

## 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
Kenya Underwood	Principal	kuconner@cps.edu
Dorian Price-Dixon	AP	djprice1@cps.edu
Kelli Charles	CPC Head Teacher	klcharles@cps.edu
Marlene Simmons	PYP Coordinator	msimmons2@cps.edu
Joi Tillman	MYP Coordinator	jbtillman@cps.edu
Stanley Wilkerson	Counselor	swilkerson1@cps.edu
Dr. Angeliq Jackson	Select Role	asjackson1@cps.edu
Sean Murphy	MYP Science Teacher	smurphy18@cps.edu
Hadiya I. Turner	Instructional Coach	hiturner@cps.edu
Rosalind Backstrom and Darryl Jackson	Teacher Leader	rmbackstrom@cps.edu & djackson2@cps.edu
Annie Kinsey and Monica Scott	Teacher Leader	akinsey1@cps.edu & mascott6@cps.edu
Ebony Wiggins and Luis Ortiz	Teacher Leader	emwiggins3@cps.edu & laortiz@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/21/23	6/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/22/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/5/23
Reflection: Connectedness & Wellbeing	7/12/23	7/12/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	7/19/23	8/11/23
Priorities	8/8/23	8/11/23
Root Cause	8/8/23	8/11/23
Theory of Acton	8/8/23	8/11/23
Implementation Plans	8/8/23	8/11/23
Goals	8/8/23	8/11/23
Fund Compliance	8/15/23	8/16/23
Parent & Family Plan	8/18/23	8/18/23
Approval	8/21/23	9/4/23

## 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	10/10/2023
Quarter 2	12/5/2023
Quarter 3	3/5/2024
Quarter 4	5/29/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

[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	<a href="#">CPS High Quality Curriculum Rubrics</a>	All teachers have access to quality curricula that is culturally responsive to the demographics for Fiske students. The curricula have been reviewed and deemed high quality based on the rubric created by Chicago Public School.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	Based on the rigor walks conducted in SY 22-23 evidence showed that an average of 62.5% of students experienced grade-level aligned instruction. As an IB School students have the opportunity to engage in topics and issues that impact students identify and enhance their cultural beliefs and values. A universal screener is used to measure students growth and achievements. We will refine our practices of progress monitoring with fidelity with the use of a progress monitoring calendar.	<a href="#">STAR (Math)</a>
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<b>What is the feedback from your stakeholders?</b> Based on SY 2022-2023 rigor walks teachers are not aligning standards and objectives to the task. To incorporate the Learner Profile Attributes to leverage research based culturally responsive powerful practices. The distribution of leadership is evident through teacher leaders presenting to staff members and participating in rigor. We plan to do more with interpreting data and progress monitoring. Data conversations need to be done regularly and consistently after testing sessions.	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Assessment for Learning Reference Document</a>	<b>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?</b> The related improvement efforts in progress are: -Standard-aligned instruction. -Powerful practices (Peer rigor walks, promoting student discourse through the use of but not limited to; hooks, questioning, turn and talk, frontloading and different strategy cycles). -Balanced assessment systems (formative, summative and evidence-based) The impact of the above-listed efforts is as follows: -Student growth and achievement. -Improvement in teacher's standard, objective, and task alignment. Our efforts address the barriers/obstacles for our students furthest from opportunity by way of: -Engagement of students with the Powerful practices.	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>Student-centered problems that have surfaced during this reflection are:</p> <ul style="list-style-type: none"> <li>-Background knowledge</li> <li>-Experiences</li> <li>-Exposure</li> <li>-Engagement</li> </ul>			

[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
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	School teams have implemented an equity-based MTSS framework by: -Creating an MTSS team -Use of CPS-selected MTSS intervention platform (Branching Minds). -Teachers are exercising the various Co-teaching environment in an inclusive setting. -SECA's are also supporting in the least restrictive environment. -Our Mutli-disciplinary team meets on a regular and consistent basis to ensure that students are receiving timely, high quality IEP's that are implemented with fidelity.	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	<a href="#">MTSS Integrity Memo</a>		<a href="#">Quality Indicators of Specially Designed Curriculum</a>
Partially	<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b> Our feedback from all stakeholders are: -We don't have ample amount of Diverse Learners teachers	<a href="#">EL Program Review Tool</a>

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

and SECAs to support our student population.

- MTSS training is needed for staff.
- Communication to parents on data and interventions through Monthly newsletters.
- Consistencies in uploading of interventions in Branching Minds.
- IEPs completed in an efficient and timely manner.

**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?**

*Improvement efforts will be hiring staff to serve the Diverse Learner population, training around MTSS, and refining our IEP writing process. The impact will allow the Diverse Learner population to be fully supported. A barrier is not enough staff to support the Diverse Learner population.*

**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]*

Student-centered problems that have surfaced during this reflection are:

-Lack of student modification and accomadtions across content areas

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	The takeaways after the review of the metrics: -Social and Emotional supports are in place. -SEL curriculum is in place with Calm Classroom and Teach Kindness. -Implementation of restorative practices such as Peace Circles and Peer Conferencing. -TierII and TierIII have consistent individualized support with the school counselor. -Crisis procedures are in place with the counselor of staff support (specific point person). -Community partnerships are in place (Alternatives, BAM, Girl World, and Sunshine). -Attendance incentives are in place. -Reduction in suspension. -Increase in attendance network-wide.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a> <a href="#">Student Voice Infrastructure</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

**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.

-Chronically tardy and absent students live out of the area of the school.

-Students need to learn how to self-reflect and how to engage in conflict resolution and problem-solving skills.

**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?**

*Our related improvement efforts that are in progress include:*

- Including teachers on the attendance team.
- Meeting on a consistent basis.
- Consistency in the staff and space in the implementation of restorative practices.
- Being more consistent in journaling in Aspen.

*The impact of these things:*

- a decrease in students' disruption.

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a> 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).	After reviewing the metrics and the takeaways, we want to adopt a user-friendly program for both students and teachers, in an effort for students to master a wide range of academic skills, attainment, technical skills, collaboration skills, and vocational/college readiness.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
No	<a href="#">Work Based Learning Toolkit</a> 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).	<b>What is the feedback from your stakeholders?</b> The program Naviance was not user-friendly for both students and teachers. There was consistent troubleshooting ex: students were not assigned to the appropriate counselor, wrong data, and difficulty login on to the program. Extended wait time for customer service support.	<a href="#">Cultivate (Relevance to the Future)</a> 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	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).		
N/A	<a href="#">Alumni Support Initiative One Pager</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).	<b>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?</b> The purpose of the C4 project is to create equitable access to quality college and career instruction across the district starting in 6th grade! In order for a district-wide curriculum to accomplish this ambitious goal, the curriculum needed to be grounded in CPS-designed, industry-vetted student competencies. These competencies are the knowledge, skills, abilities, and behaviors that students need to successfully access and persist in their postsecondary pathways. The overall timeline will be our most dominating barrier due to the CPS rollout, the training timeframe, and implementation. Human capital is needed due to counselors having additional responsibilities.	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
Students are not getting the services that they need due to the counselor and student ratio.			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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.		<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
Partially	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		<a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

			Level of parent engagement in the ODLS Family Advisory Board (School Level Data)
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>We need to foster additional partnerships with community organizations We need to engage family and community members by regularly offering creative ways for them to participate. Student voice infrastructure needs to be improved to build youth-adult partnerships in decisions making.</i></p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>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?</b></p>	
	<p>Students' voices have not been a part of the selection process when engaging in community partnerships.</p>	<p>We are currently working on implementing more partnerships and engagement with our families and communities. Make sure that students' voices are included in partnerships that are made. The impact of these efforts will be better school-to-home connections and increased partnerships with community-based organizations and stakeholders. We do not foresee any barriers as we implement these efforts.</p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

All teachers have access to quality curricula that is culturally responsive to the demographics for Fiske students. The curricula have been reviewed and deemed high quality based on the rubric created by Chicago Public School.

Based on the rigor walks conducted in SY 22-23 evidence showed that an average of 62.5% of students experienced grade-level aligned instruction. As an IB School students have the opportunity to engage in topics and issues that impact students identify and enhance their cultural beliefs and values. A universal screener is used to measure students growth and achievements. We will refine our practices of progress monitoring with fidelity with the use of a progress monitoring calendar.

What is the feedback from your stakeholders?

Based on SY 2022-2023 rigor walks teachers are not aligning standards and objectives to the task. To incorporate the Learner Profile Attributes to leverage research based culturally responsive powerful practices. The distribution of leadership is evident through teacher leaders presenting to staff members and participating in rigor. We plan to do more with interpreting data and progress monitoring. Data conversations need to be done regularly and consistently after testing sessions.

What student-centered problems have surfaced during this reflection?

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

Student-centered problems that have surfaced during this reflection are:

- Background knowledge
- Experiences
- Exposure
- Engagement

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

The related improvement efforts in progress are:

- Standard-aligned instruction.
- Powerful practices (Peer rigor walks, promoting student discourse through the use of but not limited to; hooks, questioning, turn and talk, frontloading and different strategy cycles).
- Balanced assessment systems (formative, summative and evidence-based)

The impact of the above-listed efforts is as follows:

- Student growth and achievement.
- Improvement in teacher's standard, objective, and task alignment.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

across grade levels are performing below grade level and/or not consistently meeting growth targets in math and reading STAR 360, IAR, ACCESS, and ISA assessments.



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

Resources:

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

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

As adults in the building, we...

are not consistent with engaging students in high-quality instructional practices that include small group instruction, progress monitoring based on assessment data, or providing MTSS support to improve instructional outcomes.



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 our curriculum with fidelity, including small group MTSS instruction based on student assessment data



Indicators of a Quality CIWP: Theory of Action


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

Resources:

then we see....

the percentage of students across grade levels increase in meeting or exceeding grade level scores on their STAR 360, IAR, ISA and ACCESS assessments






which leads to...  
 an increase in student confidence in their ability and teacher's confidence in their practice 

[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.

<b>Team/Individual Responsible for Implementation Plan</b> 	<b>Dates for Progress Monitoring Check Ins</b>								
ILT	<table border="0"> <tr> <td>Q1</td> <td>10/10/2023</td> <td>Q3</td> <td>3/5/2024</td> </tr> <tr> <td>Q2</td> <td>12/5/2023</td> <td>Q4</td> <td>5/29/2024</td> </tr> </table>	Q1	10/10/2023	Q3	3/5/2024	Q2	12/5/2023	Q4	5/29/2024
Q1	10/10/2023	Q3	3/5/2024						
Q2	12/5/2023	Q4	5/29/2024						

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	Teachers will access and manipulate student data and refer to the IB standards and practices while engaging with the students in data conversations. <a href="#">(Students and teachers use feedback to improve learning, teaching and assessment. (0404-01))</a>	ILT	Q1	In Progress
<b>Action Step 1</b>	Teachers will receive training on how to access and download the appropriate report from the STAR360 platform	ILT	Q1	In Progress
<b>Action Step 2</b>	Teachers will log in and access reports for their class/classes to inform planning for instruction	ILT	Q1	In Progress
<b>Action Step 3</b>	Teachers will establish a space to display student-friendly and accessible data in classrooms	ILT	Q1	In Progress
<b>Action Step 4</b>	ILT will monitor that teachers have established and are engaging students in understanding their data and their individual goals	ILT	Q1	In Progress
<b>Action Step 5</b>	Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)	ILT	Q1	In Progress
<b>Implementation Milestone 2</b>	Teachers will analyze student data to inform their instructional practices <a href="#">(Students and teachers use feedback to improve learning, teaching and assessment. (0404-01))</a>	ILT	Q1	Select Status
<b>Action Step 1</b>	Teachers will attend PD to learn how to download, understand and access the IAR, ISA, ACCESS, and STAR360 reports to understand and plan for instruction.	ILT	Q1	In Progress
<b>Action Step 2</b>	Teachers will engage in intentional planning to provide Tier 1 targeted standards-based instruction on a daily basis	ILT	Q1	In Progress
<b>Action Step 3</b>	Teachers will create small groups and identify standards-based focused skills provided in the instructional planning report for individual students/classes.	ILT	Q1	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Teachers implement small-group instruction based on data <a href="#">(The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200))</a>	ILT	Q1	Not Started
<b>Action Step 1</b>	Teachers have an established small group system including a space, plan, schedule and procedure for collecting evidence for meeting with small groups	ILT	Q1	Not Started
<b>Action Step 2</b>	Teachers engage students in differentiated and relevant standards-based learning by implementing systematic, explicit instruction focused on meeting the diverse needs of the small group.	ILT	Q1	Not Started
<b>Action Step 3</b>	ILT will monitor the use of small group instruction in the classroom with class visits and check-ins	ILT	Q1	Not Started
<b>Action Step 4</b>	MTSS interventionist will collaborate with classroom teacher to provide Tier 2 and Tier 3 push-in and pull-out targeted instructional supports for students	ILT	Q1	Not Started
<b>Action Step 5</b>	Teachers will take detailed anecdotal notes of student performance	ILT	Q1	Not Started
<b>Implementation Milestone 4</b>	Teachers progress monitors student learning in small group instruction <a href="#">(The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02))</a>	ILT	Q2	Not Started
<b>Action Step 1</b>	ILT delivers PD on progress monitoring best practices	ILT	Q2	Not Started
<b>Action Step 2</b>	Teachers establish and use schedule for progress monitoring	ILT	Q2	Not Started
<b>Action Step 3</b>	Teachers enter progress monitoring data and interventions into Branching Minds	ILT	Q2	Not Started
<b>Action Step 4</b>	MTSS Team monitors teacher data in Branching Minds	MTSS Interventionist	Q2	Not Started
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Creating a fully staffed MTSS team that has established time to support and collaborate with classroom teachers to identify and support all students based on assessment data throughout the year 

**SY26 Anticipated Milestones** MTSS team and classroom teachers continue to collaborate and use a culture of data-based instruction to support all learners (acceleration to remediation) using small group instruction and progress monitoring to support student growth

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

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

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

**Performance Goals**

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
Focusing on the STAR360 pre-requisite skills that would be necessary for individual students to increase the total number of students moving from intervention into the on-watch zone in Reading by 10%	Yes	STAR (Reading)	Overall				
			Overall				
Focusing on the STAR360 pre-requisite skills that would be necessary for individual students to increase the total number of students moving from intervention into the on-watch zone in Math by 5%	Yes	STAR (Math)	Overall				
			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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.			
C&I:2 Students experience grade-level, standards-aligned instruction.			
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
Focusing on the STAR360 pre-requisite skills that would be necessary for individual students to increase the total number of students moving from intervention into the on-watch zone in Reading by 10%	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Focusing on the STAR360 pre-requisite skills that would be necessary for individual students to increase the total number of students moving from intervention into the on-watch zone in Math by 5%	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
----------------------	------	-----------	-----------	-----------	-----------



Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>							
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.						Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.						Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>						Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

The takeaways after the review of the metrics:

- Social and Emotional supports are in place.
- SEL curriculum is in place with Calm Classroom and Teach Kindness.
- Implementation of restorative practices such as Peace Circles and Peer Conferencing.
- TierII and TierIII have consistent individualized support with the school counselor.
- Crisis procedures are in place with the counselor of staff support (specific point person).
- Community partnerships are in place (Alternatives, BAM, Girl World, and Sunshine).
- Attendance incentives are in place.
- Reduction in suspension.

What is the feedback from your stakeholders?

- Systemized plan for Behavioral Health Team referrals.
- Maintain and track students' Behavioral progress in Behavioral Health Team.
- Teacher support is needed on the attendance team.
- More consistency in attendance posters/meetings.
- Documentation in Aspen needs improvement.
- Restorative practices protocols.

What student-centered problems have surfaced during this reflection?

- Chronically tardy and absent students live out of the area of the school.
- Students need to learn how to self-reflect and how to engage in conflict resolution and problem-solving skills.

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?

Our related improvement efforts that are in progress include:

- Including teachers on the attendance team.
- Meeting on a consistent basis.
- Consistency in the staff and space in the implementation of restorative practices.
- Being more consistent in journaling in Aspen.

The impact of these things:

- a decrease in students' disruption.
- increase in students' productivity.

[Return to Top](#)

Determine Priorities

Resources:

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

Students... should feel safe, welcomed, loved and respected while at school. Students should feel a home-to-school connection, one in which students know that there is a vested interest in their lives outside of the school building.

[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

Resources:

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

As adults in the building, we... develop programming around adult interests and comfort levels versus the interests of students and lack consistency in the implementation of restorative practices when engaging with students.



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

Resources:

What is your Theory of Action?

If we... intentionally build relationships, survey the students quarterly, and develop programming around student interests




Indicators of a Quality CIWP: Theory of Action

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

then we see... more student buy-in, less disruptions, and improved attendance.




which leads to...  
improved teacher-student interactions, student instructional data, and overall attendance data. 

[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	10/10/2023	Q3	3/5/2024
Q2	12/5/2023	Q4	5/29/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

**SY26 Anticipated Milestones**   
[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

[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**

**Numerical Targets [Optional]** 

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	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
Select a Practice			
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 Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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



## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

A plan will be developed with the PAC during our organizational meeting and will be updated as needed throughout the school year.



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