

## 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
Michelle Harrell	Principal	mtharrell@cps.edu
Eric Mitchell	AP	emitchell1@cps.edu
Alisha Johnson	Postsecondary Lead	adjohnson82@cps.edu
Molly Hill	Inclusive & Supportive Learning Lead	mdhill6@cps.edu
Lenell Robinson	Connectedness & Wellbeing Lead	larobinson6@cps.edu
Charles Walker	Parent	charleswalker727@gmail.com
Laniya Hall	LSC Member	lhall20@cps.edu
Maria Vazquez-Listenbee	Inclusive & Supportive Learning Lead	mvazquezlistenbee@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	7/3/23	7/3/23
Reflection: Curriculum & Instruction (Instructional Core)	7/10/23	7/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/17/23	7/17/23
Reflection: Connectedness & Wellbeing	7/24/23	7/24/23
Reflection: Postsecondary Success	7/31/23	7/31/23
Reflection: Partnerships & Engagement	8/7/23	8/7/23
Priorities	8/14/23	8/18/23
Root Cause	8/14/23	8/18/23
Theory of Acton	8/14/23	8/18/23
Implementation Plans	8/14/23	8/18/23
Goals	8/14/23	8/18/23
Fund Compliance	8/14/23	8/25/23
Parent & Family Plan	8/14/23	8/30/23
Approval	8/14/23	9/1/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	11/6/23
Quarter 2	1/16/24
Quarter 3	4/8/24
Quarter 4	6/10/24

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
No	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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Students are on track with their grades; however, the grades do not correspond to performance on SAT and PSAT.

**What is the feedback from your stakeholders?**

Rigor Walk data shows that student tasks don't always match the student objective and that the rigor level of the tasks are at the lower level of Bloom's taxonomy.

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

The ILT is working very hard to use Hammond's strategies to develop deep trusting relationships with students so that teachers develop the skills necessary to become warm demanders and push their students to higher levels of learning.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**What student-centered problems have surfaced during this reflection?**

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

Students don't experience appropriate academic challenges in classroom. Also, students don't feel comfortable being vulnerable in class and talking about their learning or their misconceptions.

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

Tier 1 Academic and SEL structures are partially in place but need to be further developed and adhered to.

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

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
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.	<a href="#">LRE Dashboard Page</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>
Yes	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>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

**What is the feedback from your stakeholders?**

We have a large diverse learner population. We are fortunate to have most of our core classes as cotaught by both a general education and a diverse learner teacher. We have been without a consistent Case Manager for a few years. We now have a Case Manager who is working to not only ensure that we are in legal compliance but that we also write and approve IEPs that truly support the needs of our students. We also see the opportunity to improve the coteaching model from the teacher/teacher assistant model to one that is more collaborative and allows teachers to work with students in small groups or individually based on their data.

**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 as a staff to develop T1 Academic Expectations for all teachers. We are working with OSEL to develop T1 SEL Expectations and Supports for Students and Teachers. Our Case Manager is working to improve the quality of our IEPs and coteaching Models.

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

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

There are no consistent expectations across all classrooms; therefore, students have to use valuable brain processing time to acclimate to the expectations from one class to the next.

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

Using the associated references, is this practice consistently implemented?	References
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.

**What are the takeaways after the review of metrics?**

We are developing out T1 supports so that our T2 and T3 supports are assigned appropriately. Right now we have a lot of T2 supports because our T1 is not strong.

**What is the feedback from your stakeholders?**

Find ways to make authentic connections between students and the school.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
  - [Access to OST](#)
  - [Increase Average Daily Attendance](#)
  - [Increased Attendance for Chronically Absent Students](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - Staff trained on alternatives to exclusionary discipline (School Level Data)
  - [Enrichment Program Participation: Enrollment & Attendance](#)



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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>We have many community partners and not a lot of parental involvement. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<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><b>What is the feedback from your stakeholders?</b></p> <p>How can we authentically engage parents to support the work that we are trying to do here at Raby HS when parental involvement for our parents doesn't fit the traditional mold of volunteering, chaperoning and attending academic school events. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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>We don't do enough to foster authentic two-way communication with parents. 🍌</p>		<p>We are working on developing our PAC and LSC. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Yes	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students are on track with their grades; however, the grades do not correspond to performance on SAT and PSAT.

What is the feedback from your stakeholders?

Rigor Walk data shows that student tasks don't always match the student objective and that the rigor level of the tasks are at the lower level of Bloom's taxonomy.

What student-centered problems have surfaced during this reflection?

Students don't experience appropriate academic challenges in classroom. Also, students don't feel comfortable being vulnerable in class and talking about their learning or their misconceptions.

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 ILT is working very hard to use Hammond's strategies to develop deep trusting relationships with students so that teachers develop the skills necessary to become warm demanders and push their students to higher levels of learning.

Return to Top Determine Priorities

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

**Students...**  
Students will have literacy and numeracy skills that allow them to engage deeply with grade level appropriate activities.

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...**  
As adults in the building, we will examine our practices (individually and as a group) to determine what shifts must be made to improve and deepen student learning.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

**If we....**  
Provide students will culturally-relevant and grade level appropriate activities that they authentically connect with

Resources:

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

then we see...  
an improvement in the quality of student work and student learning



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

which leads to...  
increased student outcomes (qualitative and quantitative)



[Return to Top](#) **Implementation Plan**

Resources:

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

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 11/6/23 Q3 4/8/24  
Q2 1/16/24 Q4 6/10/24

**SY24 Implementation Milestones & Action Steps** **Who** **By When** **Progress Monitoring**

<b>Implementation Milestone 1</b>	Learn about culturally relevant instruction	All Staff	11/6/23	In Progress
<b>Action Step 1</b>	Read selected sections of CRT and the Brain by Z. Hammond	All Staff	9/22/23	In Progress
<b>Action Step 2</b>	Staff will unpack their privilege and biases	All Staff	10/27/23	In Progress
<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>	Implement Ignites with Fidelity in all Classrooms	Teachers	1/16/24	In Progress
<b>Action Step 1</b>	Socialize the Class Dojo	Teachers	9/22/23	In Progress
<b>Action Step 2</b>	Practice the Class Dojo	Teachers	10/20/23	In Progress
<b>Action Step 3</b>	Perform Instructional Observations of the Class Dojos	Teachers	11/3/23	Not Started
<b>Action Step 4</b>	Gather Feedback from the Class Dojo Instructional Rounds	Teachers	12/8/23	Not Started
<b>Action Step 5</b>	Implement the Feedback	Teachers	1/12/24	Not Started
<b>Implementation Milestone 3</b>	Implement Chunk and Chew with Fidelity in all Classrooms	Teachers	4/8/24	In Progress
<b>Action Step 1</b>	Learn about chunk and chew	Teachers	1/31/24	In Progress
<b>Action Step 2</b>	Integrate chunk and chew into lesson planning	Teachers	1/31/24	Not Started
<b>Action Step 3</b>	Practice chunk and chew in classrooms	Teachers	1/31/24	Not Started
<b>Action Step 4</b>	Perform Classroom Observations of chunk and chew	Teachers	2/29/24	Not Started
<b>Action Step 5</b>	Gather and implement feedback from classroom observations	Teachers	3/8/24	Not Started
<b>Implementation Milestone 4</b>	Implement Ignite, Chunk and Chew with fidelity in all classrooms	Teachers	6/10/24	In Progress
<b>Action Step 1</b>	Differentiate Instructional Rounds/Observations based on Teacher Strengths/Weaknesses	Teachers	4/12/24	Not Started
<b>Action Step 2</b>	Use Looking at Student Work protocol to determine strengths and gaps in teacher instruction	Teachers	5/10/24	Not Started
<b>Action Step 3</b>	Use instructional rounds to determine the growth in individual and all school teacher practice as well as focus on the next area of growth	Teachers	5/24/24	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** Move students from being dependent learners and closer toward being independent learners.

**SY26 Anticipated Milestones** Continue to move students along toward being independent learners.

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

**Indicators of a Quality CIWP: Goal Setting**

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

Resources:

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will improve their math PSAT/SAT scores by 10% from BOY SY24 to EOY SY24	Yes	STAR (Math)	African American Male				
			Select Group or Overall				
Students will improve their EBRW PSAT/SAT scores by 10% from BOY SY24 to EOY SY24	Yes	STAR (Reading)	African American Male				
			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.	Learning about the Skyline Curriculum and combining our current teacher-created curriculum with the Skyline Curriculum	All teachers will implement at least two Skyline units with fidelity	Skyline curriculum will be fully adopted
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
Students will improve their math PSAT/SAT scores by 10% from BOY SY24 to EOY SY24	STAR (Math)	African American Male			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will improve their EBRW PSAT/SAT scores by 10% from BOY SY24 to EOY SY24	STAR (Reading)	African American Male			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.	Learning about the Skyline Curriculum and combining our current teacher-created curriculum with the Skyline Curriulum	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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Tier 1 Academic and SEL structures are partially in place but need to be further developed and adhered to.

What is the feedback from your stakeholders?

We have a large diverse learner population. We are fortunate to have most of our core classes as cotaught by both a general education and a diverse learner teacher. We have been without a consistent Case Manager for a few years. We now have a Case Manager who is working to not only ensure that we are in legal compliance but that we also write and approve IEPs that truly support the needs of our students. We also see the opportunity to improve the coteaching model from the teacher/teacher assistant model to one that is more collaborative and allows teachers to work with students in small groups or individually based on their data.

What student-centered problems have surfaced during this reflection?

There are no consistent expectations across all classrooms; therefore, students have to use valuable brain processing time to acclimate to the expectations from one class to the next.

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?

We are working as a staff to develop T1 Academic Expectations for all teachers. We are working with OSEL to develop T1 SEL Expectations and Supports for Students and Teachers. Our Case Manager is working to improve the quality of our IEPs and coteaching Models.

Return to Top Determine Priorities

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

Students...  
 Students will receive the supports they need to be successful

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...  
 As adults in the building, we will use data to inform our practice and help us identify changes that we need to make in our tier 1, 2 and/or 3 responses as it relates to the data.

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 data to identify what our students know as well as what they do not know

Resources:



Indicators of a Quality CIWP: Theory of Action

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

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....  
Teachers grouping students accordingly to provide supports needed to improve their skills

which leads to...  
Students receiving the supports they need to address their specific learning trajectory.

### Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**   
MTSS Team

**Dates for Progress Monitoring Check Ins**

Q1 11/6/23      Q3 4/8/24  
Q2 1/16/24      Q4 6/10/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Create Effective MTSS Teaming Structures	MTSS Lead with Administration	10/27/23	In Progress
<b>Action Step 1</b>	Determine all relevant members of the team	MTSS Lead and Administration	9/22/23	Select Status
<b>Action Step 2</b>	Create the Mission, Vision and Goal of the Team	MTSS Team	10/27/23	Select Status
<b>Action Step 3</b>	Develop a Regular Meeting Pattern, Norms and Roles	MTSS Team	10/27/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Learn what MTSS means at Raby	MTSS Team	1/31/24	Select Status
<b>Action Step 1</b>	Read about MTSS and socialize that learning within the MTSS team	MTSS Team	10/27/23	Select Status
<b>Action Step 2</b>	Educate teachers about MTSS	MTSS Team	10/27/23	Select Status
<b>Action Step 3</b>	Learn about gathering, creating and analyzing data	MTSS Team	11/17/23	Select Status
<b>Action Step 4</b>	Educate teachers about gathering, creating and analyzing data	MTSS Team	12/15/23	Select Status
<b>Action Step 5</b>	Work with teachers to create, gather and analyze data	MTSS Team	1/31/24	Select Status
<b>Implementation Milestone 3</b>	Curate a List of MTSS Interventions and Strategies	MTSS Team	4/30/24	Select Status
<b>Action Step 1</b>	Curate T1 Academic Strategies, T2 Academic Strategies and T3 Academic Strategies	Teachers	2/29/24	Select Status
<b>Action Step 2</b>	Share Strategies with Teachers and have them determine 3 T1 Academic Strategies to Focus on	MTSS Team	3/8/24	Select Status
<b>Action Step 3</b>	Incorporate T1 Academic Strategies into Teacher Practice	Teachers	4/5/24	Select Status
<b>Action Step 4</b>	Create Instructional Rounds based on the implementation of these strategies	MTSS Team	4/5/24	Select Status
<b>Action Step 5</b>	Review Feedback and make changes in practice based on the feedback from Instructional Rounds	Teachers	4/30/24	Select Status
<b>Implementation Milestone 4</b>	Use Data to determine T2 and T3 Academic Interventions	MTSS Team	5/31/24	Select Status
<b>Action Step 1</b>	Review Data Trends of the School to see in general what students know and don't know	MTSS Team	3/22/24	Select Status
<b>Action Step 2</b>	Identify T2 and T3 Academic Interventions to address the data	MTSS Team	3/22/24	Select Status
<b>Action Step 3</b>	Implement the T2 and T3 Interventions	Teachers with MTSS Team	4/30/24	Select Status
<b>Action Step 4</b>	Review Data to determine the effectiveness of the respective Interventions	Teachers with MTSS Team	5/31/24	Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
Have a fully developed and fairly exhaustive number of Tier 1 academic strategies that teachers use regularly.

**SY26 Anticipated Milestones**  
 T2 and T3 academic strategies will be used with 15% and 5% of the student population, respectively.

[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
50% of all students at Raby will achieve B's or Better	Yes	Grades	African American Male				
			Select Group or Overall				
100% of Raby freshmen and sophomores will be on track by the end of SY24.	Yes	9th and 10th Grade On Track	African American Male				
			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.	Create effective MTSS team that meets regularly, analyzes student data and uses the data to determine appropriate academic interventions	Integrate SEL interventions into the MTSS team	Consistently create, implement and progress monitor academic and SEL intervention plans.
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
50% of all students at Raby will achieve B's or Better	Grades	African American Male			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of Raby freshmen and sophomores will be on track by the	9th and 10th Grade On	African American Male			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

## Inclusive & Supportive Learning Environment

sophomores will be on track by the end of SY24.	Track	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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### 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.	Create effective MTSS team that meets regularly, analyzes student data and uses the data to determine appropriate academic interventions	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)**



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

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

\$611 for Parent conference fees and associated travel for PAC members. \$800 for quarterly seminars about brain development, vaping, establishing health boundaries with adolescents, and summer opportunities for our youth in Chicago



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