

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
Ryan Belville	Principal	Rdbelville@cps.edu
Linnette Claudio	AP	leclaudio@cps.edu
Jamie Croll	Other [Counselor]	JFriedlander@cps.edu
Shayna Boyd	Other [Lead Coach]	sboyd8@cps.edu
Lilian Arroyo	Other [English Learner Program Teacher]	larroyo@cps.edu
Kate Myers	Other [Case Manager]	kmyers9@cps.edu
Mary Clare Butler	Other [MTSS Lead/Interventionist]	mbutler42@cps.edu
Palenque LSNA Representative	Partnerships & Engagement Lead	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/17/23	
Reflection: Curriculum & Instruction (Instructional Core)	5/17/23	9/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/17/23	9/13/23
Reflection: Connectedness & Wellbeing	5/17/23	9/13/23
Reflection: Postsecondary Success	5/17/23	9/13/23
Reflection: Partnerships & Engagement	5/17/23	9/13/23
Priorities	5/17/23	9/13/23
Root Cause	8/22/23	9/13/23
Theory of Acton	9/13/23	9/13/23
Implementation Plans	9/13/23	9/13/23
Goals	9/13/23	9/13/23
Fund Compliance	9/9/23	9/9/23
Parent & Family Plan	9/9/23	9/9/23
Approval	9/14/23	9/14/23

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	10/24/2023
Quarter 2	1/23/2024
Quarter 3	3/19/2024
Quarter 4	5/30/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Illinois Assessment of Readiness (IAR). Academic Progress · ELA: 7% of Students Achieving Performance Level (Met or Exceeding) · ELA Proficiency: 8.3% · Math: 3% of Students Achieving Performance Level (Met or Exceeding) · Math Proficiency: 3.5% CPS Instructional Core Walk · Beginning of Year (BOY) Results: Student tasks only partially aligned to the learning target in most classrooms · End of Year (EOY) Results: * Student tasks aligned to the learning target in most classrooms * Observers did not see teachers monitoring evidence of students meeting the lesson target in most classrooms	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p>What is the feedback from your stakeholders?</p> High Quality Curricular Materials & Standards-Aligned Instruction · McAuliffe Curriculum Evaluation & Selection 2023-2024 Partially Rationale: Science Materials Inner Core Culture: Identity, Community, and Relationships · Cultivate Survey · Student Leadership: LSC Student Advisory Committee, Student Council, Alliance ILT Instructional Improvement: · McAuliffe SY24 Distributed Leadership Foundational Pillars Individual Reflection · McAuliffe ILT Learning Walk 2023-2024 Balanced Assessment System (Assessment of Learning) · McAuliffe Assessment Plan 2023-2024 Assessment for Learning · Planning & Preparation: McAuliffe Unit Plan Template with Pacing Guide · Grade Level Meeting Data Cycles · Learning Walk Look-Fors	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions		
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Teams (MTSS, BHT, ILT, C&CT) are developed. Teams have completed needs assessment. Teams will set goals based on findings. The impact will be structures in place that support student academic success for all students.	

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 are not accessing high-quality curricular materials in Language Arts (School lacks a core curriculum for language arts).
- Students are not achieving math proficiency with the current curriculum (HMH Go Math!).
- Students are not receiving concrete and actionable feedback during instruction.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum	MTSS Roots Survey Reflection · Strengths: Systems and infrastructure; Screening for At-risk students; Supplemental Intervention (tier 2 & 3): planning · Areas for Growth: Supplemental intervention (tier 2 & 3): implementation & progress monitoring; Meeting quality Special Education (CPS Dashboard) · % of Students with an IEP: 13% · LRE 1: 87% LRE 2: 12% 1% · Additional Dashboard Details: Total Minutes Special Education Instruction; Quantity of students with SECA services; Total students paraprofessional supports	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum
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Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
		Roots Survey	English Learners (Internal Tracking Sheet) · 189 Students · PY8: 21 · PY7: 24 · PY6: 14 · PY5: 16 · PY4: 18 · PY3: 33 · PY2: 24 · PY1: 39 · PY0: 49		Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo			ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	What is the feedback from your stakeholders?		Quality Indicators of Specially Designed Curriculum
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	McAuliffe MTSS Team Reflection · McAuliffe Roots Survey Questions BOY 2023-2024 September 5, 2023 · McAuliffe CPS MTSS Continuum 2023-2024		EL Program Review Tool
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	English Learner Placement · McAuliffe EL's Placement Recommendation SY2023/2024 · McAuliffe Students in Program SY2023-2024		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.		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? Interventionist will serve as the MTSS team lead in SY2023-2024.		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		MTSS team established with full representation and participation from general education, special education, related service providers, and leadership team. School organization and classroom rosters developed so English Learners are placed with the appropriate and available EL endorsed teacher.		
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 CIWR.					
Students may not be receiving consistent academic interventions.					
English Learners may not be receiving language supports in classrooms where EL endorsed teachers are not available.					

[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
Yes	BHT Key Component Assessment SEL Teaming Structure	Attendance · McAuliffe Student Attendance Details 2022-2023 Behavioral Health Team Key Components Climate & Culture Team Key Components	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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 is the feedback from your stakeholders? Behavior Health Team · McAuliffe BHT Agendas 2022-2023 Climate & Culture Team · McAuliffe Climate & Culture Team Agendas & Minutes 2022-2023 Extended Day Programs · Limited programs available for PreK-2nd Grade · OST Programs: Guitar	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students are not consistently accessing Tier I SEL curricula. 🍌</p> <p>Some students are not maintaining positive attendance.</p> <p>Some students may not have access to extended day programs.</p>		<p>· Established Behavior Health Team and Climate & Culture Team (Facilitated by School Counselor) 🍌</p> <p>· Second Step Curriculum (Digital Version) implemented in SY2022-2023 for PreKindergarten - 8th Grade</p> <p>· Schoolwide SEL instructional period scheduled on Wednesdays</p> <p>· Opted into CPS SY24 SEL Investment Initiatives</p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>· On-Track Data 🍌</p> <p>· High School Fair Student & Family Participation</p> <p>· GoCPS High School Application</p> <p>· Counselor-Parent/Caregiver-Student Meeting Completion</p> <p>· Career Spotlight Days (Malcolm X College, Feb 10, 2023)</p> <p>· Student Participation</p> <p>· Completion of Individualized Learning Plans (ILPs) tasks in SchoolLinks [Embedded in Success Bound]</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Work Based Learning Toolkit</p> <p>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).</p>		<p>9th and 10th Grade On Track</p>
N/A	<p>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).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>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).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>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).</p>	<p>What is the feedback from your stakeholders?</p> <p>Cultivate Survey 🍌</p> <p>· Relevance to the Future is the strongest Learning Mindset</p> <p>· McAuliffe Cultivate Student Voice Survey (December 5-9, 2022) Analysis March 2023</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>PS-1: Implemented SY2023-2024; Barriers/Obstacles: Materials are not provided in Spanish 🍌</p> <p>PS-2: ILP School Link tasks embedded into Success Bound</p> <p>PS-3: Activities are provided when district and external opportunities are available; Not yet aligned to the continuum and Work Based Learning Toolkit</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			

Students are not informed/prepared to select high schools that may be the best fit and match.



Students may not have access to participate in career and high school activities that prepare them to select high schools.

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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
Yes	<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>5Essentials Teacher-Respondent Results </p> <ul style="list-style-type: none"> Parent Involvement in School measured as Strong (62) [Second strongest school measure] Parent influence on decision making in schools measured as Neutral (57) Teacher-parent trust measured as Weak (39) <p>5Essentials Student-Respondent Results</p> <ul style="list-style-type: none"> Parent Supportiveness supplemental measure measured as Very Weak (5) <p>Parent Survey Results are not available.</p> <p>Parent-Teacher Conference Day participation and format (In-Person/Virtual).</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>All PreKindergarten - 8th Grade students provided an opportunity to participate in LSC Student Representative SY24 Election Vote on Friday, February 10, 2023.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
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 & CIWP).</p>	<p>What is the feedback from your stakeholders? </p> <ul style="list-style-type: none"> McAuliffe ILT Student Voice Flexible Professional Development Session: Tuesday, March 21, 2023 McAuliffe Cultivate Voice Survey Student Circle Sessions: April 2023 <p>Looking Ahead: Mission & Vision Review in SY24</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Some students may not receive emotional and developmental support from a parent/caregiver. </p>		<ul style="list-style-type: none"> Palenque LSNA Community School Partnership: Parent Mentor Program, Community & Parents In Action Established Parent Advisory Council (Facilitated by Assistant Principal) & Bilingual Advisory Committee (Facilitated by English Learner Program Teacher) Teacher-Led Student Council (7th & 8th Grade) Principal & Counselor facilitated LSC Student Advisory Committee (7th & 8th Grade) 	

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.
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?

Illinois Assessment of Readiness (IAR). Academic Progress

- ELA: 7% of Students Achieving Performance Level (Met or Exceeding)
- ELA Proficiency: 8.3%
- Math: 3% of Students Achieving Performance Level (Met or Exceeding)
- Math Proficiency: 3.5%

CPS Instructional Core Walk

- Beginning of Year (BOY) Results: Student tasks only partially aligned to the learning target in most classrooms
- End of Year (EOY) Results:
 - * Student tasks aligned to the learning target in most classrooms
 - * Observers did not see teachers monitoring evidence of students meeting the lesson target in most classrooms

What is the feedback from your stakeholders?

High Quality Curricular Materials & Standards-Aligned Instruction

- McAuliffe Curriculum Evaluation & Selection 2023-2024
- Partially Rationale: Science Materials

Inner Core Culture: Identity, Community, and Relationships

- Cultivate Survey
- Student Leadership: LSC Student Advisory Committee, Student Council, Alliance

ILT Instructional Improvement:

- McAuliffe SY24 Distributed Leadership Foundational Pillars Individual Reflection
- McAuliffe ILT Learning Walk 2023-2024

Balanced Assessment System (Assessment of Learning)

- McAuliffe Assessment Plan 2023-2024

Assessment for Learning

- Planning & Preparation: McAuliffe Unit Plan Template with Pacing Guide
- Grade Level Meeting Data Cycles
- Learning Walk Look-Fors

What student-centered problems have surfaced during this reflection?

Students are not accessing high-quality curricular materials in Language Arts (School lacks a core curriculum for language arts).

Students are not achieving math proficiency with the current curriculum (HMH Go Math!).

Students are not receiving concrete and actionable feedback during instruction.

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?

Teams (MTSS, BHT, ILT, C&CT) are developed. Teams have completed needs assessment. Teams will set goals based on findings. The impact will be structures in place that support student academic success for all students.

Return to Top Determine Priorities

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

Students... do not experience grade-level, standards-aligned instruction.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

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...
 monitor the fidelity of implementation of high quality curriculum in core content areas using ILT-developed classroom visit tools

then we see...
 students engaging in rigorous, standards-aligned tasks and instructional materials horizontally & vertically-aligned across grade bands [K-2, 3-5, 6-8]

which leads to...
 an increase in students performing at grade level measured by IAR, ISA and i-Ready & Star 360 screening assessment (Tier I)

Resources:

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.

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/Lead Coach Shayna Boyd

Dates for Progress Monitoring Check Ins

Q1 10/24/2023 Q3 3/19/2024
 Q2 1/23/2024 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core curriculum	Teachers	May 24, 2024	In Progress
Action Step 1	All teachers participate in school-based curriculum professional learning	Network 4 ISLs, McAuliffe Lead Coach, McAuliffe ILT Members, Curriculum Vendors	Quarterly, starting August 14, 2023	In Progress
Action Step 2	All teachers participate in district-provided Skyline professional learning	Language Arts & Social Science Teachers	Quarterly (or as offered by the district), starting August 2023	In Progress
Action Step 3	Leadership team members review and provide feedback on teachers unit plans to ensure use of the core curriculum	Leadership Team	Monthly, starting September 2023	Not Started
Action Step 4	ILT members conduct learning walks to observe, collect data, provide feedback on implementation of core curriculum	Instructional Leadership Team	Quarterly, starting October 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	EL-Supporting Teachers	September 25, 2023	In Progress
Action Step 1	Complete the EL Placement Recommendation Tool to identify school and student needs/trends in teachers/grade levels/content areas for supporting students	English Learner Program Teacher Lilian Arroyo	August 11, 2023	Completed
Action Step 2	All teachers receive core content instructional materials with targeted support for English Learners	English Learner Program Teacher Lilian Arroyo	August 28, 2023	Completed
Action Step 3	Observe teachers English Learner supports	English Learner Program Teacher Lilian Arroyo	Monthly, starting September 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Leadership Team Members will engage in Office of Teaching & Learning Curriculum Implementation Pathway	Instructional Leadership Team	May 24, 2024	In Progress
Action Step 1	100% of ILT Members will attend ILT Institutes	Instructional Leadership Team	Quarterly, starting September 2023	In Progress
Action Step 2	All grade levels leads will facilitate team meetings aligned to pathway objectives	Instructional Leadership Team	Quarterly, October 2023	Not Started
Action Step 3	All teachers participate in school-based learning cycles aligned to pathway objectives	Grade Level Teacher Teams	Quarterly, October 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- 100% of teachers effectively implementing core curriculum
- 100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports

SY26 Anticipated Milestones

- 100% of teachers effectively implementing core curriculum
- 100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports

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
Increase in students performing at grade level measured by i-Ready	Yes	iReady (Reading)	Overall				
			English Learners				
Increase in students performing at grade level measured by Star360	Yes	STAR (Reading)	Overall				
			English Learners				

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.

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:2 Students experience grade-level, standards-aligned instruction.	80% of teachers are observed as effectively implementing high quality core curriculum through learning walks.	90% teachers are observed as effectively implementing high quality core curriculum through learning walks.	100% teachers are observed as effectively implementing high quality core curriculum through learning walks.	
Select a Practice				
Select a Practice				

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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
Increase in students performing at grade level measured by i-Ready	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Increase in students performing at grade level measured by Star360	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			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:2 Students experience grade-level, standards-aligned instruction.	80% of teachers are observed as effectively implementing high quality core curriculum through learning walks.	Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		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?

What are the takeaways after the review of metrics?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

<p>MTSS Roots Survey Reflection</p> <ul style="list-style-type: none"> Strengths: Systems and infrastructure; Screening for At-risk students; Supplemental Intervention (tier 2 & 3); planning Areas for Growth: Supplemental intervention (tier 2 & 3); implementation & progress monitoring; Meeting quality <p>Special Education (CPS Dashboard)</p> <ul style="list-style-type: none"> % of Students with an IEP: 13% LRE 1: 87% LRE 2: 12% 1% Additional Dashboard Details: Total Minutes Special Education Instruction; Quantity of students with SECA services; Total students paraprofessional supports <p>English Learners (Internal Tracking Sheet)</p> <ul style="list-style-type: none"> 189 Students PY8: 21 PY7: 24 PY6: 14 PY5: 16 PY4: 18 PY3: 33 PY2: 24 PY1: 39 PY0: 49

What is the feedback from your stakeholders?

<p>McAuliffe MTSS Team Reflection</p> <ul style="list-style-type: none"> McAuliffe Roots Survey Questions BOY 2023-2024 September 5, 2023 McAuliffe CPS MTSS Continuum 2023-2024 <p>English Learner Placement</p> <ul style="list-style-type: none"> McAuliffe EL's Placement Recommendation SY2023/2024 McAuliffe Students in Program SY2023-2024

What student-centered problems have surfaced during this reflection?

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

Students may not be receiving consistent academic interventions.
English Learners may not be receiving language supports in classrooms where EL endorsed teachers are not available.

Interventionist will serve as the MTSS team lead in SY2023-2024.
MTSS team established with full representation and participation from general education, special education, related service providers, and leadership team.
School organization and classroom rosters developed so English Learners are placed with the appropriate and available EL endorsed teacher.

Return to Top Determine Priorities

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

Resources:

Students... will receive academic intervention support that is created, implemented, and progress monitored in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

Determine Priorities Protocol

<p>Indicators of a Quality CIWP: Determine Priorities</p> <p>Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.</p> <p>Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).</p> <p>For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.</p> <p>Priorities are determined by impact on students' daily experiences.</p>

Return to Top Root Cause

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

Resources:

As adults in the building, we...

5 Why's Root Cause Protocol

<p>Indicators of a Quality CIWP: Root Cause Analysis</p> <p>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.</p> <p>The root cause is based on evidence found when examining the student-centered problem.</p> <p>Root causes are specific statements about adult practice.</p> <p>Root causes are within the school's control.</p>

Return to Top Theory of Action

What is your Theory of Action?

Resources:

If we....
implement data analysis, interventions, and progress monitoring across content areas and grade level classrooms/teams

then we see....
evidence-based interventions and high quality, well-documented student support plans within the Branching Minds platform

which leads to...
growth in the CPS MTSS Continuum and Branching Roots Survey Implementation & Progress Monitoring measures, and a reduction of students requiring Tier 2 & 3 interventions

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.

[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/MTSS Lead & Interventionist Mary Clare Butler

Dates for Progress Monitoring Check Ins
Q1 10/24/2023 Q3 3/19/2024
Q2 1/23/2024 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of grade level teams conduct cycles of data analysis	MTSS Lead; Teachers	BOY / MOY / EOY	In Progress
Action Step 1	Lead grade level teams on review of BOY/MOY/EOY diagnostic data	MTSS Lead	BOY / MOY / EOY	In Progress
Action Step 2	Determine area of need based on diagnostic/screener data (BOY)	MTSS Lead; Teachers	BOY	In Progress
Action Step 3	Determine differentiated whole group and small groups (BOY)	MTSS Lead; Teachers	BOY	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	High quality, well-documented interventions that follow the MTSS Continuum are implemented and regularly reviewed (Developed Level of CPS MTSS Continuum)	MTSS Team; MTSS Lead; Interventionist; Teachers	Quarterly	In Progress
Action Step 1	Schedule problem-solving meetings to create a student plan for Tier 2 and Tier 3 interventions	MTSS Team; MTSS Lead	BOY	In Progress
Action Step 2	Determine who will deliver interventions	MTSS Team; MTSS Lead; Teachers	BOY	In Progress
Action Step 3	Student support plans are implemented for identified students to receive tiered supports by school personnel who regularly interact with that student	MTSS Team; MTSS Lead; Interventionist; Teachers	BOY	In Progress
Action Step 4	Plans are promptly updated, implemented and readily accessible to (or shared with) all stakeholders, including parent(s)/guardian, and students themselves	MTSS Team; MTSS Lead; Interventionist; Teachers	BOY	Not Started
Action Step 5				Select Status
Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on CPS MTSS Continuum	MTSS Team; MTSS Lead; Interventionist; Teachers	Quarterly	Not Started
Action Step 1	Compile data on the skill (4-6 weeks)	Interventionist; Teachers	4-6 weeks	Not Started
Action Step 2	MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently to track progress monitoring and student growth towards goals	MTSS Team; MTSS Lead; Teacher Teams	Monthly	Not Started
Action Step 3	Provide PD on progress monitoring interventions in BMs	MTSS Team; MTSS Lead	Quarterly	Not Started
Action Step 4	Grade level teams review Branching Minds data monthly	MTSS Team; MTSS Lead; Teachers	Monthly	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- 100% of grade level teams conduct cycles of data analysis
- High quality, well-documented interventions that follow the MTSS Continuum are implemented and regularly reviewed (Developed & Fully Operational Level of CPS MTSS Continuum)

SY26 Anticipated Milestones

- 100% of grade level teams conduct cycles of data analysis
- High quality, well-documented interventions that follow the MTSS Continuum are implemented and regularly reviewed (Developed & Fully Operational Level of CPS MTSS Continuum)

[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
Growth in the CPS MTSS Continuum	Yes	Other	NA				
			NA				
Reduction of students requiring Tier 2 & 3 interventions	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			English Learners				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌

Specify your practice goal and identify how you will measure progress towards this goal. 🍌

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All student support plans are reviewed in the Branching Minds platform.	All student support plans are reviewed in the Branching Minds platform.	All student support plans are reviewed in the Branching Minds platform.
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
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Reflection	Root Cause	Implementation Plan	Progress Monitoring
Growth in the CPS MTSS Continuum	Other		
Reduction of students requiring Tier 2 & 3 interventions	% of Students receiving Tier 2/3 interventions meeting targets		

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

Inclusive & Supportive Learning Environment

NA			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
NA			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
English Learners			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All student support plans are reviewed in the Branching Minds platform.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	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?

Attendance
 · McAuliffe Student Attendance Details 2022-2023

Behavioral Health Team Key Components

Climate & Culture Team Key Components

What is the feedback from your stakeholders?

Behavior Health Team
 · McAuliffe BHT Agendas 2022-2023

Climate & Culture Team
 · McAuliffe Climate & Culture Team Agendas & Minutes 2022-2023

Extended Day Programs
 · Limited programs available for PreK-2nd Grade
 · OST Programs: Guitar

What student-centered problems have surfaced during this reflection?

Students are not consistently accessing Tier I SEL curricula.

Some students are not maintaining positive attendance.

Some students may not have access to extended day programs.

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?

· Established Behavior Health Team and Climate & Culture Team (Facilitated by School Counselor)

· Second Step Curriculum (Digital Version) implemented in SY2022-2023 for PreKindergarten - 8th Grade

· Schoolwide SEL instructional period scheduled on Wednesdays

· Opted into CPS SY24 SEL Investment Initiatives

Return to Top Determine Priorities

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

Students... will experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

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...

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we... monitor the fidelity of implementation of Tier I SEL curricula (Second Step, Success Bound, & Calm Classroom) using SEL-specific reflection resources

Resources:

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

then we see....

students using developmentally appropriate and culturally-responsive SEL practices (self awareness, self management, social awareness, interpersonal skills, and responsible decision-making skills)



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...

a decrease in behavior referrals inside & outside of the classroom



[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

Leadership Team; Instructional Leadership Team; Counselor Jamie Croll

Dates for Progress Monitoring Check Ins

Q1 10/24/2023

Q3 3/19/2024

Q2 1/23/2024

Q4 5/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	100% of teachers effectively implementing SEL curriculum (Second Step, Success Bound, & Calm Classroom)	Teachers	May 24, 2024	In Progress
Action Step 1	All teachers participate in school-based curriculum professional learning	Counselor, SEL Vendor	August 14, 2023	Completed
Action Step 2	Leadership Team and Instructional Leadership Team members conduct learning walks to observe, collect data, provide feedback on implementation of SEL curriculum	Leadership Team, Instructional Leadership Team	Monthly, starting October 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of grade level teams conduct cycles of SEL data analysis	Leadership Team; Teachers	Quarterly, starting October 2023	Not Started
Action Step 1	Compile Cultivate data	Leadership Team	Fall / Winter / Spring	Not Started
Action Step 2	Lead grade level teams on review of Cultivate data	Leadership Team	Fall / Winter / Spring	Not Started
Action Step 3	Compile behavior referral data	Leadership Team	Quarterly, starting October 2023	Not Started
Action Step 4	Lead grade level teams on review of referral data	Leadership Team	Quarterly, starting October 2023	Not Started
Action Step 5	Share 5Essentials data	Leadership Team	Annually, starting August 2024	Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- 100% of teachers effectively implementing SEL curriculum (Second Step, Success Bound, & Calm Classroom)
- 100% of grade level teams conduct cycles of SEL data analysis



SY26 Anticipated Milestones	<ul style="list-style-type: none"> 100% of teachers effectively implementing SEL curriculum (Second Step, Success Bound, & Calm Classroom) 100% of grade level teams conduct cycles of SEL data analysis
------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[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
Decrease in behavior referrals inside the classroom	Yes <input type="text"/>	Other <input type="text"/>	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				
Decrease in behavior referrals outside the classroom	Yes <input type="text"/>	Other <input type="text"/>	Overall <input type="text"/>				
			Students with an IEP <input type="text"/>				

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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed as effectively implementing Tier I SEL curricula through learning walks.	All teachers are observed as effectively implementing Tier I SEL curricula through learning walks.	All teachers are observed as effectively implementing Tier I SEL curricula through learning walks.
<input type="text" value="Select a Practice"/>			
<input type="text" value="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
Decrease in behavior referrals inside the classroom	Other	Overall			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Students with an IEP			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Connectedness & Wellbeing

Decrease in behavior referrals outside the classroom	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed as effectively implementing Tier I SEL curricula through learning walks.	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.

• Curriculum & Instruction
* Inclusive & Supportive Learning Environment



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