

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
Deivi Aguilar	Principal	dmaguilar2@cps.edu
Sarah McNamara	AP	szmcnamara@cps.edu
Ewa Torres	Lead Coach	eztorres@cps.edu
Esther Park	MTSS Lead/Interventionist	espark@cps.edu
Fabian Pagan	Teacher Leader	fjpagan@cps.edu
Audrey Cutler	Teacher Leader	acutler1@cps.edu
Caroline Berg	Teacher Leader	ceberg@cps.edu
Jamie McElligott	Teacher Leader	jmmcelligott@cps.edu
Grace Karnezis	Teacher Leader	GRKarnezis@cps.edu
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Rosa Urrutia	Teacher Leader	reurrutia@cps.edu
	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	4/18/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	5/8/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/8/23	6/9/23
Reflection: Connectedness & Wellbeing	5/8/23	6/9/23
Reflection: Postsecondary Success	5/8/23	6/9/23
Reflection: Partnerships & Engagement	5/8/23	6/9/23
Priorities	5/17/23	6/9/23
Root Cause	6/9/23	6/9/23
Theory of Action	6/9/23	6/9/23
Implementation Plans	8/1/23	8/4/23
Goals	8/1/23	8/4/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	9/20/23	9/20/23
Approval	9/13/23	9/29/23

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	10/16/23
Quarter 2	1/8/23
Quarter 3	3/18/23
Quarter 4	5/20/23

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	CPS High Quality Curriculum Rubrics	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> Strengths: Opting in to High quality curriculum (math (skyline/eureka), ela(skyline), science & ss skyline) Established ILT, meets regularly 80%+ of standards aligned instruction Growth from BOY to EOY in STAR360 & iReady	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Areas of Growth: Consistent discussion around interim assessments Implementation and reflection of formative assessments Lesson plan development Intentional planning for observation during learning walk for vertical alignment/exposure Intentional planning for collaboration	STAR (Math)
Partially	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> Not all learning environments may be meeting conditions for students to learn, reflective of thier culture, students experience is not as collaborative across all settings (students in desks in primary grades, not grouped)	iReady (Reading) iReady (Math)
Partially	Continuum of ILT Effectiveness Distributed Leadership	There is inconsistent use of common assessments and reflection around interiums. Teachers need more time to collaborate with different colleagues (DL Teachers, Vertically, Horizontally)	Cultivate Grades ACCESS
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	Learning around culturally relevant and culturally responsive curriculum is needed.	TS Gold Interim Assessment Data
Partially	Assessment for Learning Reference Document	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? <i>[impact on most students; impact on specific student groups]</i> Observations for use of Skyline k-2, SS, to decide Curriculum Alignment for SY24 is in progress, (Sklyline ELA K-8) Collaboration across content/subject areas- math/science meetings- helped with alignment and vertical planning and add missing parts that were important to Graham (Science Fair). DL Teachers needed to be invited. Barrier- Vertical alignment in primary - including k-1 grade Scheduling work to minimize transitions to maximize instruction. Reconsidering the 90 min blocks of content in middle school. Considering how to schedule for push and resource minutes.	
<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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>Students are not connecting to the curriculum. Students are not strongly motivated to complete work.</p>			

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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	MTSS Integrity Memo MTSS Continuum Roots Survey	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> Strengths: Established MTSS Team and meeting schedule 2 + data cycles Screeners completed on time Teachers inputting data into tracker Teachers are getting familiar with BM Students are receiving Tier 1 instruction Highly quality IEPs	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	MTSS Integrity Memo	Areas of Growth: Representation of a variety of stakeholders on MTSS Team Differentiation at Tier 1 Building capacity for use of BM Building capacity around Tier 2/Tier 3 Collaboration of DL and Gen Teachers around IEP writing and implementation	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	LRE Dashboard Page	What is the feedback from your stakeholders?	Quality Indicators of Specially Designed Curriculum

Partially	Diverse Learners in the least restrictive environment as indicated by their IEP.		<i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i>	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	<p>MTSS Team is established and strong, however the Family component needs to be enhanced.</p> <p>Navigating BrM platform is new to staff. Need more practice to build confidence with the platform and writing of interventions.</p> <p>Co-teaching models need to be explored and collaboration around IEP writing needs to be continued and strengthened.</p> <p>EL supports may not be consistent in all classrooms.</p>	
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	<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><i>[impact on most students; impact on specific student groups]</i></p> <p>3 intervention cycles completed for Tier 2 and Tier 3 academic needs.</p> <p>Scheduling around the DL schedule- we found that marrying the actual Gen Ed schedule to the proposed DL schedule was not an exact match and DL students were serviced to meet minutes that we could manage with 3 teachers.</p> <p>MTSS lead support for use of BrM platform and 1:1 meetings. Powerpoint resources. Support for goal writing for BrM interventions.</p> <p>Amira was piloted. Non-readers didn't have a lot of interventions. Readers had more in-depth interventions.</p> <p>MTSS process supported referral of students that required specialized services. Data analysis is supporting identification of students requiring Tier 3 at different points in the year, instead of end of year. Not all students going through MTSS will need to be referred and this is becoming more evident.</p>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

[problems experienced by most students; problems experienced by specific student groups] Rising 3rd and 6th grade continue to be below grade level (urgent intervention STar 360) and require whole class Tier 1 intervention.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>Strengths: Attendance incentives Established BHT Establishing CCT OST programming Tier 1 SEL, Second Step, Responsive Classroom Techniques Morning ROAR Attendance Team making calls to parents/families for attendance</p> <p>Areas of Growth: Student choice for incentives Targeting Support for Chronic Attendance/Absenteeism 100% of Second Step implementation</p>	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
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.	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>No Climate and Culture Team</p> <p>Teachers have access to Tier 1 SEL curriculum, but not consistently completed by all classrooms with fidelity.</p> <p>BHT is meeting regularly, but teachers do not get the feedback from referrals or work on the team</p> <p>Learning and implementation around restorative practices needs to be strengthened</p> <p>Students who are hospitalized have a re-entry plan, but we do not have one for student chronic absences</p> <p>Graham offers a variety of OST programs.</p>	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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

[problems experienced by most students; problems experienced by specific student groups] Still have a high number of students chronically absent. Family cohorts are a trend.

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?

[impact on most students; impact on specific student groups]

Offering Academic Intervention as part of OST has been successful in promoting 8th graders. Our plan is to continue to offer this as part of OST SY24.

Establishing a Culture and Climate Team for Tier 1 SY24.

Absenteeism will be supported by BHT for Tier 2/3. This year it

Absenteeism will be supported by BH1 for Tier 2/3. This year the attendance team worked to call parents.
Attendance incentives were established on a monthly basis. 150 students were participating on average.

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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
No	College and Career Competency Curriculum (C4) 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).	[takeaways reflecting most students; takeaways reflecting specific student groups]  Strengths: First Career Fair (4 people) High school visits Individual family meeting for HS Application IEP Transition plans Areas of Growth: Expanding Career Fair to all grade levels Hosting a high school Fair Expand high school visits Using the CPS high school calculator Alumni connections	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  This hasn't been a focus at Graham. Starting with building highschool application process and selection is the goal to college.	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager 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).		
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.		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? [impact on most students; impact on specific student groups]  We hosted a career day with 4 participated for 3-5th grade. Goal is to expand to all grades next year throughout the year Prek-8. 7-8th graders visited high schools (BOTY College Prep, Juarez, Air Force Academy, Tilden, Currie, Intrinsic Charter) 1:1 Family meetings to complete HS application with Counselor. Shared communication for Network 6 HS Fair.	
[problems experienced by most students; problems experienced by specific student groups]  Students do not know all thier high school options and eligibility status for acceptance. Students are not aware of scholarships, opportunities that they are eligbe for.			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships 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.	[takeaways reflecting most students; takeaways reflecting specific student groups]  Strengths: Communities in Schools- moving to Intensive Program Touch of Wholeness OST Programming Family Events Music Program Schoolwide Communication-Community Roar, newsletters, social media PTC from 50%->95% Areas of Growth: School wide communication- consistency across grade levels Access in Home language Relationship building - student perspective- identity in the classroom	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
	Reimagining With Community Toolkit		

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	Mission/Vision	<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 style="text-align: right;">Student Voice Infrastructure Rubric</p>	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 📌</p> <p><i>Graham is moving in the right direction fostering relationships with families and communication.</i></p> <p><i>Community events have been successful (Fall fest, Game night, back to school bash, etc)</i></p> <p><i>Family events have been facilitated by teachers/staff. How are we leveraging parents to drive work within the building to contributed to school goals.</i></p> <p><i>Student Council in is place (keeping students motivated to do the work is a challenge).</i></p> <p><i>Student Representative on LSC elected.</i></p> <p><i>Need a revised Graham mission and vision.</i></p> <p><i>Teachers do have a lot more room to make decisions. Agency is not fully across for teachers and students. Relationships needs to continue to be built, between teachers and students and teachers and teachers.</i></p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i> 📌</p> <p><i>Students are still responsible for paper communication going home.</i></p> <p><i>Some students are participating in offered evetns/opportunities.</i></p>	<p style="text-align: center;">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><i>[impact on most students; impact on specific student groups]</i> 📌</p> <p><i>Increased community/family events that brought the community together (Fall fest, Game night, back to school bash, etc)</i></p> <p><i>Family events have been facilitated by teachers/staff.</i></p> <p><i>Efforts to include parents in Graham, establishing PAC and parent room in Primary Building.</i></p> <p><i>Flexible conferencing increased parent attendance for Parent Teacher Conferences. Raffle incentives has increased.</i></p> <p><i>Schoolwide Remind Account to build consistent communication from Prek-8.</i></p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Strengths:
 Opting in to High quality curriculum (math (skyline/eureka), ela(skyline), science & ss skyline)
 Established ILT, meets regularly
 80%+ of standards aligned instruction
 Growth from BOY to EOY in STAR360 & iReady

Areas of Growth:
 Consistent discussion around interim assessments
 Implementation and reflection of formative assessments
 Lesson plan development
 Intentional planning for observation during learning walk for vertical alignment/exposure
 Intentional planning for collaboration

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Not all learning environments may be meeting conditions for students to learn, reflective of thier culture, students experience is not as collaborative across all settings (students in desks in primary grades, not grouped)

There is inconsistent use of common assessments and reflection around interiums.

Teachers need more time to collaborate with different colleagues (DL Teachers, Verticallly, Horizontally)

Learning around culturally relevant and culturally responsive curriculum is needed.

What student-centered problems have surfaced during this reflection?

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

Students are not connecting to the curriculum. Students are not strongly motivated to complete work.

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?

[impact on most students; impact on specific student groups]

Observations for use of Skyline k-2, SS, to decide Curriculum Alignment for SY24 is in progress, (Skyline ELA K-8)

Collaboration across content/subject areas- math/science meetings- helped with alignment and vertical planning and add missing parts that were important to Graham (Science Fair). DL Teachers needed to be invited.

Barrier- Vertical alignment in primary - including k-1 grade

Scheduling work to minimize transitions to maximize instruction. Reconsidering the 90 min blocks of content in middle school. Considering how to schedule for push and resource minutes.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are not connecting to the core curriculum.

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.

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Resources:

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

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

As adults in the building, we...

* we haven't made the curriculum relevant.
 *are not delivering the curriculum to engage students
 *need to scaffold the curriculum to meet the needs of all students
 *may not be comfortable with the content we are delivering (ela, math, ss or s)
 *need to be reflective on the scope and sequence of our teaching

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.

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What is your Theory of Action?

If we....

If we teach and train teachers on our adopted Tier 1 curriculum, development of lesson plans, Rigorwalk Rubric, Look Fors Rubric, align grading practices and regularly analyze student data (e.g. interims, screeners, grades)

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.

then we see....

we see teachers delivering high quality curriculum, scaffolding the curriculum to meet the needs of students and reflect on the scope and sequence of their teaching to engage students in instruction

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

Resources:

which leads to...
 a higher percentage of students earning Bs or better and increased percentage of students at or above grade level in IAR. 📌

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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 📌
 Instructional Leadership Team

Dates for Progress Monitoring Check Ins
 Q1 10/16/23 Q3 3/18/23
 Q2 1/8/23 Q4 5/20/23

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	100% of Graham teachers will complete Unit Internalizing Protocol at the start of units of study.	Teachers	Beginning of each quarter	Select Status
Action Step 1	Week 0 Unit Plan Modeling	All Teachers	BOY	Select Status
Action Step 2	Individual Coaching	ILT, Lead Teacher, Administration	as needed	Select Status
Action Step 3	Professional development	Administration, Team Leads, Network, All teachers	monthly	Select Status
Action Step 4	Grade level meetings	ILT, Lead Teacher, Administration	weekly	Select Status
Action Step 5	Unit Internalization Feedback	Administration and Lead Teacher	weekly	Select Status
Implementation Milestone 2	100% of teachers will complete TFG/lesson plans that align to high quality curricular materials and instructional strategies.	All Teachers	End of Q1	Select Status
Action Step 1	Grade level collaboration	Classroom teachers, DL teachers	weekly	Select Status
Action Step 2	Individual coaching	Administration and Lead Teacher	as needed	Select Status
Action Step 3	Co-planning for modifications and accommodations	GenEd Teachers and DL Teachers	weekly	Select Status
Action Step 4	Review of the annual scope and sequence	All teachers	monthly	Select Status
Action Step 5	Professional development	All Staff	monthly	Select Status
Implementation Milestone 3	100% of Graham teachers will complete the end of unit assessment analysis protocol to progress monitor students learning.	All Teachers	End of Q1	Select Status
Action Step 1	Examination of tier 1 instruction and differentiation	All teachers	monthly	Select Status
Action Step 2	Individual coaching	Administration, Lead Teacher	as needed	Select Status
Action Step 3	Co-planning for modifications and accommodations	GenEd Teachers and DL Teachers	as needed	Select Status
Action Step 4	Selecting just in time support	All teachers	as needed	Select Status
Action Step 5	Professional development (curriculum specific)	Administration, Lead Teacher, Network	weekly, monthly	Select Status
Implementation Milestone 4	100% of teachers will complete BOY and MOY Interim Assessments to progress monitor mastery of curriculum and grade level standards.	All Teachers	End of Q3	Select Status
Action Step 1	Interim Assessment Window	All Teachers	BOY and MOY	Select Status
Action Step 2	BOY and MOY interim assessment data analysis	All Teachers	BOY and MOY	Select Status
Action Step 3	Revisit scope and sequence and instructional planning	All teachers	at start of every unit	Select Status
Action Step 4	Execute unit assessment and complete end of unit assessment protocol	All teachers	at end of every unit	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Co-Teaching and Co-Planning with Differentiation 📌
SY26 Anticipated Milestones	Vertical alignment of Curriculum 📌

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Resources: 📌

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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](#).

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

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER 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
12% of all students in grades in 3-8 will meet or exceed expectations on IAR performance levels in math by the end of SY26.	Yes	IAR (Math)	Overall	3%	6%	9%	12%
			African American	0%	5%	8%	12%
16% of all students in grades 3-8 will meet or exceed expectations on IAR performance levels in reading by the end of SY26.	Yes	IAR (English)	Overall	7%	10%	13%	16%
			African American	4%	6%	9%	12%

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. 🏆

	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
<i>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.</i>	Teacher will be introduced and receive professional development around Unit Internalization Protocol to plan out and pace high quality curricula units of instruction that are standards-aligned and culturally responsive.	Teacher will collaborate and complete all components of Unit Internalization Protocol to plan out and pace high quality curricula units of instruction that are standards-aligned and culturally responsive.	Teacher will continue to collaborate and complete Unit Internalization Protocol to plan out and pace high quality curricula units of instruction that are standards-aligned and culturally responsive.
C&I:5 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.	Teachers will complete BOY and MOY interim assessments and analyze results to inform instruction and progress towards student mastery of grade level standards.	Teachers will continue to complete BOY and MOY interim assessments and analyze results, collaborating with grade level team members, to inform and/or modify instruction and progress towards student mastery of grade level standards,	Teachers will continue to complete BOY and MOY interim assessments and analyze results, collaborating with grade level team members, to inform and/or modify instruction and progress towards student mastery of grade level standards,
<i>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</i>	Through the unit internalization protocol, teachers will learn the relationship between formative and summative assessment to progress monitor student learning and make adjustments to instruction.	Teachers will implement and analyze formative and summative assessment to progress monitor student learning and make adjustments to instruction.	Teachers will implement and analyze formative and summative assessment regularly to progress monitor student learning and make adjustments to instruction ensuring mastery of grade level standards.

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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
12% of all students in grades in 3-8 will meet or exceed expectations on IAR performance levels in math by the end of SY26.	IAR (Math)	Overall	3%	6%	Select Status	Select Status	Select Status	Select Status
		African American	0%	5%	Select Status	Select Status	Select Status	Select Status
16% of all students in grades 3-8 will meet or exceed expectations on IAR performance levels in reading by the end of SY26.	IAR (English)	Overall	7%	10%	Select Status	Select Status	Select Status	Select Status
		African American	4%	6%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teacher will be introduced and receive professional development around Unit Internalization Protocol to plan out and pace high quality curricula units of instruction that are standards-aligned and culturally responsive.	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Teachers will complete BOY and MOY interim assessments and analyze results to inform instruction and progress towards student mastery of grade level standards.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Through the unit internalization protocol, teachers will learn the relationship between formative and summative assessment to progress monitor student learning and make adjustments to instruction.	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.
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.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Strengths:
 Established MTSS Team and meeting schedule
 2+ data cycles
 Screeners completed on time
 Teachers inputting data into tracker
 Teachers are getting familiar with BM
 Students are receiving Tier 1 instruction
 Highly quality IEPs

Areas of Growth:
 Representation of a variety of stakeholders on MTSS Team
 Differentiation at Tier 1
 Building capacity for use of BM
 Building capacity around Tier 2/Tier 3
 Collaboration of DL and Gen Teachers around IEP writing and implementation

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

MTSS Team is established and strong, however the Family component needs to be enhanced.

Navigating BrM platform is new to staff. Need more practice to build confidence with the platform and writing of interventions.

Co-teaching models need to be explored and collaboration around IEP writing needs to be continued and strengthened.

EL supports may not be consistent in all classrooms.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] Rising 3rd and 6th grade continue to be below grade level (urgent intervention STAR 3&0) and require whole class Tier 1 intervention.

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?

[impact on most students; impact on specific student groups]

3 intervention cycles completed for Tier 2 and Tier 3 academic needs.

Scheduling around the DL schedule- we found that marrying the actual Gen Ed schedule to the proposed DL schedule was not an exact match and DL students were serviced to meet minutes that we could manage with 3 teachers.

MTSS lead support for use of BrM platform and 1:1 meetings. Powerpoint resources. Support for goal writing for BrM interventions.

Amira was piloted. Non-readers didn't have a lot of interventions. Readers had more in-depth interventions.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

rising 4th and 7th grade continue to be below grade level (urgent intervention) and require whole class intervention



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.

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Root Cause

Resources:

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

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

As adults in the building, we...

- *struggle with classroom management
- *need to build our capacity around differentiation
- *are not yet comfortable and fluent in using Brm platform
- *need to build understanding around difference between intervention and progress monitoring
- *need to understand the different tiers of MTSS (tier 1, 2, 3)



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.

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Theory of Action

Resources:

What is your Theory of Action?

If we....

build teachers understanding of MTSS Tier 1, 2, 3, identify students at risk academically and socially emotionally (e.g. chronically absent, gaps in executive functioning/motivation), and provide predictable cycles of intervention that match instructional methods with the students specific learning needs



Indicators of a Quality CIWP: Theory of Action

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

then we see...

teachers/social worker/counselor/psychologist providing intensive intervention for identified at risk students, monitoring students' growth, and making timely adjustments to intervention instruction based on students performance towards learning targets



which leads to...
 a higher percentage of students to accelerate through a progression of learning that moves them closer to grade level and/or behavioral health proficiency (50% or more students receiving T2/3 will move down at least one tier level towards T1 in Star360). 🚀

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

Resources: 📄

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

Team/Individual Responsible for Implementation Plan 🚀
 MTSS Team and Behavioral Health Team

Dates for Progress Monitoring Check Ins
 Q1 10/16/23 Q3 3/18/23
 Q2 1/8/23 Q4 5/20/23

	SY24 Implementation Milestones & Action Steps 🚀	Who 🚀	By When 🚀	Progress Monitoring
Implementation Milestone 1	Building understanding of Tier 1, Tier 2, and Tier 3	Gen Ed teachers, DL Teachers, Interventionists	End of Quarter 1	In Progress
Action Step 1	Taking a deeper dive into unit plans	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 1	In Progress
Action Step 2	Getting to know the students through collecting baseline data (i-Ready, Star360)	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 1	In Progress
Action Step 3	Revisiting unit plans to then group students into the appropriate tiers	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 1	Not Started
Action Step 4	Teachers are planning for tier 1 and tier 2 instructional intervention times in their schedules and interventionists are targeting tier 3	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 1	Not Started
Action Step 5	Navigating Branching Minds	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 1	In Progress
Implementation Milestone 2	Introduction of MTSS Training cycles to increase consistent use of documentation and planning small group interventions	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Action Step 1	Navigating Branching Minds	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Action Step 2	Developing an understanding of intervention based on student need	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Action Step 3	Selecting and creating SMART goals	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Action Step 4	Plan for intervention	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Action Step 5	Creating opportunities for teachers to model and observe tier 1 and	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 2	Not Started
Implementation Milestone 3	Establish Cadence and Monitor Systems	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Action Step 1	Creating opportunities for teachers to model and observe tier 1 and tier 2	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Action Step 2	Shared Understanding of Progress Monitoring	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Action Step 3	Selecting an appropriate Progress Monitoring tool that align with the SMART goal	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Action Step 4	Documenting and collecting data to be analyzed	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Action Step 5	Navigating Branching Minds	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 3	Not Started
Implementation Milestone 4	Data Analysis	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 4	Not Started
Action Step 1	Navigating Branching Minds	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 4	Not Started
Action Step 2	Reflecting on SMART goal	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 4	Not Started
Action Step 3	Reflecting on Progress Monitoring Tools	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 4	Not Started
Action Step 4	Collaborating with the receiving teacher	Gen Ed teachers, DL Teachers, Interventionists, ELPT	End of Quarter 4	Not Started
Action Step 5				Select Status

SY25 Anticipated Milestones - PDs for developing high quality interventions well documented. PDs for developing high quality documentation student support and student plans. PD for Branching Minds for new teachers and refreshers sessions.

SY26 Anticipated Milestones - Creating a bank of interventions and documentations examples for future use. Continue vertical alignment of student interventions/student data across grades.

[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
30% students in 3-8th grade will reach meeting expectations in ELA for SY24.	No	STAR (Reading)	Overall	22%	30%	40%	50%
			Overall				
20% of students in 3-8th grade will reach meeting expectations for ELA for SY24.	No	STAR (Reading)	African American Male	13%	20%	30%	40%
			African American Male				

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.	Teachers will participate in the problem solving practice to identify the academic needs of students and place the students into the appropriate tiers through using the MTSS tracker, BrM, i-Ready, and STAR360.	Teachers will match instructional methods with the students specific learning needs by using i-Ready and STAR360 data, the MTSS Tracker and BrM.	Teachers will plan and monitor their MTSS intervention cycles to determine (if appropriate) tier movements through BrM and MTSS tracker to accelerate student learning.
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.	Teachers will identify the appropriate academic interventions for students informed by data from I-ready, STAR360, MTSS tracker and BrM.	Teachers will create appropriate academic tier groups through the data of I-ready, STAR360, MTSS Tracker, and BrM to then plan the appropriate interventions.	Teachers will regularly progress monitor students to determine the success of interventions and make adjustments to intervention plans as necessary to accelerate student learning.
I&S:3 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.	Teachers will develop a shared understanding of the different tiers within MTSS and how to identify the academic needs of students informed by data from I-ready, STAR360, MTSS tracker and BrM.	Teachers will develop a shared understanding of different co-teaching models to support students within the classroom through collaborative unit internalization and teacher collaboration logs.	Teachers will implement co teaching models and plan appropriate tiers of student groups to accelerate student learning.

[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
30% students in 3-8th grade will reach meeting expectations in ELA for SY24.	STAR (Reading)	Overall	22%	30%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
20% of students in 3-8th grade will reach meeting expectations for ELA for SY24.	STAR (Reading)	African American Male	13%	20%	Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring			
		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.	Teachers will participate in the problem solving practice to identify the academic needs of students and place the students into the appropriate tiers through using the MTSS tracker, BrM, i-Ready, and STAR360.	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.	Teachers will identify the appropriate academic interventions for students informed by data from I-ready, STAR360, MTSS tracker and BrM.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Teachers will develop a shared understanding of the different tiers within MTSS and how to identify the academic needs of students informed by data from I-ready, STAR360, MTSS tracker and BrM.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	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).

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Strengths:
 Communities in Schools- moving to Intensive Program
 Touch of Wholeness
 OST Programming
 Family Events
 Music Program
 Schoolwide Communication-Community Roar, newsletters, social media
 PTC from 50%->95%

Areas of Growth:
 School wide communication- consistency across grade levels
 Access in Home language
 Relationship building - student perspective- identity in the classroom
 Mission/Vision

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Graham is moving in the right direction fostering relationships with families and communication.

Community events have been successful (Fall fest, Game night, back to school bash, etc)

Family events have been facilitated by teachers/staff. How are we leveraging parents to drive work within the building to contributed to school goals.

Student Council in is place (keeping students motivated to do the work is a challenge).

Student Representative on LSC elected.

What student-centered problems have surfaced during this reflection?

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

Students are still responsible for paper communication going home.

Some students are participating in offered evetns/opportunites.

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?

[impact on most students; impact on specific student groups]

Increased community/family events that brought the community together (Fall fest, Game night, back to school bash, etc)
 Family events have been facilitated by teachers/staff.

Efforts to include parents in Graham, establishing PAC and parent room in Primary Building.

Flexible conferencing increased parent attendance for Parent Teacher Conferences. Raffle incentives has increased.

Schoolwide Remind Account to build consistent communication from Prek-8.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are most responsible for carrying the load for communication between home and school



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.

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

- *are reliant on outdated information for parent contacts
- *do not use the parent preferred method of communication
- *we are too reliant on tech
- *we do not have all established parent committees (PAC)
- *may not have a shared understanding of parent engagement



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.

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Theory of Action

What is your Theory of Action?

If we....

revise the school vision and mission, implement schoolwide communication expectations, align cadence for communication across the schoolwide community and use a variety of timely formal and informal communication methods



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.

then we see....

a community shared understanding of family engagement and teachers using family preferred form of communication (calling parents groups) (ongoing work)



which leads to...

family input and participation valued in advancing the school's mission evidenced by an increased number of parents accessing Parent Portal and an increase in the percent of Parent Involvement in the 5Essentials Survey from 15 (Very Weak) to 40 (Neutral).



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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

Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	10/16/23	Q3	3/18/23
Q2	1/8/23	Q4	5/20/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Graham will have a revised School Vision and Mission	CCT, ILT	end of quarter 4	Select Status
Action Step 1	Gather input from parents at parent teacher conference	ILT, CCT, BAC/PAC, LSC, Teachers	by Oct 26 (RCPU)	Select Status
Action Step 2	Gather input from teachers and students	Student Council, ILT	by end of quarter 2 (Dec 21)	Select Status
Action Step 3	draft a vision/mision	ILT	by mid quarter 3 (Feb 9)	Select Status
Action Step 4	share with stakeholders	Admin, ILT	by April 10 (RCPU)	Select Status
Action Step 5	approve misison/vision and publish	LSC, Admin	by end of quarter 4	Select Status
Implementation Milestone 2	Establish Schoolwide communication expectations	CCT, ILT, Admin	end of quarter 1	Select Status
Action Step 1	purchase Remind App	Admin	end of quarter 1	Select Status
Action Step 2	Teachers trained in using Remind	CCT	end of quarter 1	Select Status
Action Step 3	Teacher set up rosters in Remind	teachers	end of week 12 (Nov 17)	Select Status
Action Step 4	determine what is classroom based communication, social media communication, and/or admin communication and who is responislbe for it and the timeline for communication	Admin	end of quater 1	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increase family engagment	CCT, ILT, BAC/PAC	end of quarter 4	Select Status
Action Step 1	define what family engagement is through the unpacking of 5 Essestials survery	CCT	week 0	Select Status
Action Step 2	Use the results from the gallery walk and put suggestions into action steps, sharing results and next steps with teachers at principlal directed PD Day	CCT	end of quarter 2	Select Status
Action Step 3	tracking parent use of remind & parent portal to get a baseline of use	CCT, Teachers	end of quarter 4	Select Status
Action Step 4	host quarterly family/community events	CCT, BAC/PAC	end of quarter 4	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Increase attendance for students who are chronically absent , Tier 2, Tier 3	CCT, BHT, Attendance Team, Admin	end of quarter 4	Select Status
Action Step 1	Establish Tier 1 attendance incentives	Admin	end of quarter 1	Select Status
Action Step 2	Identify students/families who are chronically absent	Attendance Team	end of quarter 1	Select Status
Action Step 3	Complete interviews with families to determine root cause of absentesism for Tier 2 and Teir 3 families	Admin, Attendenc Team, CCT	end of quarter 1	Select Status
Action Step 4	Based on results, implement Tier 2 Tier 3 interventions that are apporiate to each family	BHT	ongoing	Select Status
Action Step 5	Monitor student attendance and change in family need	CCT, BHT, Attendance Team, Admin	ongoing	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*display mission/vision through school, *increase parent use of Remind, *outline frequency and added, if needed, content for communication through formal school app. *continue work on teacher suggestions to increaeese parent participation and revise as needed, *parent plan/lead one event
SY26 Anticipated Milestones	*living the moto of mission/vision, *maintian communication consistency, determine system to sustain training for new staff and enrolling new parents * continue work on teacher suggestions to increaeese parent participation and revise as needed , *parents plan/lead 2 events

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER 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
Teachers will use family preferred form of communication	Yes	5E: Involved Families	Overall	15	20	30	40
			Select Group or Overall				
Teachers will encourage parent participation to schoolwide events, RCPU, etc.	Yes	5E: Involved Families	Overall	15	20	30	40
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Homeroom teachers will use Remind to communicate with parents. We will measure progress by checking Remind usage on a quarterly basis.	All teachers (Specialist's, DLs, Admin, etc) will use Remind to communicate with parents. We will measure progress by checking Remind usage on a quarterly basis.	Communication will be 2-way between parents and teachers using Remind.
P&E:1 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.	School will establish BAC/PAC, with a cadence of meetings and goals for the school year	BAC/PAC will support planning of one the quarterly schoolwide events	BAC/PAC and parent volunteers will support planning of minimum of two schoolwide quarterly events
P&E:1 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.	School will establish attendance incentives for Tier 1 students and support students at Tier 2 and Tier 3 with individualized interventions and supports	School will determine family/student interests to make incentives more motivating and appealing and more aligned to student/families' needs	School will continue to enhance incentives and interventions as student/family needs change

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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
Teachers will use family preferred form of communication	5E: Involved Families	Overall	15	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teachers will encourage parent participation to schoolwide events, RCPU, etc.	5E: Involved Families	Overall	15	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Homeroom teachers will use Remind to communicate with parents. We will measure progress by checking Remind usage on a quarterly basis.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	School will establish BAC/PAC, with a cadence of meetings and goals for the school year	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	School will establish attendance incentives for Tier 1 students and support students at Tier 2 and Tier 3 with individualized interventions and supports	Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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:



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

No action needed

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

IAR (Math): 12% of all students in grades in 3-8 will meet or exceed expectations on IAR performance levels in math by the end of SY26.

Required Reading Goal

STAR (Reading): 30% students in 3-8th grade will reach meeting expectations in ELA for SY24.

Optional Goal

5E: Involved Families: Teachers will encourage parent participation to schoolwide events, RCPU, etc.

Student Groups	Baseline	SY24	SY25	SY26
Overall	3%	6%	9%	12%
African American	0%	5%	8%	12%
Overall	22%	30%	40%	50%
Overall				
Overall	15	20	30	40
Overall				
Select Group or Overall				

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

Supplies or material to facilitate family support to students, workshops for families to support students learning, workshops for families to support social emotional learning, planning visits to facilities that can support family wellbeing and can provide resources to meet student basic needs as needed, creating a school parent/guarding room which individuals may use as a resource in supporting students learning by having access to materials and/or technology, support in hosting quarterly schoolwide events to bring the school community together. 🍌

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