

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  |
|--|--|---|
| Ku-San Thomas | Principal | kqthomas@cps.edu |
| Angela Buckner | AP | arbuckner@cps.edu |
| Michelle Lee | Other [Case Manager] | mylee@cps.edu |
| Christine Turner | Other [Case Manager] | cturner16@cps.edu |
| Kathryn Jones | Teacher Leader | kldippold@cps.edu |
| Katherine Kurisch | Teacher Leader | kmkurisch@cps.edu |
| Jessica Denst | Teacher Leader | jmdenst@cps.edu |
| Leslie Bailey | Teacher Leader | ljbailley@cps.edu |
| Courtney Connors | Other [School Counselor] | ckmcginnis@cps.edu |
| Terrance Williams | Other [SECA] | tjwilliams42@cps.edu |
| | 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 | 7/19/23 | 7/19/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 8/17/23 | 8/21/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 8/17/23 | 8/21/23 |
| Reflection: Connectedness & Wellbeing | 8/17/23 | 8/21/23 |
| Reflection: Postsecondary Success | 8/17/23 | 8/21/23 |
| Reflection: Partnerships & Engagement | 8/28/23 | 8/30/23 |
| Priorities | 8/28/23 | 8/30/23 |
| Root Cause | 8/28/23 | 8/30/23 |
| Theory of Acton | 9/5/23 | 9/8/23 |
| Implementation Plans | 9/5/23 | 9/8/23 |
| Goals | 9/5/23 | 9/8/23 |
| Fund Compliance | 9/5/23 | 9/8/23 |
| Parent & Family Plan | 9/5/23 | 9/8/23 |
| Approval | 9/11/23 | 9/11/23 |

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 | 10/2/23 |
| Quarter 2 | 11/11/23 |
| Quarter 3 | 3/18/24 |
| Quarter 4 | 5/20/24 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|-----------|--|--|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | CPS High Quality Curriculum Rubrics |
| Yes | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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. | Powerful Practices Rubric Learning Conditions |
| Yes | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness Distributed Leadership |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document |

Ray Graham does not utilize Skyline Curriculum. Curriculum includes Unique, Iready, Conover, Brigance. All lessons are aligned to the CCSS, DLM Standards and NGSS. Data from the Rigor Walk shows an increase of all areas observed. Teacher Team Learning Cycle data shows that class DOK levels range around level 2. Focus to improve DOK Levels to 3 to 4. Incorporate the Quality Indicators Rubric in learning cycles. Our daily curriculum includes community based instruction that connects instruction to real-world issues, research projects, volunteer opportunities, celebration of all cultures and identity. ILT uses multiple data metrics to drive instructional priorities. Teacher teams are lead by teacher leaders. Graham uses multiple measures to assess student progress (DLM, ACCESS, Interest Inventories, IEP Benchmarks, Unique, Brigance Inventory, Teacher-created assessments).

What is the feedback from your stakeholders?

Stakeholders: ILT Team, Teachers, SECAs and students. Trends include: the needs to incorporate a more robust pathway system aligned to IEP Post-secondary outcomes, more time in classes for CBI, access for students to participate in college course work. Concerns include creating and implementing rigorous instruction for students that require more support with accessing the community and curriculum.

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?

Improvements include: Moving from a single class bell schedule to block scheduling, redefining community based instruction, offering dual credit CIS 120, restructuring the teacher teams to align with the post-secondary outcomes (employment, education and independent living), aligning in post-secondary pathways.

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

What student-centered problems have surfaced during this reflection?

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

Based on this process there is a need for curriculum and assessments for students with more severe intellectual disabilities.

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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

| | | |
|-----|--|---|
| Yes | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo MTSS Continuum Roots Survey |
| | | MTSS Integrity Memo |


Ray Graham does not utilize the Branching Minds platform as it is not adequate for the students. Ray Graham has a fully functioning BHT that meets weekly to monitor review student referrals, monitor behaviors and to implement Tiered strategies to support student. All EL students are scheduled according to their service models are receiving supports. Graham IEP Compliance data indicates that 100% of IEP and 3 year re-evaluations are complete. Students are scheduled in classes based on post-secondary outcomes listed in their transition plans.

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


| | | |
|-----------|--|--|
| Yes | 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. | LRE Dashboard Page |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
| Yes | 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 |
| 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] 

What is the feedback from your stakeholders?



Stakeholders include-teachers, students and parents. Feedback includes services listed in IEPs are being provided. Tiered support from BHT referrals are being implemented more consistently. 

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?

An additional EL endorsed teacher will be hired. The school is working with ISL Network Personnel to identify MTSS Supports for specialty schools. Barrier/obstacle, Branching Minds supports is not appropriate for the student population at Graham. 

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

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|--|---|
| Yes | BHT Key Component Assessment SEL Teaming Structure | <p>The BHT has tiered supports that include parent, teacher and community supports. BHT and CCL/SEL meetings on a weekly and bi-weekly basis. Both teams have identified meeting norms. The BHT has an established referral process that is monitored by related service providers. Tiered supports are monitored by designated school staff. The SEL/CCL have weekly established SEL days that all staff and student participate as well school wide day long SEL days each semester. Approximately 40% of the student population has participated in OST programs. OST Programs are offered to all students. </p> | <ul style="list-style-type: none"> % 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 |
| Partially | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | | |
| Yes | <p>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> | <p>What is the feedback from your stakeholders?</p> <p>Feedback students are receiving the appropriate supports. Students are participating in out-of-school time programs. OST programs are geared more to student interests. All students can participate in out of school time regardless of ability level. </p> | |

| | | | |
|--|--|---|---|
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure Reduction in number of students with dropout codes at EOY |
| 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. | | 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 team needs to be knowledgeable of all agencies and supports that are available to our students as they begin to transition to adulthood. | Student participation in OST programs is limited because many students rely on CPS transportation. Other obstacles related to BHT supports are due to legal guardianship, medical insurance and community connections. | | |

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

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|---|--|
| Partially | 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). | Based on the ECCC data, more offerings in Dual Credit and Dual Enrollment is needed. All student demographic populations are not represented in ECCE. The need for student pathways clearly defined and students placed in the pathways. Need to develop an active PLT with defined objectives, meeting cadence, roles and responsibilities with shared leadership on the team. | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track |
| Yes | 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). | | Learn, Plan, Succeed % of KPIs Completed (12th Grade) |
| Yes | 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). | | College Enrollment and Persistence Rate 9th and 10th Grade On Track |
| Partially | 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). | | |
| Yes | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| No | 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). | | |
| Partially | 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 CIWP. | 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? |
| Offer current programs to more students. | Obstacle-due to teacher turn over the school will lose 3 CTE programs (personnel). College and career program leads have created a school-wide assessment based on the post-secondary outcomes and career pathways to utilize for student programming. |

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Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|--|--|---|---|
| <p>Yes</p> | <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> | <p>School partnerships provide our students and families with resources based on equity, culture, job experiences, training, inform and empower families. Student voice is only heard in the 5Essential and schoolwide survey. There is a need for SVC. Student voice is not represented on school teams.</p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> |
| <p>Yes</p> | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> | | <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> |
| <p>No</p> | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> | <p>What is the feedback from your stakeholders?</p> <p>Create and incorporate an active student voice committee and identify student to serve on the LSC.</p> | <p>Formal and informal family and community feedback received locally. (School Level Data)</p> |
| <p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> | | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> | |
| <p>Student voice is not represented throughout the school community, student voice and perspective should be in all school improvement decisions.</p> | | <p>Administration have identified staff to serve as the SVC facilitators. Create and implement an active SVC.</p> | |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|---|
| Partially | 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). |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). |
| Yes | 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). |
| Partially | 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). |
| Yes | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). |
| No | 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). |
| Partially | 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 are the takeaways after the review of metrics?

Based on the ECCC data, more offerings in Dual Credit and Dual Enrollment is needed. All student demographic populations are not represented in ECCE. The need for student pathways clearly defined and students placed in the pathways. Need to develop an active PLT with defined objectives, meeting cadence, roles and responsibilities with shared leadership on the team.

What is the feedback from your stakeholders?

Clear defined pathways and course offerings are needed.

What student-centered problems have surfaced during this reflection?

Offer current programs to more students.

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?

Obstacle-due to teacher turn over the school will lose 3 CTE programs (personnel). College and career program leads have created a school-wide assessment based on the post-secondary outcomes and career pathways to utilize for student programming.

Return to Top Determine Priorities

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

Students...
All students have not had access to a full range of post-secondary programming including college level course work, meaningful work experiences and access to training.

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...
...have bias around students' ability. There are various levels of staff knowledge of opportunities or resources available to students. Lack of high expectations for students may lead to staff not providing high level of rigor in the classroom. Staff may experience limited exposure to transition curriculum and instruction.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
educate staff and parents, increase access to meaningful education and training opportunities for students

Resources:

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

then we see....
all our students being interconnected with supporting agencies that can provide funding, medical needs/resources, etc. (which are connected to their post-secondary goals)



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...
our students being fully integrated as meaningful participants in society.



[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
CIWP

Dates for Progress Monitoring Check Ins
Q1 10/2/23 Q3 3/18/24
Q2 11/11/23 Q4 5/20/24

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|------------------------------|----------------|----------------------------|
| Implementation Milestone 1 | Focus Thursday Professional Learning Community Meetings | Department Chair | | Select Status |
| Action Step 1 | ILT will select a book or resource to teach ourselves about transition | ILT | August 2023 | Select Status |
| Action Step 2 | ILT will gather data on teaches needs through informal teacher assessments and create a plan for individualized PD | ILT | October 2023 | Select Status |
| Action Step 3 | Develop a plan on how we will implement strategies in PLC's based on teachers needs | ILT | December 2023 | Select Status |
| Action Step 4 | We will progress monitor teachers on their knowledge and comfort of evidence based practices/activities | ILT | Ongoing | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Redefine curriculum for TIPS | | | Select Status |
| Action Step 1 | Train teachers during PD days | Teacher Team Leaders | August 2023 | Select Status |
| Action Step 2 | Progress monitoring (focusing on student transition data) | Teacher Team Leaders | Ongoing | Select Status |
| Action Step 3 | IEP quarterly checks of transition planning (IEP report cards) | Case Manager | Ongoing | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Exposing and teaching parents about post secondary resources | | | Select Status |
| Action Step 1 | Develop a schedule for parent meeting | Family Engagement Specialist | September 2023 | Select Status |
| Action Step 2 | Plan two transition fairs each school year for the life of the CIWP | Counselor | Ongoing | Select Status |
| Action Step 3 | Provide 1:1 support at IEP meetings | Case Manager | Ongoing | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] We will have quantitative and qualitative data that supports an increase in teacher knowledge of comfort level. This data will be from teachers, students and parents.

SY26 Anticipated Milestones
[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] We will see an increase in students who are maintaining their post secondary outcomes (attaining vs. maintaining).

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

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|--|--|---|-----------------------------|----------|------------------------------|-----------|-----------|
| | | | | | SY24 | SY25 | SY26 |
| Focus Thursday Professional Learning Community Meetings (QI- 4.1 Multiple means of representation (visual, tactile, auditory, etc.) are used for instruction.) | Yes <input type="checkbox"/> | Quality Indicators of Specially Designed Curriculum | Students with an IEP | Zero | Emerging | Developed | Exemplary |
| | | | English Learners | | | | |
| Redefine curriculum for TIPS (QI 4.5 Inst | Yes <input type="checkbox"/> | Select Metric | Students with an IEP | Zero | Emerging | Developed | Exemplary |
| | | | English Learners | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|--|--|--|--|
| | SY24 | SY25 | SY26 |
| PS:6 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). | Measure using the quality indicator, the PLT rubric and the LPS data. | Measure using the quality indicator, the PLT rubric and the LPS data. | Measure using the quality indicator, the PLT rubric and the LPS data. |
| PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Quarterly review of IEP benchmark goals. | Quarterly review of IEP benchmark goals. | Quarterly review of IEP benchmark goals. |
| PS:3 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). | Tracking the number of student CBI's connected to post secondary outcomes. | Tracking the number of student CBI's connected to post secondary outcomes. | Tracking the number of student CBI's connected to post secondary outcomes. |

[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 |
|--|---|-----------------------------|----------|----------|---------------|---------------|---------------|---------------|
| Focus Thursday Professional Learning Community Meetings (QI- 4.1 Multiple means of representation (visual, tactile, auditory, etc.) are used for instruction.) | Quality Indicators of Specially Designed Curriculum | Students with an IEP | Zero | Emerging | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |
| Redefine curriculum for TIPS (QI 4.5 Instruction is appropriately engaging, targeted, and provides appropriate rigor for students) | Select Metric | Students with an IEP | Zero | Emerging | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---------------|---------------|---------------|---------------|
| PS:6 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). | Measure using the quality indicator, the PLT rubric and the LPS data. | Select Status | Select Status | Select Status | Select Status |
| PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Quarterly review of IEP benchmark goals. | Select Status | Select Status | Select Status | Select Status |
| PS:3 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). | Tracking the number of student CBI's connected to post secondary outcomes. | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Ray Graham does not utilize Skyline Curriculum. Curriculum includes Unique, Iready, Conover, Brigance. All lessons are aligned to the CCSS, DLM Standards and NGSS. Data from the Rigor Walk shows an increase of all areas observed. Teacher Team Learning Cycle data shows that class DOK levels range around level 2. Focus to improve DOK Levels to 3 to 4. Incorporate the Quality Indicators Rubric in learning cycles. Our daily curriculum includes community based instruction that connects instruction to real-world issues, research projects, volunteer opportunities, celebration of all cultures and identity. ILT uses multiple data metrics to drive instructional priorities. Teacher teams are lead by teacher leaders. Graham uses multiple measures to assess student progress (DLM, ACCESS, Interest Inventories, IEP Benchmarks, Unique, Brigance Inventory, Teacher-created assessments).

What is the feedback from your stakeholders?

Stakeholders: ILT Team, Teachers, SECAs and students. Trends include: the needs to incorporate a more robust pathway system aligned to IEP Post-secondary outcomes, more time in classes for CBI, access for students to participate in college course work. Concerns include creating and implementing rigorous instruction for students that require more support with accessing the community and curriculum.

What student-centered problems have surfaced during this reflection?

Based on this process there is a need for curriculum and assessments for students with more severe intellectual disabilities.

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?

Improvements include: Moving from a single class bell schedule to block scheduling, redefining community based instruction, offering dual credit CIS 120, restructuring the teacher teams to align with the post-secondary outcomes (employment, education and independent living), aligning in post-secondary pathways.

Return to Top Determine Priorities

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

Students...
 needed more individualized instruction aligned to their post secondary goals.

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...
 ...have bias around students' ability. There are various levels of staff knowledge of opportunities or resources available to students. Lack of high expectations for students may lead to staff not providing high level of rigor in the classroom. Staff may experience limited exposure to transition curriculum and instruction.

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....
 redefine Community Based Instruction, create and implement a scope and sequence for the Transition Instruction Period that increases rigor

Resources:

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

then we see...
more individualized instruction aligned to the student post-secondary goals and outcomes in their transition plans,



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...
our students being fully integrated as meaningful participants in society and an increase in post-secondary success for students.



[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 and all team members

Dates for Progress Monitoring Check Ins

Q1 10/2/23 Q3 3/18/24
Q2 11/11/23 Q4 5/20/24

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

| | | | | |
|-----------------------------------|--|-------------------------------------|--------------|---------------|
| Implementation Milestone 1 | Increase DOK and classroom Rigor | All Staff | Ongoing | Select Status |
| Action Step 1 | Focus on DOK and Rigor in department meetings | ILT | ongoing | Select Status |
| Action Step 2 | Quarterly learning walks to monitor the implementation of DOK | ILT | ongoing | Select Status |
| Action Step 3 | Paraprofessional engagement (checklist, PD's) | ILT | January 2024 | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Increase transition goals met through CBI participation as shown through data collection connected to classroom instruction. | All Staff | | Select Status |
| Action Step 1 | All school CBI staff activity | Admin team | August 2023 | Select Status |
| Action Step 2 | Create a universal data collection system | ILT | January 2024 | Select Status |
| Action Step 3 | Train all staff on the universal data collection system | ILT | Ongoing | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Communication and collaboration with families | All staff | | Select Status |
| Action Step 1 | Program options (creating brochure of pathways and sample class schedule) | broadcasting and employment program | August 2023 | Select Status |
| Action Step 2 | Marketing through social media platforms, website, parent events, parent liaison | Admin team | Ongoing | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] Our BOY vs. EOY DOK will increase levels school wide.

SY26 Anticipated Milestones
[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] Through self evaluation (BOY and EOY) we will have an increase in Rigor in teacher unit plans.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|-----------------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Communication and collaboration with families | Yes | 5E: Involved Families | Students with an IEP | | | | |
| | | | English Learners | | | | |
| Increase DOK and classroom Rigor | Yes | Select Metric | Students with an IEP | Level 2 | | | |
| | | | English Learners | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|--|--|--|--|
| | SY24 | SY25 | SY26 |
| 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. | We will utilize the Quality Indicators an data from the Learning Walk tool to assess growth towards DOK levels in instruction | We will utilize the Quality Indicators data from the Learning Walk tool to assess growth towards DOK levels in instruction | We will utilize the Quality Indicators an data from the Learning Walk tool to assess growth towards DOK levels in instruction |
| C&I:3 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. | We will engage with families, students, and school teams through school level events, social media, newsletters, trainings, and collaboration with external stakeholders as measured through overall attendance. | We will engage with families, students, and school teams through school level events, social media, newsletters, trainings, and collaboration with external stakeholders as measured through overall attendance. | We will engage with families, students, and school teams through school level events, social media, newsletters, trainings, and collaboration with external stakeholders as measured through overall attendance. |
| 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 |
|---|-----------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Communication and collaboration with families | 5E: Involved Families | Students with an IEP | | | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |
| Increase DOK and classroom Rigor | Select Metric | Students with an IEP | Level 2 | | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => | Curriculum & Instruction | | | |
|--|---|-------------------------------------|------------------------------|-------------------------------------|--|--------------------------|---------------|---------------|--|
| Reflection | Root Cause | Implementation Plan | | | | | | | |
| 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. | We will utilize the Quality Indicators an data from the Learning Walk | | | | Select Status | Select Status | Select Status | Select Status | |
| C&I:3 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. | We will engage with families, students, and school teams through sc | | | | 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?

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

What are the takeaways after the review of metrics?

The BHT has tiered supports that include parent, teacher and community supports. BHT and CCL/SEL meetings on a weekly and bi-weekly basis. Both teams have identified meeting norms. The BHT has an established referral process that is monitored by related service providers. Tiered supports are monitored by designated school staff. The SEL/CCL have weekly established SEL days that all staff and student participate as well school wide day long SEL days each semester. Approximately 40% of the student population has participated in OST programs. OST Programs are offered to all students.

What is the feedback from your stakeholders?

Feedback students are receiving the appropriate supports. Students are participating in out-of-school time programs. OST programs are geared more to student interests. All students can participate in out of school time regardless of ability level.

What student-centered problems have surfaced during this reflection?

The team needs to be knowledgeable of all agencies and supports that are available to our students as they begin to transition to adulthood.

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?

Student participation in OST programs is limited because many students rely on CPS transportation. Other obstacles related to BHT supports are due to legal guardianship, medical insurance and community connections.

Return to Top Determine Priorities

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

Students...
 Require assistance with developing social skills, building relationships, and connecting with community agencies that can support their social emotional needs

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...
 may not be aware of all of the resources available to support students as it relates to community agencies and other post-secondary and/or social emotional supports

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Expose students to a range of post-secondary options including education, training, and independent living resources within their community via the intentional programming (Block schedule)

Resources:

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

then we see....
Stakeholders (Teacher, students, parents, community agencies) buy in, increased community partnerships, IEPs that meet Indicator 13 compliance,

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...
students engaged in active participation in their communities as evidenced through competitive employment, connected to community agencies, engaged in meaningful recreation and leisure activities, and the ability to use and apply self-determination skills

[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 Team/CIWP Team

Dates for Progress Monitoring Check Ins


Q1 10/2/23 Q3 3/18/24
Q2 11/11/23 Q4 5/20/24

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

| | | | | |
|-----------------------------------|--|---|------|---------------|
| Implementation Milestone 1 | Connecting students with agencies that can support their post-secondary outcomes | All staff | 2026 | Select Status |
| Action Step 1 | Hold transition fairs during parent/teacher conferences bi-yearly and | Case Managers | 2026 | Select Status |
| Action Step 2 | Create a schoolwide tracking plan to track student transition data. | Counselor, Parent Engagement Specialist, Administration | 2023 | Select Status |
| Action Step 3 | Create schoolwide tracking tool to be used to collect the data. | Counselor, Parent Engagement Specialist Administration | 2026 | Select Status |
| Action Step 4 | Students will participate in CBI activities weekly as aligned to their IEPs | All staff | 2026 | Select Status |
| Action Step 5 | Track connections for exiting students | Counselor, Case Managers | 2026 | Select Status |
| Implementation Milestone 2 | Provide students with direct instruction in social emotional learning | | | Select Status |
| Action Step 1 | Continue with weekly SEL instruction | SEL team, CCL/SEL | 2026 | Select Status |
| Action Step 2 | Continue with tiered SEL supports via BHT | BHT | 2026 | Select Status |
| Action Step 3 | Continue to increase access students and families to recreation and leisure supports | All Teachers | 2026 | Select Status |
| Action Step 4 | Expand OST access and attendance for students | CCL/SEL, AMT, Administration | 2026 | Select Status |
| Action Step 5 | Survey students on their connectedness and wellbeing | CCL/SEL, Counselor, | 2026 | Select Status |
| Implementation Milestone 3 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
We will have quantitative and qualitative data that documents community linkages and increased social emotional skills and wellbeing.

SY26 Anticipated Milestones
 The quantitative and qualitative data will demonstrate that we have achieved our goal of increased student social emotional skills and wellbeing. 

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




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

| Specify the Goal  | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline  | Numerical Targets [Optional]  | | |
|--|--|--|-----------------------------|--|--|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Increase average daily attendance to 95% | Yes <input type="checkbox"/> | Increase Average Daily Attendance | Students with an IEP | 77% | | | |
| | | | English Learners | | | | |
| Utilize Safety Care de-escalation techniques and restorative practices (based on BHT referrals). | Yes <input type="checkbox"/> | % of Students receiving Tier 2/3 interventions meeting targets | Students with an IEP | | | | |
| | | | English Learners | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals.  | Specify your practice goal and identify how you will measure progress towards this goal.  | | |
|--|--|---|---|
| | SY24 | SY25 | SY26 |
| 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. | BHT Referrals and interventions | BHT Referrals and interventions | BHT Referrals and interventions |
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | Survey data, progress monitoring data, student suspension data, student anecdotal | Survey data, progress monitoring data, student suspension data, student anecdotal | Survey data, progress monitoring data, student suspension data, student anecdotal |
| 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. | CBI data collection, Aspen OST data | CBI data collection, Aspen OST data | CBI data collection, Aspen OST data |

[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 average daily attendance to 95% | Increase Average Daily Attendance | Students with an IEP | 77% | | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |

| | | | | | | | | | |
|--|--|-------------------------------------|------------------------------|-------------------------------------|--|--------------------------------------|---------------|---------------|--|
| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => | Connectedness & Wellbeing | | | |
| Reflection | Root Cause | Implementation Plan | | | | | | | |
| Utilize Safety Care de-escalation techniques and restorative practices (based on BHT referrals). | % of Students receiving Tier 2/3 interventions meeting targets | Students with an IEP | | | Select Status | Select Status | Select Status | Select Status | |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status | |

| Identified Practices | Practice Goals | SY24 | Progress Monitoring | | | |
|--|--|------|---------------------|---------------|---------------|---------------|
| | | | 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. | BHT Referrals and interventions | | 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. | Survey data, progress monitoring data, student suspension data, st | | 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. | CBI data collection, Aspen OST data | | Select Status | Select Status | Select Status | Select Status |

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



| | | | | | |
|----------------------|--|--|--|--|--|
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Community agencies (e.g. Social Security, Greenlight, Life Builder) will attend meetings to provide training to parents regarding services to support transition. Funds will be used for supplies, refreshments for meetings and consultants. The goal of the PAC is to address the parent concerns and needs for information regarding topics as determined by parents each year in the parent survey taken at student orientation related to instruction and student transition. There is an expectation that 85% of parents will be involved in at least meeting or activity as presented by the PAC. Through the PAC meetings and activities parents will gain the knowledge needed to better support their young adult student with their social, academic and transition needs. 

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

Approval

Directions: Please download and complete the Approval Form. When the form is completed, upload it as a PDF at the "Click here to submit your approval form" link below. For further guidance on approving authorities, see [CIWP Approval Guidance for School Leaders](#).

[Click Here to Download the Approval Form](#)

[Click Here to Submit Your Approval Form](#)