CIWP Team & Schedules

Name ✍	Role ✍	Email ✍
Julie Walsh	Principal	jmwalsh5@cps.edu
Elizabeth Johnson	Curriculum & Instruction Lead	emjohnson8@cps.edu
Mara Jost	Connectedness & Wellbeing Lead	mljost@cps.edu
Karen Stevens	AP	kastevens1@cps.edu
Nancy Connolly	LSC Member	neconnolly@cps.edu
Jim Knoeckl	Teacher Leader	jvknoeckl@cps.edu
Ann Dillenback	Inclusive & Supportive Learning Lead	amdillenback@cps.edu
Amanda Sommo	Teacher Leader	afakhoury@cps.edu
Vera Belousova	Teacher Leader	vebelousova@cps.edu
Karin Gallian	Teacher Leader	kmgallian@cps.edu
Andy Ruiz	Other [Community Partner	jamesbfarnsworth@rightatschool.com
Alma Nikezic	Parent	alma.hodza@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/1/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	8/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	8/10/23
Reflection: Connectedness & Wellbeing	6/1/23	8/10/23
Reflection: Postsecondary Success	6/1/23	8/10/23
Reflection: Partnerships & Engagement	6/1/23	8/10/23
Priorities	7/15/23	8/18/23
Root Cause	7/15/23	8/23/23
Theory of Acton	7/15/23	8/23/23
Implementation Plans	7/15/23	8/23/23
Goals	7/15/23	8/30/23
Fund Compliance	7/15/23	8/30/23
Parent & Family Plan	7/15/23	9/6/23
Approval	9/13/23	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	10/27/23
Quarter 2	12/18/23
Quarter 3	3/18/24
Quarter 4	6/10/24

Jump to... Curriculum & Instruction   Inclusive & Supportive Learning   Connectedness & Wellbeing   Postsecondary   Partnerships & Engagement

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Implementation of Wilson Fundations for foundational skills for K-2 during SY23-24 ✍️ Skyline for Literacy, Social Studies & Science Envision for math Rigor walk data indicated that tasks stayed in the lower level of Blooms throughout the year without moving to more complex tasks as the year progressed.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		PSAT (EBRW) PSAT (Math) STAR (Reading)
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	**What is the feedback from your stakeholders?** Levels of standards alignment sometimes inconsistent between/across grade levels based on classroom observations & rigor walk. ✍️	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** ILT working with network ISL on Observe Me ✍️ Network ISL training staff on Productive Struggle	

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.

Inconsistent access to rigorous standards based instruction ✍️
Equitable access to rigorous Tier 1 curriculum and instruction for every student

---

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	School team has an equity based MTSS framework in place, that includes strong systems and structures for academic and SEL though fidelity of implementation is inconsistent. ✍️ Team has a designated MTSS Lead, and MTSS Team to support the student needs. School has a dedicated MTSS interventionist that supports the teacher's as they conduct daily interventions.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

					Metrics
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.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			Implementation of interventions and progress monitoring, inconsistently follows the framework. 🖊		EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?**		
			Referral process is being created to identify newcomers who need more intensive English support. 🖊		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.				

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

EL students need additional support 🖊

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	School has created a Climate and Culture Team that meets regularly and plans events to support the mental health of the adult staff of the school. 🖊 Working on student centered enrichment and out of school time programs for all students from grade levels PreK through 8th grade Farnsworth Team has seen success in after school programs for grades 5th through 8th grades. Students with chronic absenteeism that attend Farnsworth has an extensive follow up system that the case moves through. Tier 1 support has the teachers conduct numerous attempts to contact family, Tier 2 supports brings in the School Counselor and/or Social Worker with an integration plan , Tier 3 includes administrators and possible home visits.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Additional opportunities for student voice 🖊	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.

Specific student-centered concerns involves those chronic absenteeism of a few students. For these few students, the entire school team made numerous contacts, with minimal success. ✍️

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

We are working on updating our attendance plan
CCT working on plan for incorporation of additional student voice ✍️

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)	Farnsworth is implementing the following programs to support post secondary success. ✍️ School Links (the new naviance) 6th - 8th Success Bound (6th to 8th) Youth Outreach Program Pathways It is measured through the SECA survey administered BOY, MOY and EOY. Also through the monitoring of attendance, grades, high school applications/acceptances and on track status.	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)
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		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Would like to bring back "career day" types of activities for students ✍️	
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?** Implementation of Pathways Reenergizing of student lef programs: Student Ambassadors, Peer Advisors, Student Council ✍️	
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.

Inconsistent access to career exploration ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Multiple pathways for family and community involvement ✍️ PTA/LSC/Friends of Farnsworth School activities mapped out a year in advance to foster more parent and family involvement Multiple activities per month Utilizing parent resources for events Staff communicates regularly utilizing remind, email, phone, newsletters - as well as in person events CCT has structures in place to incorporate student voice through surveys LSC student rep Peer advisory	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Stakeholder groups energized and excited by increased opportunities for family involvement ✍️

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.

Additional opportunities for incorporation of student voice ✍️

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?

Friends of Farnsworth/PTA alliance to increase family and community involvement ✍️

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

Curriculum & Instruction

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?

Implementation of Wilson Fundations for foundational skills for K-2 during SY23-24
Skyline for Literacy, Social Studies & Science
Envision for math

Rigor walk data indicated that tasks stayed in the lower level of Blooms throughout the year without moving to more complex tasks as the year progressed.

What is the feedback from your stakeholders?

Levels of standards alignment sometimes inconsistent between/across grade levels based on classroom observations & rigor walk.

What student-centered problems have surfaced during this reflection?

Inconsistent access to rigorous standards based instruction
Equitable access to rigorous Tier 1 curriculum and instruction for every student

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?

ILT working with network ISL on Observe Me
Network ISL training staff on Productive Struggle

Return to Top
Determine Priorities

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

Students...

need equitable access to rigorous Tier 1 curriculum and instruction

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...

-need access to high quality, rigorous curriculum
-need to feel confident in establishing, planning and monitoring differentiated groups
-recognize different kinds of groupings that meet the needs of the students and groupings should be fluid
-need to increase the taxonomy level of instruction throughout a unit and throughout the year
-access to rigorous texts and tasks

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....

create and implement strong, standards based, differentiated Tier 1 instruction in all content areas

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

then we see....

equitable access to high quality rigorous instruction for all students   ✍️

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 in the number of students on/above grade level by EOY 23-24 as compared to   ✍️
EOY 22-23

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/18/24
Q2	12/18/23	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	All teachers will have access to high quality, standards based curriculum	Admin	9/29/23	In Progress
Action Step 1	Ensure that all cluster teachers have access to Unique and supporting programs	Admin	9/29/23	Completed
Action Step 2	Provide time and resources for teachers to engage in Skyline Science and Social Studies training	Admin	Ongoing	In Progress
Action Step 3	Provide time and resources for K-2 teachers to engage in Wilson Fundations training	Admin	Ongoing	In Progress
Action Step 4	Continue support for new staff for Skyline ELA & Envision Math	Admin	Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Teachers will analyze curriculum, BOY I-ready and Star 360 data effectively to organize instructional groups.	All staff	9/30/23	Select Status
Action Step 1	Teachers will evaluate curriculum and align to grade level standards.	All staff	9/22/23	Select Status
Action Step 2	ILT to work with teacher teams on integrating standards/learning targets into the daily vocabulary for students	ILT	9/30/23	Select Status
Action Step 3	ILT to create data analysis tool for teachers.	ILT	9/30/23	Select Status
Action Step 4	Refresher PD for all staff on how to interpret data and use new tool.	Admin/ILT	9/30/23	Select Status
Action Step 5	Teachers will have grade level team working sessions to analyze data.	All staff	Ongoing	Select Status
Implementation Milestone 3	Teachers will create and implement differentiated groups and tasks.	All staff	Ongoing	Select Status
Action Step 1	ILT to create survey to gauge staff comfort level with grouping/differentiated. ILT to plan PD if necessary	ILT	10/27/23	Select Status
Action Step 2	Whole staff PD to share successes and share results of survey.	ILT/All staff	10/27/23	Select Status
Action Step 3	GL Team to chose a subject/topic/goal and plan activties. Teachers to create groups, using data, and assign students to groups.	All staff	12/22/23	Select Status
Action Step 4	GL Team working sessions to support colleagues, share ideas on differentiated groups and brainstorm new ideas.	All staff	12/22/23	Select Status
Action Step 5	ILT to pilot Observe Me with a focus on instructional groupings.	ILT	12/22/23	Select Status
Implementation Milestone 4	Teachers will analyze MOY data and revisit groupings	All staff	Ongoing	Select Status
Action Step 1	GL teams to meet and complete data analysis toolkit for MOY.	All staff	1/30/24	Select Status
Action Step 2	GL teams to review current groupings and make adjustments based on data.	All staff	1/30/24	Select Status
Action Step 3	ILT will share out results from Observe Me pilot.	ILT	2/28/24	Select Status
Action Step 4	Expanding Observe Me to other staff.	All staff	2/28/24	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Whole staff participation in Observe Me Monitoring of lesson plans for standards alignment and differentiated groupings	✍️

SY26 Anticipated Milestones	Whole staff Observe Me participation with a cohesive focus GLTs to analyze Observe Me data and trends to inform professional development

Goal Setting

Return to Top

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Students will have access to high quality, rigorous, differentiated instruction.	Yes	Other	Overall	EOY 22-23 IAR Math: 35% ELA: 39%			
			Select Group or Overall				
100% of students will have access to standards based instruction	Yes	Other	Overall	EOY 22-23 IAR Math: 35% ELA: 39%			
			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.	Review of Curricular Materials Lesson Planning K-2 team training on Wilson Fundations All staff participating in Skyline trainings	Full implementation of Wilson Fundations in grades K-2	
C&I:2 Students experience grade-level, standards-aligned instruction.	Network and in house walk throughs ILT working sessions with GLTs ILT Pilot of Observe Me	Whole school implementation of Observe Me Network and in house walk throughs ILT working sessions with GLTs	Whole school implementation of Observe Me Network and in house walk throughs ILT working sessions with GLTs
C&I:4 The ILT leads instructional improvement through distributed leadership.	Grade level team meeting notes ILT led professional development	Grade level team meeting notes ILT led professional development	Grade level team meeting notes ILT led professional development

SY24 Progress Monitoring

Return to Top

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will have access to high quality, rigorous, differentiated instruction.	Other	Overall	EOY 22-23 IAR Math: 35% ELA: 39%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

| 100% of students will have access to standards based instruction | Other | Overall | EOY 22-23 IAR Math: 35% ELA: 39% | | 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.	Review of Curricular Materials Lesson Planning K-2 team training on Wilson Fundations All staff participating in Skyline trainings	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Network and in house walk throughs ILT working sessions with GLTs ILT Pilot of Observe Me	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Grade level team meeting notes ILT led professional development	Select Status	Select Status	Select Status	Select Status

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?

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

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.

Yes — Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.

Yes — Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

Partially — English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.

Partially — There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

School team has an equity based MTSS framework in place, that includes strong systems and structures for academic and SEL though fidelity of implementation is inconsistent. Team has a designated MTSS Lead, and MTSS Team to support the student needs. School has a dedicated MTSS interventionist that supports the teacher's as they conduct daily interventions.

What is the feedback from your stakeholders?

Implementation of interventions and progress monitoring, inconsistently follows the framework.

What student-centered problems have surfaced during this reflection?

EL students need additional support

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?

Referral process is being created to identify newcomers who need more intensive English support.

Return to Top
Determine Priorities

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

Students...

need equitable access to high quality, consistent Tier 2 and 3 instruction and support.

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...

-need to understand how to deep dive/analyze data.- Understand what data means. - need to understand the difference between intervention and differentiation - need to understand how to identify target deficit area   - consistency of implementation use of intervention/progress monitoring tools

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

use grade level meetings to analyze student data, identify target areas and implement appropriate interventions, and progress monitor goals

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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....

all students receiving targeted supports

which leads to...

an increase in students meeting their smart goals in Branching Minds.

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/18/24
Q2	12/18/23	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	All staff understanding of Branching Minds and fidelity of use	MTSS Team	10/30/23	Select Status
Action Step 1	MTSS Team to give PD refresher of Branching Minds platform.	MTSS Team	9/30/23	Select Status
Action Step 2	In GLT Team Meetings, MTSS team to show how to pull student data, submit goals, document interventions and input progress monitoring data.	MTSS Team	Ongoing	Select Status
Action Step 3	MTSS team and teachers of identified students will analyze diagnostic sub scores, work samples, classroom assessments etc. to determine the targeted area of need, academic goal and the appropriate research based interventions.	MTSS Team	Ongoing	Select Status
Action Step 4	Team will evaluate EL status, attendance history, vision & hearing as well as SEL supports for identified students	MTSS Team	Ongoing	Select Status
Action Step 5	Team will identify staff member implementing the intervention/progress monitoring and frequency, duration and date of follow up meeting.	MTSS Team	Ongoing	Select Status
Implementation Milestone 2	Update database of schoolwide interventions programs & resources.	MTSS Team/Admin	10/27/23	Select Status
Action Step 1	MTSS team with admin will create an updated list of intervention programs/resources available through Farnsworth and the district	MTSS Team/Admin	10/27/23	Select Status
Action Step 2	MTSS Team/GL Teams to create grade band intervention menus (K-2, 3-5, 6-8)	MTSS Team/Admin	10/27/23	Select Status
Action Step 3	Refresher training made available for all intervention programs/resources	MTSS Team	10/27/23	Select Status
Action Step 4	Team will determine the appropriate progress monitoring tool and frequency for each intervention/resource	MTSS Team	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	MTSS Team and Teachers will meet in 6-8 week intervals (or as needed) to evaluate student progress on smart goals and fidelity of use of branching minds.	MTSS Team	Ongoing	Select Status
Action Step 1	MTSS team will meet with appropriate teachers to follow up and review progress monitoring data	MTSS Team	Ongoing	Select Status
Action Step 2	The team will decide if the student has met the goal, is making progress but needs more time, requires a different goal and intervention or if further supports are needed	MTSS Team	Ongoing	Select Status
Action Step 3	MTSS Team to evaluate the fidelity of use of Branching Minds and will provide individualized feedback/support if necessary.	MTSS Team	Ongoing	Select Status
Action Step 4	MTSS team will regularly evaluate student progress on smart goals	MTSS Team	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Staff will meet at EOY to determine student final progress on smart goals	All teachers	5/1/24	Select Status
Action Step 1	Progress on smart goals will be utilized to determine promotion for 2,5,8	2,5,8 teachers MTSS team	5/1/24	Select Status
Action Step 2	Staff will meet to determine supports needed for students in SY24-25	All teachers, MTSS Team	6/1/24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continuous services/supports flow into the following school year with no interruption Building the MTSS team with additional team members EOY reflection of interventions/resources & progress monitoring tools
SY26 Anticipated Milestones	Autonomy of teams to conduct the MTSS process with less support Continuous evaluation of intervention/resources & progress monitoring tools

---

Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍ SY24	SY25	SY26
Understand and utilize Branching minds and grade level appropriate interventions	Yes	Other	Overall	EOY 22-23 % of teachers utilizing BM			
			Select Group or Overall				
Tier 2 and Tier 3 interventions and progress monitoring executed with fidelity.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	EOY 22-23 %of students meeting targets			
			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: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.	MTSS team to effectively identify students, plan interventions & progress monitoring and implement said supports with fidelity	MTSS team to effectively identify students, plan interventions & progress monitoring and implement said supports with fidelity Increase of students moving tiers in MTSS	MTSS team to effectively identify students, plan interventions & progress monitoring and implement said supports with fidelity Increase of students moving tiers in MTSS
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.	MTSS/GLT's will utilize the Branching Minds Platform with fidelity to track and monitor student progress	MTSS/GLT's will utilize the Branching Minds Platform with fidelity to track and monitor student progress	MTSS/GLT's will utilize the Branching Minds Platform with fidelity to track and monitor student progress
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will work with MTSS team to support GLT's	ILT will work with MTSS team to support GLT's ILT Led professional development	ILT will work with MTSS team to support GLT's ILT Led professional development

---

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

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Understand and utilize Branching minds and grade level appropriate interventions	Other	Overall	EOY 22-23 % of teachers utilizing BM		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Tier 2 and Tier 3 interventions and progress monitoring executed with fidelity.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	EOY 22-23 %of students meeting targets		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: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.	MTSS team to effectively identify students, plan interventions & progress monitoring and implement said supports with fidelity	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS/GLT's will utilize the Branching Minds Platform with fidelity to track and monitor student progress	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will work with MTSS team to support GLT's	Select Status	Select Status	Select Status	Select Status

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

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.

> *Our PAC will survey the parents to determine requested support and plan for spending.* ✍️

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

Approval

Directions: Please download and complete the Approval Form. When the form is completed, upload it as a PDF at the "Click here to submit your approval form" link below. For further guidance on approving authorities, see CIWP Approval Guidance for School Leaders.

Click Here to Download the Approval Form

Click Here to Submit Your Approval Form