in Kickboard continued to have escalating behavior challenges.

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] The ILT team is currently working on a PD session for teachers and staff centered around trauma informed practices and transformational classrooms. The goal is to inform staff about how trauma affects students in and out of the classroom, and how to keep that in mind when dealing with behavioral problems.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

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

[College and Career Competency Curriculum \(C4\)](#)

[takeaways reflecting most students; takeaways reflecting specific student groups] Students and parents needed guidance on go CPS. Students, parents and teachers were unclear about on track/attendance and the impact on student high school placement.

[Graduation Rate](#)

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

[3 - 8 On Track](#)

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

[Individualized Learning Plans](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

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

[Work Based Learning Toolkit](#)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Staff and parents both would like more assistance and information on the GoCPS process for high school selection, especially for students who are Diverse Learners and require certain programs.

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

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

Freshmen Connection Programs Offered (School Level Data)

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

N/A Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).

[ECCE Certification List](#)

N/A There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).

[PLT Assessment Rubric](#)

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

Students are using Success Bound to support them with college and career building. Students will use School links instead of Naviance. We are also going to implement school wide goal setting that will be revisited quarterly. Our career fair will take place during the 1st quarter.

N/A Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

[Alumni Support Initiative One Pager](#)

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 are not aware of the plethora of opportunities that exist for them outside of school in regards to work and career development.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Parent participation increased at school wide events. Parents were provided opportunities via surveys on activities, workshops and school wide initiatives.</p>	<p>Cultivate</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] Parents appreciated communication from the Senior Leadership but wanted increased communication from classroom teachers.</i></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] Not all students have the ability to engage in all after-school partnerships due to lack of transportation. Diverse Learners who require additional adult support are hesitant to sign up for any after-school activities.</i></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] teachers will be creating communication logs. Teachers were encouraged to contact parents for intro. and create a welcome letter. Teachers will be sharing expectations, classroom goals, test scores and contact information with families during Opne House. There will be monthly calendars. fliers and robo calls to remind parents about school wide events. There will be student incentives in place for those that bring their families to events.</i></p>		

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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?

[takeaways reflecting most students; takeaways reflecting specific student groups] 9% of our general education students met expectations on the IAR ELA assessment and only 4% met expectations for math. 12% of our diverse learners met expectations for ELA while 13% met expectations for math. From our rigor walk, the lesson learning target addressed the standards, and the taxonomy level of the lesson learning target was and the taxonomy level of the student work was in retrieval/ comprehension and the student task was partially aligned to the learning target.

What is the feedback from your stakeholders?

Although there was high quality curriculum, opportunities for professional learning, teachers were not implementing with fidelity. There was a disconnect with what the standard was asking, the explicit teaching points in the guide and the instruction provided in the classroom.

What student-centered problems have surfaced during this reflection?

Students struggle to interact and participate in small groups in all academic areas in order to grow their academic understandings. Students struggle with various classroom assessments due to the inability to communicate and have discourse when learning content.

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?

(Impact on most students; impact on specific student groups) We are currently working with teachers on creating pacing guides for all Skyline curriculum and Envision Math curriculum in order to ensure on time delivery of content at an appropriate pace. The team is working on helping teachers identify what the standard was asking, the explicit teaching points in the guide and the instruction provided in the classroom. Staff members have been working on their ESL certification. New curriculum allows more access to students who are ELL.

Return to Top Determine Priorities

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

Students...
Students struggle to interact and participate in small groups in all academic areas in order to grow their academic understandings. Students struggle with various classroom assessments due to the inability to communicate and have discourse when learning content.

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...
tend to ignore that we need to model these small groups skills in order for the students to be able to utilize the small group skills. Moving forward, we are able to support these skills with the use of the Skyline curriculum, which imbeds these skills in the routines. We tend to teach one way without reflecting on how the students will be assessed (lack of backwards planning).

Resources:

[5 Whys Root Cause Protocol](#)



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
want to see students actively participating and engaged in small group discussions, then we must plan and model the use of these skills with predicatble consistency, and create lessons/activities that reflect how students will be assessed. Use the curriculum with fidelity.

Resources:



Indicators of a Quality CIWP: Theory of Action

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

then we see....
students actively participating and engaging in small groups discussions/activities (verbal discussions, writing, etc.).

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...
students taking ownership of their learning, and students articulating what they have learned, students being more prepared for assessments and performing better.

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 September 2nd
Q2 November 20th
Q3 February 26th
Q4 April 29th

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers assess with Unit 1 assessment on time	All Teachers	Week 5	Select Status
Action Step 1	Previewing Skyline Lessons/TFG and pacing guide	All Teachers	Week 1 (8/21/23)	In Progress
Action Step 2	Annotating TFGs	All Teachers	Week 1 (8/21/23)	Select Status
Action Step 3	Review all assessments for Unit 1	All Teachers	Week 1 - Week 4	Select Status
Action Step 4	ILT members check-in with teachers	ILT	Week 2 or 3	Select Status
Action Step 5	Review data/reflect	All Teachers	Week 5	Select Status
Implementation Milestone 2	Teachers are utilizing the designated curriculum in order to promote student discourse.	All Teachers	On-Going	Select Status
Action Step 1	Teachers review the curriculum pacing guide	All Teachers	Week 0/1	Select Status
Action Step 2	Classroom set-ups promote student discourse	All Teachers	Week 0/1	Select Status
Action Step 3	Identify opportunities for student discourse within TFG	All Teachers	On-Going	Select Status
Action Step 4	Rigor Walk/Classroom observations	ILT	After Week 5	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Review BOY Data and data from curriculum assessments	ILT	December 2023	Select Status
Action Step 1	Teacher review assessment calendar	All Teachers	Week 0 & On-Going	Select Status
Action Step 2	Give BOY assessment and curriculum assessments as scheduled	All Teachers	As scheduled	Select Status
Action Step 3	Gather data from BOY & curriculum	All Teachers	Week before GLM	Select Status
Action Step 4	Grade Level Meetings for data	Grade Level Teams	5th week of each month	Select Status
Action Step 5	Analyze data to guide future changes to implement in the classroom	All Teachers & ILT	Week before GLM	Select Status
Implementation Milestone 4	Utilizing student data in order to drive instruction and intervention	All Teachers	On-Going	Select Status
Action Step 1	Give assessments	All Teachers	As scheduled	Select Status
Action Step 2	Gather data	All Teachers	Week before GLM	Select Status
Action Step 3	Analyze data -- identify strengths/weaknesses	All Teachers	Week before GLM	Select Status
Action Step 4	Plan future instruction/intervention using data collected	All Teachers	5th week of each month	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
75% of teachers implement the designated curriculum with fidelity. 75% review BOY data and data from curriculum assessments. 75% of teachers utilize student data in order to guide instruction for intervention.

SY26 Anticipated Milestones
100% of teachers implement the designated curriculum with fidelity. 100% review BOY data and data from curriculum assessments. 100% of teachers utilize student data in order to guide instruction for intervention.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
3-8: Every students shows positive growth on the STAR Reading assessment from BOY to EOY.	No	STAR (Reading)	Other [Grades 3 to 8]	__% students on and/or above grade level	25	50	75
			NA				
K-2 Every student shows positive growth on iready assessment from BOY to EOY	No	iReady (Reading)	Overall	__% of students on and/ or above grade level	25	50	75
			NA				

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: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.	Bond will implement balanced assessment systems through the desinated curriculum that measure depth and breadth of student learning in relation to grade-level standrds, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals with 70%	Bond will implement balanced assessment systems through the desinated curriculum that measure depth and breadth of student learning in relation to grade-level standrds, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals with 80%	Bond will implement balanced assessment systems through the desinated curriculum that measure depth and breadth of student learning in relation to grade-level standrds, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals with 90%
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will utilize evidence-based assessment for learning practices with 70% accuracy	Teachers will utilize evidence-based assessment for learning practices with 80% accuracy	Teachers will utilize evidence-based assessment for learning practices with 90% accuracy
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K-2 Every student shows positive growth on iready assessment from BOY to EOY	STAR (Reading)	Other [Grades 3 to 8]	__% students on and/or above grade level	25	On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

#REF!	iReady (Reading)	Overall	% of students on and/ or above grade level	25	Select Status	Select Status	Select Status	Select Status
		NA			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: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.	Bond will implement balanced assessment systems through the desinated curriculum that measure depth and breadth of student learning in relation to grade-level standrds, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals with 70% accuracy.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will utilize evidence-based assessment for learning practices with 70% accuracy	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

There is evidence that teachers conduct interventions but dont document them or routinely progress monitoring. Teachers need professional development to ensure clarity of expectations for selecting appropriate tiered interventions and how to support with specific materials and resources.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 Teachers require professional development on MTSS in order to gain a better understanding of how the process works, and how to best support with specific materials and resources.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] Students do not all have equitable access to the tools, resources, and curriculum in order to be academically successful. students were not provided targeted and tiered supports during the designated intervention block for language arts and math which hindered them from growing academically.

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?

[impact on most students; impact on specific student groups] Network level support for MTSS and Branching Minds. MTSS is part of the GLM cadence to ensure that there is time to reflect and document in branching minds. Providing ongoing training on resources Freckle, IXL, LLI, and Iready (K-2).

Return to Top **Determine Priorities**

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

Students...
 do not all have equitable access to the tools, resources, and curriculum in order to be academically successful. students were not provided targeted and tiered supports during the designated intervention block for language arts and math which hindered them from growing academically.

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...
 Sometimes neglect the importance of proper planning for instruction (i.e. whole group, small group and intervention), holding themselves accountable for professional development in growth areas, being intentional with understanding the needs of the whole child and applying it to the learning environment.

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 the designated curriculum, which is embedded with culturally relevant experiences for our students. Admin. will conduct pop in's gathering data to ensure the utilization of Bond prescribed Curriculum

Resources:

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

Inclusive & Supportive Learning Environment

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

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

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

a more inclusive (i.e. student centered), collaborative, and supportive learning environment (students working together, groups discussions/discourse, increased student participation) that is rooted in gathered data from observations and aligned to the Bond prescribed curriculum.



which leads to...

students gaining access to high quality scaffolded curriculum through the implementation of Skyline, Envision, Creative Curriculum and Unique. Increased access and student growth.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Administration/ILT/Teachers

Dates for Progress Monitoring Check Ins

Q1 September 2

Q3 February 26th

Q2 November 20th

Q4 April 29th

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers utilize the designated curriculum with fidelity.	Teachers	On-Going	In Progress
Action Step 1	Teachers earn first 3 Skyline Badges	Teachers	Week 0	In Progress
Action Step 2	Review and annotate TFG	Teachers	On-Going	In Progress
Action Step 3	Prepare/modify materials/resources for implementation of lessons	Teachers	On-Going	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Branching Minds Utilization	Teachers	On-Going	In Progress
Action Step 1	Provide a PD for Branching Minds	Admin	BOY	In Progress
Action Step 2	Analyze student data with students work samples	Teacher/ ILT	On-Going	Not Started
Action Step 3	Create student groups based on data in Branching Minds	Teacher	BOY	Not Started
Action Step 4	Plan interventions based on student needs/groups	Teacher	BOY	Not Started
Action Step 5	Progress Monitor	Teacher	On-Going	Not Started
Implementation Milestone 3	Implement and planned small group routines with updated notes	Teacher	On-Going	Not Started
Action Step 1	Conference with students regarding current data and make stretch goals for the upcoming weeks in Branching Minds	Teacher	On-Going	Not Started
Action Step 2	Communicate with parents students progress toward mastery of grade level content	Teacher	On-Going	Not Started
Action Step 3	Progress Monitor	Teacher	On-Going	Not Started
Action Step 4	Analyze student data with students work samples	Teacher	On-Going	Not Started
Action Step 5	Evidence of usaging formal and informal data to group students	Teacher	On-Going	Not Started
Implementation Milestone 4	Providing targeted instruction for individual and small groups of students	Teacher	On-Going	Not Started
Action Step 1	Teachers will collaborate with diverse learners teachers and paraprofessionals on tier 2 and 3 strategies	Teacher	On-Going	Not Started
Action Step 2	Analyze student data with students work samples	Teacher	On-Going	Not Started
Action Step 3	Progress Monitor	Teacher	On-Going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 75% of teachers utilize the designated curriculum with fidelity. 75% of teachers utilize and document interventions in Branching Minds. 75% of teachers implement and plan small group routines. 75% of teachers provide targeted instruction for individual and small groups of students.

SY26 Anticipated Milestones 100% of teachers utilize the designated curriculum with fidelity. 100% of teachers utilize and document interventions in Branching Minds. 100% of teachers implement and plan small group routines. 100% of teachers provide targeted instruction for individual and small groups of students.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Identifying tier 2 and 3 students using Branching Minds data and creating an intervention plan to address specific academic needs.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text"/>	% of students on and/ or above grade level	25	50	75
			NA <input type="text"/>	% of students on and/ or above grade level			
Identifying students that are at above grade level (tier 1) and plan for enrichment activities.	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="text"/>	% of students on and/ or above grade level	25	50	75
			NA <input type="text"/>	% of students on and/ or above grade level			

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.	Branching Minds is setup for every classroom and teachers are inputting intervention data to progress monitor students and plan for individual and small group instruction.	General education and diverse learners teachers will use the intervention data from Branching Minds to provide MTSS for students.	provide on-going professional development for current staff and new hires on best instructional practices for all three tiers of students and how to utilize MTSS to meet their needs.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Teachers and paraprofessionals will receive IEP's for the students they serve at the beginning of the school year and will document their collaboration on students progress. Teacher and paraprofessional input will be used in creating and revising students IEP's.	Diverse learners teachers, clinicians, general education teachers, parents, the student, and other stakeholders collaborating on students mastering their IEP goals to exit from receiving special education services.	Provide professional development for teachers and paraprofessional to use inclusion practices for diverse learners in all educational settings.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELL will be screened in a timely manner and provided instructional support by an endorsed EL teacher. General education teachers will use LLI during intervention to service EL students.	To ensure EL students are serviced by an endorsed EL teacher, we will encourage general education teachers to obtain their EL certification.	To ensure EL students are serviced by an endorsed EL teacher, we will encourage general education teachers to obtain their EL certification.

[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
Identifying tier 2 and 3 students using Branching Minds data and creating an intervention plan to address specific academic needs.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	% of students on and/ or above grade level	25	Limited Progress	Select Status	Select Status	Select Status
		NA	% of students on and/ or above grade level		Select Status	Select Status	Select Status	Select Status

Reflection	Root Cause	Implementation Plan
Identifying students that are at above grade level (tier 1) and plan for enrichment activities.		
IAR (English)		

Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Overall	% of students on and/ or above	25	On Track	Select Status	Select Status	Select Status
NA	% of students on and/ or above grade level		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.	Branching Minds is setup for every classroom and teachers are inputting intervention data to progress monitor students and plan for individual and small group instruction.	Limited Progress	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.	Teachers and paraprofessionals will receive IEP's for the students the serve at the beginning of the school year and will document their collaboration on students progress. Teacher and paraprofessional input will be used in creating and revising students IEP's.	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELL will be screened in a timely mannner and provided instructional support by an endorsed EL teacher. General education teachers will use LLI during intervention to service EL students.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

Parent participation increased at school wide events. Parents were provided opportunities via surveys on activities, workshops and school wide initiatives.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 Parents appreciated communication from the Senior Leadership but wanted increased communication from classroom teachers.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] Not all students have the ability to engage in all after-school partnerships due to lack of transportation. Diverse Learners who require additional adult support are hesitant to sign up for any after-school activities.

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?

[impact on most students; impact on specific student groups] teachers will be creating communication logs. Teachers were encouraged to contact parents for intro. and create a welcome letter. Teachers will be sharing expectations, classroom goals, test scores and contact information with families during Opne House. There will be monthly calendars . fliers and robo calls to remind parents about school wide events. There will be student incentives in place for those that bring their families to events.

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Determine Priorities

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

Students...
 on track data in grades third through eighth grade revealed that only 37% of student are on track for the next grade based upon their attendance and grade point average, because students did not feel heard about the instruction they receive, activities they could participate in, or adequte feedback.

[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...
 don't always consider students' ability to verbalize how they learn best (interest based activities, hands-on, options) and nonacademic activities students want to participate in, that woud increase their desire to attend school regularly and be more invested in their grades

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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....
 acknowledge the voices of students via surveys, relationship building, and communication

[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

then we see....

teachers and students having discourse centered on attendance, grading practices, student checking their academic progress on student portal, teachers goal setting with students, and internal stakeholders celebrating students that are on track.

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 increase of student participation in in school/out of school activities, increase in student attendance and academics, with at least 50% of third through eighth graders on track for 2024 school year.

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

Administration/ILT/Teachers/Students

Dates for Progress Monitoring Check Ins

Q1	September 2	Q3	February 26th
Q2	November 20th	Q4	April 29th

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	BOY Surveys			<i>Select Status</i>
Action Step 1	Create BOY surveys	CPS/ Teach Plus	1st quarter	<i>Select Status</i>
Action Step 2	Send out BOY surveys	Staff	1st quarter	<i>Select Status</i>
Action Step 3	Take survey	Students	1st quarter	<i>Select Status</i>
Action Step 4	Analyze BOY survey data	Staff	1st quarter	<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 2	Goal setting conferences with students	Teachers & Students	1st quarter	<i>Select Status</i>
Action Step 1	Teachers introduce goal setting (lessons on it in Second Step - Unit 1)	Teacher	1st quarter	<i>Select Status</i>
Action Step 2	Go over data from BOY survey with students	Teacher & Students	1st quarter	<i>Select Status</i>
Action Step 3	Begin conferencing with students 1:1	Teacher & Students	1st quarter	<i>Select Status</i>
Action Step 4	Students and teacher work together to create 2 goals (1 academic/1 personal)	Teacher & Students	1st quarter	<i>Select Status</i>
Action Step 5	Create a student goal hub (binder, folder, document log, etc.) to track progress	Teacher & Students	1st quarter	<i>Select Status</i>
Implementation Milestone 3	Soliciting student voice through Student Council			<i>Select Status</i>
Action Step 1	Students elect student council members	Students	1st quarter	<i>Select Status</i>
Action Step 2	Teaching students the importance of voting	Teacher	1st quarter	<i>Select Status</i>
Action Step 3	Students will engage in Town halls	Students and Teachers	1st quarter	<i>Select Status</i>
Action Step 4	Students will lead portions of assemblies	Students and Teachers	1st quarter	<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 4				<i>Select Status</i>
Action Step 1				<i>Select Status</i>
Action Step 2				<i>Select Status</i>
Action Step 3				<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 75% of teachers will complete the BOY surveys and have students complete them. 75% of teachers will have goal setting conferences with students. 75% increase in soliciting student voice through student council.

SY26 Anticipated Milestones 100% of teachers will complete the BOY surveys and have students complete them. 100% of teachers will have goal setting conferences with students. 100% increase in soliciting student voice through student council.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
All stakeholders can speak to the individual strengths and areas for growth of each scholar.	Yes	Cultivate	Overall	25			
			Select Group or Overall				
Students are provided with support to set goals and strategies to accomplish them.	Yes	3 - 8 On Track	Other [3 - 8 Graders]	25			
			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
P&E:3 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).	Bond will have a student council that builds youth-adult partnerships in decision make and center student perspective and leadership at all levels with 70% accuracy.	Bond will have a student council that builds youth-adult partnerships in decision make and center student perspective and leadership at all levels with 80% accuracy.	Bond will have a student council that builds youth-adult partnerships in decision make and center student perspective and leadership at all levels with 90% accuracy.
Select a Practice			
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
All stakeholders can speak to the individual strengths and areas for growth of each scholar.	Cultivate	Overall	25		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students are provided with support to set goals and strategies to	3 - 8 On Track	Other [3 - 8 Graders]	25		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)
 set goals and strategies to accomplish them.

Select the Priority Foundation to pull over your Reflections here =>
 Select Group or Overall

Partnership & Engagement

Select Status Select Status Select Status Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

<p>P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>Bond will have a student council that builds youth-adult partnerships in decision make and center student perspective and leadership at all levels with 70% accuracy.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</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.

Parents have requested that funds be utilized for professional learning: academic strategies, behavior management strategies and mental health. They will use the remaining funds to purchase incentives for parents that attend workshops.



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