

## 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	👉
Erin Kamradt		Principal		emfarrell@cps.edu	
Marie Sullivan		AP		mbsullivan@cps.edu	
Michelle Marose		AP		mmmarose@cps.edu	
Amelia Kornaus		Teacher Leader		amgarcia3@cps.edu	
Mario Ivancic		Teacher Leader		mivancic@cps.edu	
Sarah Boyd		Teacher Leader		sboyd9@cps.edu	
Diane Chan		Inclusive & Supportive Learning Lead		dchan1@cps.edu	
Christine Houcek		Connectedness & Wellbeing Lead		cahoucek@cps.edu	
		Select Role			
		Select Role			
		Select Role			
		Select Role			

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	6/7/23	6/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/23	7/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/12/23	7/19/23
Reflection: Connectedness & Wellbeing	7/12/23	7/19/23
Reflection: Postsecondary Success	7/12/23	7/19/23
Reflection: Partnerships & Engagement	7/12/23	7/19/23
Priorities	7/19/23	8/2/23
Root Cause	8/2/23	8/23/23
Theory of Acton	8/23/23	8/30/23
Implementation Plans	8/30/23	8/30/23
Goals	8/30/23	8/30/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval	9/15/23	9/15/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/23/23
Quarter 2	12/22/23
Quarter 3	
Quarter 4	

**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	<a href="#">CPS High Quality Curriculum Rubrics</a>  All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Some curriculum is high-level and standards aligned: McGrawHill (6-8) & MyWorld (K-5) Social Studies curriculum just selected and implemented this past school year. Some curriculum (GoMath) is not considered high quality at this point. Some subject areas are selecting more rigorous and standards-aligned curriculum for upcoming years (science, etc.) Primary is lacking a research based Foundational Skills program. There is not a consistent writing curriculum or health curriculum for K-8. From the quality instruction rubrics: classrooms have good environments, student behavior, communication. We are building sensory spaces/emotional regulation zones within each classroom. We need more work on co-teaching planning and collaboration and delivery in the classroom. Test Results: IAR ELA % of students meeting or exceeding expectations 56.22 IAR Math % of students meeting or exceeding expectations 59.15 IAR ELA % of LatinX students meeting or exceeding expectations 37.31 IAR Math % of LatinX students meeting or exceeding expectations 26.87 IAR ELA % of Diverse Learners meeting or exceeding expectations 41.67 IAR Math % of Diverse Learners meeting or exceeding expectations 50 IAR ELA % of English Learners meeting or exceeding expectations 26.15 IAR Math % of English Learners meeting or exceeding expectations 39.91 iReady ELA % of students at or above grade level 78.08 iReady math % of students at or above grade level 77.96 iReady ELA % of LatinX students at or above grade level 55.56 iReady math % of LatinX students at or above grade level 50 iReady ELA % of Diverse Learners at or above grade level 80.95 iReady math % of Diverse Learners at or above grade level 85.71 iReady ELA % of English Learners at or above grade level 72.56 iReady math % of English Learners at or above grade level 75.46 Star360 ELA % of students at or above benchmark 63.35 Star360 math % of students at or above benchmark 79.7 Star360 ELA % of LatinX students at or above benchmark 39.23 Star360 math % of LatinX students at or above benchmark 51.88 Star360 ELA % of Diverse Learners at or above benchmark 47.92 Star360 math % of Diverse Learners at or above benchmark 87.5 Star360 ELA % of English Learners at or above benchmark 23.79 Star360 math % of English Learners at or above benchmark 67.77	<a href="#">IAR (Math)</a>  <a href="#">IAR (English)</a>  Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>
Partially	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>  Students experience grade-level, standards-aligned instruction.	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> ILT leadership has improved through regular meetings and implemented a learning cycle on standards-aligned curriculum with peer observations and network rigor walks. A lot of work has been started, but there is still some room to grow for ILT members to develop more comfortably into full teacher leaders. Teachers worked on implementing, reflecting and planning from interim assessments this past school year. The process has been started and more work can be implemented to improve the usefulness of these assessments. Progress monitoring for MTSS students was studied in grade level meetings. This also needs further practice and development in the upcoming school year.	<a href="#">STAR (Reading)</a>  <a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>  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	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>  The ILT leads instructional improvement through distributed leadership.		
Partially	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>  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	<a href="#">Assessment for Learning Reference Document</a>  Evidence-based assessment for learning practices are enacted daily in every classroom.	<p style="text-align: center;"><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> Two improvement efforts progressed the past school year. The ILT learning cycle on standards-aligned instruction and student tasks included peer observations, network and rigor walks, and grade level work on dissecting standards and aligning curriculum to the rigor of these standards. We also focused on MTSS progress monitoring from network professional development through our grade level meetings. Teachers practiced identifying needs, pre-assessing students, giving targeted help, then re-assessing. This progress monitoring piece was started but needs further practice and development in the classrooms. The impact of these improvement efforts will help improve student access to high level learning practices in the classroom as well as meeting students in different groups (DL, EL, LatinX) at their level and where they need help. The MTSS work will specifically help the student groups furthest from opportunity.	
<p style="text-align: center;"><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>Providing standards-aligned and rigorous student tasks, assessments and curriculum to all students. Improving growth and tier movement of students through building foundational skills, progress monitoring, and using data to adjust for student growth. 🚀</p>			

## 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	<p>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.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>- MTSS Team has been established with an identified MTSS Lead. We have a diverse team including two assistant principals, an interventionist for each grade cluster and the school psychologist for the team. Consultation with counselor and ELPT when needed.</p> <p>- MTSS meetings are data-informed and decisions are based on quantitative measures and best practices regarding tiered support for students. MTSS team routinely makes adjustments to their curriculum to ensure that students are receiving adequate instruction.</p> <p>- Intervention resources (supports, services, or interventions) are implemented and documented within the Branching Minds platform. Interventionists are implementing interventions with fidelity. Interventionists are progress monitoring every other week. Tier 3 students are being monitored on Branching Minds</p> <p>- We need improvement for meeting structures.</p> <p>- We need to establish a form of communication with the MTSS ecosystem.</p> <p>- Utilizing research-based strategies are still developing.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p> <p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">EL Program Review Tool</a></p>
Yes	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>-Tier II supports survey provided feedback from teachers-need for procedure clarifications, tier identification, Tier II interventions</p> <p>-PD series designed by Network ISL and interventionists to address needs</p> <p>-feedback given after each PD session and adjustments made</p> <p>-Finish series with most recent data and matcing research based interventions</p>	
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></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>PD series on Intervention Cycle -finish last step in cycle Teachers implemented a trial cycle with a couple Tier II students-review that process</p> <p>MTSS team created an action plan to address team meetings, Intervention Cycle process, Branching MInds training, Schedule for 5 week and 10 week review.</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>Student receiving appropriate intervention support based on most current data. </p>			

## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Healy does have a Behavior Health Team and Climate &amp; Culture Team, but both teams need support. BHT needs to be restructured to consistently meet, assign interventions to students and review data. The Climate &amp; Culture Team needs to consistently meet, survey staff and possibly develop a Climate Action Plan. Healy has Tier 1 SEL supports in place and restorative practices. Healy does have an Attendance Team, which meets monthly. Students receive incentives and rewards for high attendance, but we do not have any official re-entry plan for students with chronic absenteeism.</p> <p>Attendance Numbers</p> <p>10% of our students have chronic absenteeism</p> <p>Overall attendance rate is 95.99.</p> <p>38.66% of our LatinX students have chronic absenteeism</p> <p>Overall attendance rate for our LatinX students is 90.29.</p> <p>10% of our Diverse Learners have chronic absenteeism</p> <p>Overall attendance rate for our Diverse Learners is 95.96.</p> <p>Forty-six percent of our students are enrolled in at least one OST program.</p> <p>Thirty-nine percent of our students feel a sense of belonging in our school.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p><b>What is the feedback from your stakeholders?</b></p> <p>Most staff believe SEL support and curriculum is critical for students to be successful. Some staff struggle to find the time to implement SEL, such as Second Step. 🍌</p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	<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>The Behavior Health Team is being restructured, the Request for Assistance Form is being updated and the Climate &amp; Culture Team will follow CPS' structure this upcoming year. 🍌</p>	<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></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>Some students on the Request for Assistance form that teachers complete need consistent interventions and data reviewed. Some students who have chronic absenteeism need re-entry plans when returning to school. 🍌</p>			

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<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><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>Since we are K-8 school, we have barely developed or implemented any college and career curriculum and instruction. We need to get more familiar with C4 CPS curriculum and begin developing and implementing instruction through CPS Success Bound or partner curricula. In the past 2 years we have partnered with outside of school providers who would come to us and teach our students after school program (culinary skills, etc.). We should continue providing these opportunities to our upper grades students. 🍌</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
No	<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><a href="#">Individualized Learning Plans</a></p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p>
No	<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><a href="#">Work Based Learning Toolkit</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>According to staff members, it's been hard finding the time and scheduling any career opportunities for our upper grade students. 🍌</p>	<p><a href="#">College Enrollment and Persistence Rate</a></p> <p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</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>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p><a href="#">ECCE Certification List</a></p>		
	<p>There is an active Postsecondary Leadership Team (PLT)</p> <p><a href="#">PLT Assessment Rubric</a></p>		

N/A	that meets at least 2 times a month in order to intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	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). <a href="#">Alumni Support Initiative One Pager</a>

**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 counselor will implement Success Bound with the 6th - 8th grade students this upcoming school year. 🍌

**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.

Some ideas to begin implementing or start again: Career Day, Guest Speaker, Job Shadowing, Field Trips/Site Visits. 🍌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>	Healy includes parents in decision making (LSC, Healy Stars - our parent club). We have BIL/BAC meetings during the school year with staff/admin and parents. PAC - parent meetings during the school year with staff and administration. Teachers/Staff and Admin communicate with parents via online forums, such as Snap Connect, gradebook and through email/phone calls. We also have parent teacher conferences, each quarter and communication using student Agenda books (notes home to parents/due dates/homework. Healy listens to student input via our school's Student Council. We partner with Project Vision in grades K-3, which assist in the classroom. 🍌	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>  Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)  Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	<a href="#">Reimagining With Community Toolkit</a>		Formal and informal family and community feedback received locally. (School Level Data)
Yes	<a href="#">Student Voice Infrastructure Rubric</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Overall, our 5 Essential Survey showed that Involved Families scored Strong and Teacher Parent Trust scored Very Strong. Parent Influence on Decision Making increased 10%. Parents appreciate Healy's communication with families. Things sent home are translated in parents native language (English, Mandarin and Spanish). Monthly newsletters are sent home, translated. Letters or notes from teachers are translated. Snap Connect is used with parent/teacher communication, which can be translated, along with email communication. Project Vision - participates felt connected to Healy and enjoyed their time here. Some parents who participated want to volunteer outside of this program at Healy, so they can continue their work here at Healy with K - 3 but give leave spots open for other people who want to participate at Healy. 🍌</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.

During our BOY student surveys, students voiced that they would like more group work and hands on activities, to help them feel more connections with peers and teachers. 🍌

**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?**

Each year students are elected for Healy's student council. They are elected by their peers. They will meet during the school year to help communicate students concerns with staff/admin. 🍌

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?

Some curriculum is high-level and standards aligned: McGrawHill (6-8) & MyWorld (K-5) Social Studies curriculum just selected and implemented this past school year. Some curriculum (GoMath) is not considered high quality at this point. Some subject areas are selecting more rigorous and standards-aligned curriculum for upcoming years (science, etc.) Primary is lacking a research based Foundational Skills program. There is not a consistent writing curriculum or health curriculum for K-8. From the quality instruction rubrics: classrooms have good environments, student behavior, communication. We are building sensory spaces/emotional regulation zones within each classroom. We need more work on co-teaching planning and collaboration and delivery in the classroom.

Test Results:  
 IAR ELA % of students meeting or exceeding expectations 56.22  
 IAR Math % of students meeting or exceeding expectations 59.15  
 IAR ELA % of LatinX students meeting or exceeding expectations 37.31  
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 IAR ELA % of Diverse Learners meeting or exceeding expectations 41.67  
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What is the feedback from your stakeholders?

ILT leadership has improved through regular meetings and implemented a learning cycle on standards-aligned curriculum with peer observations and network rigor walks. A lot of work has been started, but there is still some room to grow for ILT members to develop more comfortably into full teacher leaders. Teachers worked on implementing, reflecting and planning from interim assessments this past school year. The process has been started and more work can be implemented to improve the usefulness of these assessments. Progress monitoring for MTSS students was studied in grade level meetings. This also needs further practice and development in the upcoming school year.

What student-centered problems have surfaced during this reflection?

Providing standards-aligned and rigorous student tasks, assessments and curriculum to all students. Improving growth and tier movement of students through building foundational skills, progress monitoring, and using data to adjust for student growth.

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?

Two improvement efforts progressed the past school year. The ILT learning cycle on standards-aligned instruction and student tasks included peer observations, network and rigor walks, and grade level work on dissecting standards and aligning curriculum to the rigor of these standards. We also focused on MTSS progress monitoring from network professional development through our grade level meetings. Teachers practiced identifying needs, pre-assessing students, giving targeted help, then re-assessing. This progress monitoring piece was started but needs further practice and development in the classrooms. The impact of these improvement efforts will help improve student access to high level learning practices in the classroom as well as meeting students in different groups (DL, EL, LatinX) at their level and where they need help. The MTSS work will specifically help the student groups furthest from opportunity.

Return to Top Determine Priorities

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

Students...  
 exposed to high quality curriculum  
 engaged in rigorous tasks  
 show learning using standards based assessments

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...  
 increasing EL students in at or above for ELA and Math  
 high quality curriculum  
 cohesive curriculum across grade levels Planning as a grade level  
 rigorous student tasks  
 differentiated instruction  
 standards based scope and sequence

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....  
execute learning cycles focused planning with high quality curriculum and unpacking common core standards to intentionally plan appropriate rigorous tasks ensuring consistent student engagement

then we see....  
consistent implementation of our high quality curriculum and research-based instructional routines across all classrooms, as measured by task analysis and interim assessments

which leads to...  
students who engage with and master grade level standards and increase the percentage of all students meeting/exceeding in IAR math from 59% to 68% and IAR ELA from 56% to 65% by June of SY26, and an increase of our LatinX students from 27% to 36% in IAR math and IAR ELA from 38% to 47%

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.

[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, Grade Level Teams, and Teachers

**Dates for Progress Monitoring Check Ins**

Q1 10/23/23 Q3   
Q2 12/22/23 Q4

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Review interim blueprints and align curriculum to meet standards	Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Make adjustments to ELA and Math Scope and Sequence	Teachers	9/21/23	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Analyzing Star 360 & iReady data to create action plans to address student needs	Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Continue evaluating to ensure high quality curriculum	Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Implement action plans	Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Participate in rigor walk and evaluate data	Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Implementation Milestone 2</b>	50% of student tasks aligned to grade level standards	Teachers	12/21/23	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Meet with grade level above and below to align curriculum	Teachers	12/21/23	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Reflect on action plans to determine success from Q1	Teachers	12/21/23	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Administer interim and iReady assessments	Teachers	11/3/23	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Review interim and iReady data to make action plans to address student needs	Teachers	12/14/23	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Analyze student tasks/work	Teachers	12/21/23	<input type="text" value="Select Status"/>
<b>Implementation Milestone 3</b>	75% of student tasks aligned to grade level standards	Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Participate in rigor walk and evaluate data	Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Reflect on action plan and student work to evaluate rigor and differentiation	Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Meet with grade level above and below to align curriculum	Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Analyze student tasks/work	Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 5</b>				<input type="text" value="Select Status"/>
<b>Implementation Milestone 4</b>	100% of student tasks aligned to grade level standards	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Administer interim, iReady and Star 360	Teachers	5/24/24	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Review interim, iReady and Star 360 data to evaluate standard mastery	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Using all of data, ensuring all scope and sequences are aligned and make adjustments as needed	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Meeting with grade level to finalize vertical alignment	Teachers	6/6/24	<input type="text" value="Select Status"/>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Implementing all high level, rigorous, standards aligned curriculum with differentiation for all student needs to increase percent of student at or above including subgroups. Have a vertically aligned curriculum for all courses in Grades K-8 (Science, Social Studies, Writing, Health, Music, Art, PE, Mandarin, Library, Technology, etc.)	
<b>SY26 Anticipated Milestones</b>	Utilizing internal rigor walks and assessing student work to ensure alignment of standards, tasks and assessments across all classrooms	

**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:**

<b>IL-EMPOWER Goal Requirements</b>
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 the percent of student at or above grade level on IAR Math	No	IAR (Math)	Overall	59	62	65	68
			Latinx	27	30	33	36
Increase the percent of student at or above grade level on IAR Reading	No	IAR (English)	Overall	56	59	62	65
			Latinx	38	41	44	47

**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:2 Students experience grade-level, standards-aligned instruction.	Meeting vertically to align reading and math curriculum. Progress towards goal will be measured from interim data and vertically aligned scope and sequences.	Analyzing student work to ensure all subgroups are receiving grade level standards aligned instruction	Peer rigor walks to insure all students have access to differentiated tasks
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will create and lead professional development for 50% of grade levels focused on curriculum and instruction	ILT will create and lead professional development for 75% of grade levels focused on curriculum and instruction	ILT will create and lead professional development for 100% of grade levels focused on curriculum and instruction
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Review and pilot new math and science curriculums to choose high quality curriculum by EOY	Implement the new math and science curriculum	Analyze implementation of new curriculum from student standards mastery and student work

**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
Increase the percent of student at or above grade level on IAR Math	IAR (Math)	Overall	59	62	Select Status	Select Status	Select Status	Select Status
		Latinx	27	30	Select Status	Select Status	Select Status	Select Status
Increase the percent of student at or above grade level on IAR Reading	IAR (English)	Overall	56	59	Select Status	Select Status	Select Status	Select Status
		Latinx	38	41	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.	Meeting vertically to align reading and math curriculum. Progress towards goal will be measured from interim data and vertically aligned scope and sequences.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will create and lead professional development for 50% of grade levels focused on curriculum and instruction	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Review and pilot new math and science curriculums to choose high quality curriculum by EOY	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

- MTSS Team has been established with an identified MTSS Lead. We have a diverse team including two assistant principals, an interventionist for each grade cluster and the school psychologist for the team. Consultation with counselor and ELPT when needed.
- MTSS meetings are data-informed and decisions are based on quantitative measures and best practices regarding tiered support for students. MTSS team routinely makes adjustments to their curriculum to ensure that students are receiving adequate instruction.
- Intervention resources (supports, services, or interventions) are implemented and documented within the Branching Minds platform. Interventionists are implementing interventions with fidelity. Interventionists are progress monitoring every other week. Tier 3 students are being monitored on Branching Minds
- We need improvement for meeting structures.
- We need to establish a form of communication with the MTSS ecosystem.
- Utilizing research-based strategies are still developing.

What is the feedback from your stakeholders?

- Tier II supports survey provided feedback from teachers- need for procedure clarifications, tier identification, Tier II interventions
- PD series designed by Network ISL and interventionists to address needs
- feedback given after each PD session and adjustments made
- Finish series with most recent data and matcing research based interventions

What student-centered problems have surfaced during this reflection?

Student receiving appropriate intervention support based on most current data.

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?

PD series on Intervention Cycle -finish last step in cycle  
 Teachers implemented a trial cycle with a couple Tier II students-review that process  
 MTSS team created an action plan to address team meetings, Intervention Cycle process, Branching MInds training, Schedule for 5 week and 10 week review.

Return to Top Determine Priorities

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

Students...  
 receive interventions consistently and appropriate supports needed

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...  
 refine MTSS process  
 use multiple means of engagment (resources)

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...  
 identify all students at risk academically (<24%ile, D/F grades) and provide predictable cycles of intervention that match instructional methods with the students' specific learning needs

Resources:

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

## Inclusive & Supportive Learning Environment

then we see....  
80% of teachers providing intensive intervention, monitoring students' growth, and making timely adjustments to intervention instruction based on students' performance towards learning targets..

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...  
allow students to accelerate through a progression of learning that moves them closer to grade level proficiency as seen in movement of percentile ranking in i-Ready and Star 360. We will also see 80%+ of students receiving intervention meeting their intervention goals each cycle.

### Return to Top Implementation Plan

Resources:

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

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
MTSS Team	Q1 10/23/23      Q3 <input type="text"/>
	Q2 12/22/23      Q4 <input type="text"/>

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Improve the internal structure of the MTSS team.	MTSS Team	9/30/23	Select Status
<b>Action Step 1</b>	We created roles and responsibilities for lead and interventionists.	MTSS Team	8/23/23	Select Status
<b>Action Step 2</b>	Established a weekly meeting with an agenda.	MTSS Team	8/23/23	Select Status
<b>Action Step 3</b>	Set schedules for the interventionists to maximize push-in support and pull-out intervention time and communicate with all stakeholders.	MTSS Team	9/15/23	Select Status
<b>Action Step 4</b>	Establish a progress monitoring calendar to track student progress.	MTSS Team	9/30/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Create Tier protocol for teachers	MTSS Team	10/23/23	Select Status
<b>Action Step 1</b>	Improve parent notification letter indicating tier, target skill, intervention provider.	MTSS Team	8/29/23	Select Status
<b>Action Step 2</b>	Improve tier change form that includes BHT and Attendance team to evaluate the whole child.	MTSS Team/BHT/Attendance Lead	9/30/23	Select Status
<b>Action Step 3</b>	Create communication system between MTSS team and teachers in regard to tier	MTSS Team	12/22/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Provide Professional Development to increase teacher capacity	MTSS Team	3/23/23	Select Status
<b>Action Step 1</b>	Attend trainings for Branching Minds, Freckle and Amira. Research secondary diagnostics and research-based interventions	Interventionists and teachers	12/22/23	Select Status
<b>Action Step 2</b>	All interventionists will attend the monthly PLC meetings	Lead and interventionists	4/16/23	Select Status
<b>Action Step 3</b>	Finish the MTSS Healy Learning Series (Session 6: End of Cycle.) with ISL	All teachers	9/22/23	Select Status
<b>Action Step 4</b>	Provide professional learning for Branching Minds platform for teachers	Lead and interventionists	12/22/23	Select Status
<b>Action Step 5</b>	Provide professional learning on cycle process and procedures	Teachers and interventionists	3/23/23	Select Status
<b>Implementation Milestone 4</b>	Implement intervention cycle(s) with fidelity	Teachers and interventionists	6/6/26	Select Status
<b>Action Step 1</b>	Analyze data to complete Intervention Planning Sheet	Teachers and interventionists	6/6/26	Select Status
<b>Action Step 2</b>	Implement research based interventions	Teachers and interventionists	6/6/26	Select Status
<b>Action Step 3</b>	Fidelity checks will be conducted during the cycles.	MTSS Team	6/5/26	Select Status
<b>Action Step 4</b>	Utilize Branching Minds to enter and update tier 2 and 3 student progress	Teachers and interventionists	6/6/23	Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
Develop and implement a clear process for providing intervention cycles and utilizing Branching Minds for all tier 2 and tier 3 students.

**SY26 Anticipated Milestones** Monitor and support Intervention cycles and student progress by implementing fidelity checks & provide coaching to ensure intervention effectiveness.

[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 the number of students in tier 2	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students receiving tier 2 interventions in Reading	12%	11%	10%	9%
			Students receiving tier 2 interventions in Math	8%	7%	6%	5%
Decrease the number of students in Tier 3	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students receiving tier 3 interventions in Reading	7%	6%	5%	4%
			Students receiving tier 3 interventions in Math	5%	4%	3%	2%

**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.	The team will have members with diverse experience (assistant principal and interventionists with former primary, upper grade and special education experience) and establish MTSS systems and structures.	50% of teachers will be able to implement a cycle on their own.	75% of teachers will be able to implement a cycle on their own.
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.	Implement an intervention cycle with a 3-5 students with fidelity and progress monitoring intervention plans in Branching MInds platform with support from MTSS team.	Implement an intervention cycle with a 6-10 students with fidelity and progress monitoring intervention plans in Branching MInds platform with support from MTSS team.	Implement an intervention cycle with tier 2 and 3 students with fidelity and progress monitoring intervention plans in Branching MInds platform independently.
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 the number of students in tier 2	% of Students receiving Tier 2/3 interventions meeting targets	Students receiving tier 2 interventions in Reading	12%	11%	Select Status	Select Status	Select Status	Select Status
		Students receiving tier 2 interventions in Math	7%	7%	Select Status	Select Status	Select Status	Select Status
Decrease the number of students in	% of Students receiving Tier 2/3 interventions	Students receiving tier 3 interventions in Reading	#REF!	6%	Select Status	Select Status	Select Status	Select Status

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

**Inclusive & Supportive Learning Environment**

Tier 3	Tier 2/3 interventions meeting targets	Students receiving tier 3 interventions in Math	5%	4%	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.	The team will have members with diverse experience (assistant principal and interventionists with former primary, upper grade and special education experience) and establish MTSS systems and structures.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Implement an intervention cycle with a 3-5 students with fidelity and progress monitoring intervention plans in Branching Minds platform with support from MTSS team.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Healy does have a Behavior Health Team and Climate & Culture Team, but both teams need support. BHT needs to be restructured to consistently meet, assign interventions to students and review data. The Climate & Culture Team needs to consistently meet, survey staff and possibly develop a Climate Action Plan. Healy has Tier 1 SEL supports in place and restorative practices. Healy does have an Attendance Team, which meets monthly. Students receive incentives and rewards for high attendance, but we do not have any official re-entry plan for students with chronic absenteeism.

Attendance Numbers  
 10% of our students have chronic absenteeism  
 Overall attendance rate is 95.99.  
 38.66% of our LatinX students have chronic absenteeism  
 Overall attendance rate for our LatinX students is 90.29.  
 10% of our Diverse Learners have chronic absenteeism  
 Overall attendance rate for our Diverse Learners is 95.96.  
 Forty-six percent of our students are enrolled in at least one OST program.  
 Thirty-nine percent of our students feel a sense of belonging in our school.

What is the feedback from your stakeholders?

Most staff believe SEL support and curriculum is critical for students to be successful. Some staff struggle to find the time to implement SEL, such as Second Step.

What student-centered problems have surfaced during this reflection?

Some students on the Request for Assistance form that teachers complete need consistent interventions and data reviewed. Some students who have chronic absenteeism need re-entry plans when returning to school.

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 Behavior Health Team is being restructured, the Request for Assistance Form is being updated and the Climate & Culture Team will follow CPS' structure this upcoming year.

Return to Top Determine Priorities

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

Students...  
 - students need to receive weekly SEL instruction, - students need consistent and evidence-based SEL interventions when needed, - students with chronic absenteeism need official re-entry plans, - all students need to feel a sense of belonging and connectedness to the school

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
 - need staff to faithfully and enthusiastically implement weekly SEL instruction, - need the BHT to consistently implement/assign and monitor SEL interventions

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...  
 implement and monitor our SEL curriculum (Second Step, Hawk Talks, Calm Classroom and tier 2 & 3 counseling interventions) with integrity

Resources:

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

then we see....  
 teachers who are empowered to navigate Tier 1 SEL concerns inside their classrooms and students being referred to targeted Tier 2 and 3 SEL Interventions through the BHT

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...  
 stronger student-teacher connectedness and students who are invested in and have ownership of their school and life success as indicated by an increased sense of belonging on the 5Essentials Supportive Environment.

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

Resources:

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

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
BHT	Q1 10/23/23      Q3 <input type="text"/>
	Q2 12/22/23      Q4 <input type="text"/>

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Increase implementation and effectiveness of Tier 1 SEL practices	Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Second Step curriculum is implemented weekly in all classrooms.	Teachers	9/21/23	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Calm Classroom is implemented twice a day in each classroom.	Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Healy Hawk Talks are practiced in the classroom twice per week in each classroom.	Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Students complete student voice surveys created by grade levels and data is analyzed by teachers	Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Climate Walks are completed	Administration/Teachers	10/20/23	<input type="text" value="Select Status"/>
<b>Implementation Milestone 2</b>	Each classroom has a calm corner/relaxation station available for students	Teachers	12/21/23	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Teachers ordered furniture and sensory fidgets	Teachers	9/15/23	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Teachers receive professional development on calm corner practices	Counselors	8/18/23	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Teachers set up calm corner/relaxation station with fidgets and signage and model	Teachers	9/15/23	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Students experience the calm corner/relaxation station and learn how to utilize sensory materials	Students/Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Action Step 5</b>				<input type="text" value="Select Status"/>
<b>Implementation Milestone 3</b>	Establish a functional Behavioral Health Team and Culture & Climate Team	BHT	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Revision of Request for Support/Request for Assistance	BHT	8/25/23	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Behavioral Health Team meets weekly.	BHT	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Consistent communication between BHT and staff regarding referrals	BHT/Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Effective tier 2 and tier 3 interventions assigned and data analyzed; updated in Branching Minds regularly	BHT/Teachers	3/22/24	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Members volunteer for Climate and Culture Team and establish meeting schedule for planning	Teachers	9/29/23	<input type="text" value="Select Status"/>
<b>Implementation Milestone 4</b>	100% of classrooms implementing SEL practices with fidelity	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Have an effective BHT in place	BHT	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Teachers use Second Step weekly	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Teachers practice Hawks Talks twice per week	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Teachers use Calm Classroom twice daily	Teachers	6/6/24	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Students understand and utilize calm corner/relaxation station space		6/6/24	<input type="text" value="Select Status"/>

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Analyze previous year's data (5 Essentials, SECA survey, student voice surveys) to determine effectiveness of SEL practices and students' needs. Increase student leadership of SEL practices. Teachers continue to implement SEL practices daily/weekly. Increase in students' sense of belonging and ability to manage emotions.

**SY26 Anticipated Milestones**  
 Analyze previous year's data (5 Essentials, SECA survey, student voice surveys) to determine effectiveness of SEL practices and students' needs. Increased student led SEL practices. Students are able to manage their emotions independently.

[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 the number of students who find it difficult to self manage/emotions on SECA Skills Survey	Yes	Other	Overall	40% find it difficult or very difficult to regulate emotions	37% find it difficult or very difficult to regulate emotions	34% find it difficult or very difficult to regulate emotions	30% find it difficult or very difficult to regulate emotions
			Select Group or Overall				
Increase the percent of belonging in students	No	5E: Supportive Environment	Overall	47	50	53	56
			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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Establish a Behavioral Health Team and a Climate and Culture Team, which will meet weekly	BHT and Climate and Culture will lead and develop 50% of grade level meetings focused on SEL practices.	BHT and Climate and Culture will lead and develop 75% of grade level meetings focused on SEL practices.
C&W:3 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.	Provide a variety of student-centered enrichment and out-of-school-time programs throughout all grade levels and increase participation by 10% from previous year.	Provide a variety of student-centered enrichment and out-of-school-time programs throughout all grade levels and increase participation by 10% from previous year.	Provide a variety of student-centered enrichment and out-of-school-time programs throughout all grade levels and increase participation by 10% from previous year.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms use Second Step, Healy Hawk Talks and Calm Classroom on a daily/weekly basis.	All classrooms use Second Step, Healy Hawk Talks and Calm Classroom on a daily/weekly basis, and have an increase of 10% of student led SEL practices.	All classrooms use Second Step, Healy Hawk Talks and Calm Classroom on a daily/weekly basis, and have an increase of 20% of student led SEL practices.

[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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Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>			
Reflection	Root Cause	Implementation Plan	Monitoring					
Decrease the number of students who find it difficult to self manage/emotions on SECA Skills Survey	Other	Overall	40% find it difficult or very difficult to regulate emotions	37% find it difficult or very difficult to regulate emotions	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percent of belonging in students	5E: Supportive Environment	Overall	47	50	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

## Connectedness & Wellbeing

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Establish a Behavioral Health Team and a Climate and Culture Team, which will meet weekly	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Provide a variety of student-centered enrichment and out-of-school-time programs throughout all grade levels and increase participation by 10% from previous year.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms use Second Step, Healy Hawk Talks and Calm Classroom on a daily/weekly basis.	Select Status	Select Status	Select Status	Select Status

## 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.

Academic priority areas for parents are:

SEL- helping parents understand child development and how to support their children at home.

Strengthening our parent - teacher connections - teachers reaching out to parents regularly to discuss students successes and areas of need

Curriculum and Instruction - helping parents understand the curriculum used at school and how they can support their children at home



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