

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 
Lawrence Spaulding	Principal	lpspauling@cps.edu
Arrigena McCullum	AP	almccullum@cps.edu
Krystal Kay	Postsecondary Lead	krkay@cps.edu
Adina May	Inclusive & Supportive Learning Lead	almay1@cps.edu
Katherine Whittington	Curriculum & Instruction Lead	kdwhittington@cps.edu
Lacanda Willis	Select Role	lwillis1@cps.edu
Kimmieon Miller	Partnerships & Engagement Lead	kmiller23@cps.edu
Celena Evans	Inclusive & Supportive Learning Lead	clevans2@cps.edu
Tina Whitaker	Parent	tb_whit@yahoo.com
Ryan Stinson	Parent	sourcegotem@yahoo.com
Desiree Borders	Parent	desireeborders0036@icloud.com
Preston Brown	LSC Member	preston@the34thward.org

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/19/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/19/23	8/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/19/23	8/25/23
Reflection: Connectedness & Wellbeing	6/20/23	8/25/23
Reflection: Postsecondary Success	6/20/23	8/28/23
Reflection: Partnerships & Engagement	6/20/23	8/30/23
Priorities	6/26/23	8/31/23
Root Cause	6/21/23	8/31/23
Theory of Acton	8/14/23	8/31/23
Implementation Plans	8/14/23	9/1/23
Goals	8/14/23	9/1/23
Fund Compliance	8/14/23	9/4/23
Parent & Family Plan	8/14/23	9/7/23
Approval	9/12/23	9/13/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	2/9/23
Quarter 4	5/24/23

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

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	<p>Students demonstrated overall growth across grade levels in both Math and EBRW, even though students are not meeting the benchmark; growth in total score was above 10 points across all grade levels, with 11th grade students averaging an increase of 45 points, nearing the goal for raw score growth. Growth in Math was significantly lower than EBRW in all grades; no students met the benchmark in Math on the SAT. Math interventions and progress monitoring are needed to address the lack of significant growth in the number of students demonstrating proficiency. In reviewing the PSAT Summary report "Mode and Range" would be excellent categories to add to these data docs. It would show us the most common level of improvement, which we can juxtapose w/ the averages we currently have. The Range would show us clearly if we have anomalies that are skewing the data. The 11th graders Fall Scores in both reading and math were lower than 10th graders. More students participated in the spring assessment than the fall. LSI data from rigor walks showed significant teacher growth in the standards alignment of learning targets, but suggested that progress monitoring continues to be an area for growth.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	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.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	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.	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

What is the feedback from your stakeholders?

The ILT leads instructional improvements through distributed leadership, supporting the implementation of the Skyline curriculum and through supporting equitable grading practices. Feedback and input on instructional priorities are elicited in team meetings, both in departments and grade-level meetings. Teacher feedback helped shape current priorities in response to problems identified through performance metrics. Student input was solicited through the collection of student perspective data (both surveys and interviews) and Cultivate. The student-voice committee has worked closely with the ILT to determine student-centered instructional priorities and practices. Feedback from all stakeholders (parents, students, and teachers) as measured by response to the 5 Essentials survey was positive with respect to every metric related to curriculum and teacher performance.

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?

Teacher leaders and administration are working on developing consistent data collection and analysis tools and cycles with teachers, including a partnership with Chicago Change Agents specifically identifying data a target for improvement. More professional development is being provided around taxonomy levels for teachers to provide more rigorous and robust lessons for students. Support is being provided for consistent, sustained proficiency and implementation of the Skyline curriculum, both through Co-Lab cycles in individual coaching. Internal rigor walks and consistent learning cycles continue to be developed and refined. The ILT participated in a year-long equitable grading PLC and is continuing to work on rolling out equitable grading practices with explicit input from teachers. The ILT provided professional development to teachers around equitable assessment, elevating student voice and integrating the arts into instruction. The ILT has collected student perspective data and works closely with representatives of the Student Voice Committee to ensure student input on instructional decision making. Teachers and the BHT are implementing and documenting MTSS interventions for our tier 2 and tier 3 students to remove any barriers or obstacles that they may face. Partnerships with City Year and others ensure in-class support and supplemental tutoring for students in Math and English classes. Our partnership with Embarc helps to address students' SEL needs and exposes them to new environments and experiences.

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.

Access to high-quality, standards-aligned assessments and progress monitoring across all classrooms.

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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

	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	<p>Julian MTSS Tier II and III interventions have increased to support students in ELA and Math. Interventions include but are not limited to additional tutors in 9th -11th grades, after-school tutoring, academic support for off-track students</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>
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Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

during lunch, identifying priority students, providing resources based on BOY assessments and win the month growth meetings to analyze/course correct based on student outcomes. Trends within priority groups:

DL with B's or Better	STLS with B's or Better
2021 2022 2023	2021 2022 2023
54% 59% 58%	54% 63% 45%

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

Stakeholders express the need to implement an aspirational learning environment that honors student experiences while inspiring future accomplishments. Provide a social emotional learning curriculum that helps students develop self-regulation, positive relationships building, trust and decision making skills to impact their behavior, attendance and grades. Tiered academic/behavior interventions are created, monitored and modified to support student outcomes.



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?

Tier II and III students will receive interventions from City Year (6 support staff) and Math Saga (5 tutors) to support ELA and Math in all grade levels. Tutors will co-planning lessons with teachers to support students not demonstrating mastery of standards. Develop schedules for off track students to rotate in the academic center during lunch to receive academic intervention. Teachers will use WTMGM's to analyze student data, shift instructional practices to meet the needs of students and improve outcomes.



[EL Program Review Tool](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

[Quality Indicators of Specially Designed Curriculum](#)

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[Quality Indicators of Specially Designed Curriculum](#)

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.

Resources and incentives to improve daily attendance for Tier II and III students. In addition, ensure students receive daily whole group instruction that is engaging, rigorous and aligned to standards. Develop and implement a student progress monitor system for B.A.G reports. This will provide opportunities for students to align their goals with post-secondary pathways.



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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?												
After reviewing Julian's metrics for connectedness and well-being, we noticed our yearly attendance rate has been from 72% - 75% for the last 3 years. We have noticed an increase in 9th, 10th and 11th grades, with a decrease in attendance with seniors; however, our priority students have increased their attendance over the same time period.												
<table border="1"> <tr> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>72%</td> <td>75%</td> <td>74%</td> </tr> </table>	2021	2022	2023	72%	75%	74%						
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56% - 81%	72% - 74%	70% - 73%	60% - 65%									
Our SCC violations have increased from 51 incidents in 2021-2022 to 150 in 2022-2023, with the majority of group 4 violations occurring with freshmen and sophomores. Despite the increase in violations, many students did not repeat the same violation, after parent conferences and restorative conversations. The data also revealed that students with a 80% or higher on the cultivate survey in sense of belonging, identity, agency, motivation and safety, students earned more A's and fewer F's than students who responded with a lower percentage in the same areas. Julian's has over 100 students participating in OST programs from enrichment, academics, athletics, SVC and mentoring. These programs had an 95% attendance rate for the year and continues to foster/build positive rapport with trusted adults.												



What is the feedback from your stakeholders?

The feedback from stakeholders is to continue to expand academic pathways via AP courses, CTE, post-secondary options, clubs and enrichment opportunities for students. Expanding pathways to include but not limited to AP African Studies, drama, theater, dance, culinary arts, cosmetology and trade, will support all students post-secondary pathways. This will decrease the number of misconducts while engaging students in pathways of their interest.



[% 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)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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 CIWR.</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>Lack of resources to support priority tiered II and III students as it pertains to behavior, attendance, grades and basic needs outside of school. 🗑️</p>	<p>Creating a school climate that promotes social, emotional and physical health and ensures the safety, positive behavior, and well-being of students/staff via: 🗑️ Hygiene Closet Supplies to provide the basic necessities for our students in need. The closet will be filled with shampoo, conditioner, body wash, toothpaste, toothbrushes, deodorant, mouthwash, undergarments, non-perishable food items and more. This will serve as a resource to our community and students can put more focus on their education and being a child. Peace room that is dedicated for students to feel safe and work through difficult emotions and challenging situations with the support of trusted adults trained in restorative practices. The purpose of this space will be: * Allow a student to self-manage when experiencing intense emotions, process their emotions, refocus, and return to class. * Hold individual or group stress management, mindfulness, reflection, and healing activities for students and staff. * De-escalate and diffuse conflicts and challenging behaviors by giving a student space to "cool down" before talking through a problem. Implement responsive restorative practices (e.g. restorative conferences, peace circles, peer juries) by helping students understand the impact when there has been a conflict or wrongdoing, and move toward problem-solving, repairing harm, and restoration of relationships and community. Upgrade for gaming/diva room: This will be to enhance these spaces to reinforce students adhering to school-wide academic and behavior expectations. In addition, students displaying self-awareness/management, responsible decision making, social awareness and positive rapport will have access to these rooms throughout the day. Develop and implement a monthly incentive schedule to include but not limited to game room, diva room, athletic events, social events and many more to celebrate students adhering to school-wide academic and behavior expectations. In addition, students displaying self-awareness/management, responsible decision making, social awareness and positive rapport will have access to these rooms throughout the day. Develop and implement a monthly incentive schedule to include but not limited to game room, diva room, athletic events, social events and many more to celebrate students adhering to school-wide academic and behavior expectations. In addition, students displaying self-awareness/management, responsible decision making, social awareness and positive rapport will have access to these rooms throughout the day.</p>		

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>Develop a school wide post secondary system that is intentional, focuses on college readiness, match and fit, and provides wrap around supports to align the postsecondary plans with rigor to increase the college going culture for all students. 🗑️</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
	<p>Work Based Learning activities are planned and</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p>	<p>9th and 10th Grade On Track</p>

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).	
Yes	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).	ECCE Certification List
Yes	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).	PLT Assessment Rubric
Yes	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).	Alumni Support Initiative One Pager

D. Data shows that postsecondary does not become an attainable goal for many students.

[Cultivate \(Relevance to the Future\)](#)
Freshmen Connection Programs Offered (School Level Data)

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

We want to instill attending college as an expectation for our students by imbedding a college aesthetic into every aspect of our school. We want our teachers to be able to celebrate their alma maters, we want to celebrate our alumni college students, and we want to celebrate our students who are going off to college. We believe this will go far in giving future generations of students something to strive for and assist with goal-setting.

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.

The majority of our students express interest in attending college however very few of them have a concrete idea of what their options are. Because our enrollment and persistence rates are so low, our students don't have many reference points.

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

Using the associated references, is this practice consistently implemented?	References
Partially	Spectrum of Inclusive Partnerships
Yes	Reimagining With Community Toolkit
Yes	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

5 essential - Well organized in 2023
City Year and Tutor Corp - 9th - 11th grade academic support in ELA and Math; improving PSAT/SAT growth scores in ELA over the past year
Accelerate Institute - developed and implement strategic plan to support schoolwide priorities and improve student outcomes with 55% of students earning B's or Better, over the past 3 years
Chi-Rise - provides post-secondary resources and scholarships to students earning more than 4 million dollars for seniors
ADA S. McKinney - provides general postsecondary readiness and advisory support to all grade levels
21st century grant - extracurricular activities, clubs and programs of students interest in an safe environment with over 95% attendance
After School Matters- extracurricular activities to enhance students experience after school
Communities In Schools - provides access to services and programs in Academic Enrichment, Arts, Health/Wellness, College and Career Readiness
Nuveen - educational programs, family/community engagement, health and well-being
Embarc - implementing SEL curriculum and monthly field experiences to foster a positive rapport with students, teachers and staff

Metrics

[Cultivate](#)
[5 Essentials Parent Participation Rate](#)
[5E: Involved Families](#)
[5E: Supportive Environment](#)
Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Stakeholders express the need to leverage partners to engage and provide resources for parents/community. This will include but is not limited to professional development/workshops for financial literacy, job readiness/placement, trade programs, mentoring, healing center, health/wellness, academic enrichment and career fairs. This will increase community participation, while providing resources for the Washington Height and Roseland neighborhoods.

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.

All students' voices are not represented when making decisions to impact academics, physical safety, social and emotional well being.



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?

Julian has various partnerships to support academics, enrichment, social emotional learning, student voice and post-secondary pathways. Students experience 6 SEL field experiences to foster positive relationships with trusted adults. City year and Tutor Corp, focus on Tier I and II academic interventions in ELA and Math to improve PSAT/SAT scores with 9th -11th grade students. Team leaders provide individual and whole group interventions for 20 to 30 minutes 3x's a week. In addition, students are given 3 assessments (BOY, MOY and EOY) to track academic progress and inform instruction. Other community partners provide opportunities for students to participate in clubs, programs and activities via drama, anime, athletics, performing arts and parent meetings/workshops. Neveen and Urban Initiatives will host various events throughout the year to increase parental engagement and provide community resources.



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.
Yes	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.
Yes	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students demonstrated overall growth across grade levels in both Math and EBRW, even though students are not meeting the benchmark; growth in total score was above 10 points across all grade levels, with 11th grade students averaging an increase of 45 points, nearing the goal for raw score growth. Growth in Math was significantly lower than EBRW in all grades; no students met the benchmark in Math on the SAT. Math interventions and progress monitoring are needed to address the lack of significant growth in the number of students demonstrating proficiency. In reviewing the PSAT Summary report "Mode and Range" would be excellent categories to add to these data docs. It would show us the most common level of improvement, which we can juxtapose w/ the averages we currently have. The Range would show us clearly if we have anomalies that are skewing the data. The 11th graders Fall Scores in both reading and math were lower than 10th graders. More students participated in the spring assessment than the fall. LSI data from rigor walks showed significant teacher growth in the standards alignment of learning targets, but suggested that progress monitoring continues to be an area for growth.

What is the feedback from your stakeholders?

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What student-centered problems have surfaced during this reflection?

Access to high-quality, standards-aligned assessments and progress monitoring across all classrooms.

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?

Teacher leaders and administration are working on developing consistent data collection and analysis tools and cycles with teachers, including a partnership with Chicago Change Agents specifically identifying data a target for improvement. More professional development is being provided around taxonomy levels for teachers to provide more rigorous and robust lessons for students. Support is being provided for consistent, sustained proficiency and implementation of the Skyline curriculum, both through Co-Lab cycles in individual coaching. Internal rigor walks and consistent learning cycles continue to be developed and refined. The ILT participated in a year-long equitable grading PLC and is continuing to work on rolling out equitable grading practices with explicit input from teachers. The ILT provided professional development to teachers around equitable assessment, elevating student voice and integrating the arts into instruction. The ILT has collected student perspective data and works closely with representatives of the Student Voice Committee to ensure student input on instructional decision making. Teachers and the BHT are implementing and documenting MTSS interventions for our tier 2 and tier 3 students to remove any barriers or obstacles that they may face. Partnerships with City Year and others ensure in-class support and supplemental tutoring for students in Math and English classes. Our partnership with Embarc helps to address students' SEL needs and exposes them to new environments and experiences.

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

Students... do not have consistent access to high-quality, standards-aligned assessments and progress monitoring in all classrooms.

[Determine Priorities Protocol](#)

Resources:

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... neither regularly collect or analyze data to inform and grow instructional practice nor universally implement grade-level, standards-based curricula.

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

Resources:

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... support teachers schoolwide in the consistent implementation of high quality, standards-aligned, culturally relevant instruction through distributed leadership,

[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

professional development, and coaching in the Skyline curriculum and develop data systems that support reflective progress monitoring through teacher-led learning cycles

then we see....

increased student engagement in rigorous academic tasks



which leads to...

improved performance on assessments that measure mastery of standards-based benchmarks



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

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

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

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

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

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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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/23

Q2 12/22/23

Q4 5/24/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	PSAT/SAT scores will increase by 25 points and 25 points in reading between Fall 23 and Spring 24.	Core Teachers	April 2024	In Progress
Action Step 1	Implement grade-level Skyline curriculum across all core classrooms	Core Teachers	October 2023	In Progress
Action Step 2	Monitor and support Skyline implementation in classes through bi-weekly observation and individual coaching	ILT/Administration	December 2023	In Progress
Action Step 3	Train all ELA, Math, and Science teachers to use IXL and Freckle	All ELA, Math, and Science teachers	October 2023	In Progress
Action Step 4	Use IXL and Freckle computer programs in ELA, Math, and Science for 30 minutes per week	ELA, Math, and Science teachers	November 2023	In Progress
Action Step 5	Monitor student progress using regular interim assessments every 5 weeks	All Teachers	April 2024	In Progress
Implementation Milestone 2	Checkpoint and Star 360 assessment data will be analyzed on a monthly basis and used to inform instructional decisions in departments and the ILT.	All Teachers	May 2024	In Progress
Action Step 1	Teachers will be trained in Checkpoint and Star 360	ILT	September 2023	In Progress
Action Step 2	Checkpoint and Star 360 BOY assessments will be administered in classes	All Teachers	October 2023	In Progress
Action Step 3	Julian's Change Agent, in collaboration with Teach Plus Illinois, will develop a comprehensive, school-wide data collection and analysis plan/tool.	ILT/Administration	April 2024	In Progress
Action Step 4	Checkpoint assessments (whether Skyline-embedded or item bank) will be administered monthly in all courses.	All Teachers	October 2023	In Progress
Action Step 5	Checkpoint and other performance data will be culled monthly and reviewed in departments and grade-level teams us in the Winning the Month (WTMGM) protocol.	All Teachers	October 2023	In Progress
Implementation Milestone 3	Distributed Leadership will be developed in order to create a consistent cadence in team meetings and build and sustain meaningful learning cycles schoolwide.	ILT	December 2023	In Progress
Action Step 1	Teacher leaders will develop a year-long calendar for meeting and PD cadence.	ILT/Instructional Coach	September 2023	Completed
Action Step 2	Teacher leaders will utilize teacher feedback to develop professional development and supplemental support teacher-identified challenges and interests.	ILT/All Teachers	May 2024	In Progress
Action Step 3	Teacher leaders will develop consistent learning cycles and lead Co-Labs within departments.	ILT	December 2023	In Progress
Action Step 4	90% or more of all teachers will participate in weekly department and weekly grade-level teams meetings led by teacher leaders.	All Teachers	September 2023	In Progress
Action Step 5	Teacher leaders will use EOY assessment (SAT/PSATStar 360/Checkpoint) and student perspective (5 Essentials/Cultivate) data to develop an instructional plan and PD calendar for the following school year.	ILT	June 2024	In Progress
Implementation Milestone 4	Diverse Learner and General Education teachers will collaborate to identify, design, and implement targeted MTSS interventions for Tier 2 and Tier 3 students.	All Teachers	May 2024	In Progress
Action Step 1	Bi-weekly meetings will be scheduled between Diverse Learner and General Education teachers for instructional planning and interventions.	Administration	August 2023	In Progress

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction		
Action Step 2	BOY Star 360 screener data will be reviewed to create differentiated student groups.			All Teachers	October 2023	In Progress	
Action Step 3	Intervention plans will be created in Branching Minds.			All Teachers	October 2023	In Progress	
Action Step 4	30 minutes of intervention/enhancement will be provided in ELA and Science classes weekly using Freckle and IXL.			ELA and Science Teachers	November 2023	In Progress	
Action Step 5	30 minutes of intervention/enhancement will be provided in ELA, Math, Science, and Social Science classes weekly using Freckle and IXL.			All Core Teachers	January 2024	In Progress	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Additional 25-point growth in EBRW and 25-point growth in Math on the SAT/PSAT; 90% teacher participation in Checkpoint assessments with monthly data review; 90% teacher participation in teacher-led monthly learning cycles and monthly teacher-designed professional development; 90% teacher participation in intervention creation in Branching Minds and participation in Freckle and IXL classroom intervention/enrichment in core classes.	
SY26 Anticipated Milestones	50% of students meeting benchmark on the EBRW portion of the SAT/PSAT and 25% of students meeting benchmark on the Math portion of the SAT/PSAT; 100% teacher participation in Checkpoint assessments with monthly data review; 100% teacher participation in teacher-led learning cycles including consistent peer observation and resource sharing; 90% teacher participation in intervention creation in Branching Minds and participation in Freckle and IXL classroom intervention/enrichment in core classes.	

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
Sophomore students will increase their raw score on the EBRW portion of the PSAT by 25 points between Fall 2023 and Spring 2024.	No	PSAT (EBRW)	Students with an IEP	351	376	400	425
			African American Male	347	372	400	430
Students demonstrating proficiency (50% or higher) on the Star 360 Math assessment will increase by 12% from the Fall BOY 2023 to the Spring EOY 2024 with progress monitored through the MOY interim assessment in all math classes.	Yes	STAR (Math)	Students with an IEP	1% Proficiency	13% Proficiency	20% Proficiency	30% Proficiency
			African American	8% Proficiency	20% Proficiency	30% Proficiency	40% Proficiency

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.	All Core and World Language teachers will implement the Skyline curriculum with fidelity as measured by classroom observations and internal learning walks; 80% of all teachers will assess students using Checkpoint (either Skyline-embedded or teacher-created) for monthly growth analysis; 80% of all teachers will implement school-wide, teacher-selected equitable grading practices with fidelity.	All teachers for who Skyline curricula have been developed will implement the Skyline curriculum with fidelity as measured by classroom observations and internal learning walks; 85% of all teachers will assess students using Checkpoint (either Skyline-embedded or teacher-created) for monthly growth analysis; 85% of all teachers will implement school-wide, teacher-selected equitable grading practices with fidelity.	All teachers for who Skyline curricula have been developed will implement the Skyline curriculum with fidelity as measured by classroom observations and internal learning walks; 90% of all teachers will assess students using Checkpoint (either Skyline-embedded or teacher-created) for monthly growth analysis; 90% of all teachers will implement school-wide, teacher-selected equitable grading practices with fidelity.
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.	A minimum of 80% student participation in the Cultivate BOY, MOY, and EOY surveys and the results will be analyzed by teachers in order to identify and implement shifts in practice that are reflective of student feedback around learning conditions; a minimum of 80% stakeholder participation in the 5 Essentials survey.	A minimum of 85% student participation in the Cultivate BOY, MOY, and EOY surveys and the results will be analyzed by teachers in order to identify and implement shifts in practice that are reflective of student feedback around learning conditions; a minimum of 85% stakeholder participation in the 5 Essentials survey.	A minimum of 90% student participation in the Cultivate BOY, MOY, and EOY surveys and the results will be analyzed by teachers in order to identify and implement shifts in practice that are reflective of student feedback around learning conditions; a minimum of 90% stakeholder participation in the 5 Essentials survey.

C&I:4 The ILT leads instructional improvement through distributed leadership.	A minimum of 90% teacher participation in teacher-led monthly learning cycles and monthly teacher-designed professional development as measured by teacher attendance and implementation of strategies covered/developed; at least 30% of professional development created/lead by teachers.	A minimum of 90% teacher participation in teacher-led monthly learning cycles (including peer observations and data analysis) and monthly teacher-designed professional development as measured by teacher attendance and implementation of strategies covered/developed; at least 40% of professional development created/lead by teachers.	A minimum of 95% teacher participation in teacher-led monthly learning cycles (including peer observations and data analysis) and monthly teacher-designed professional development as measured by teacher attendance and implementation of strategies covered/developed; at least 50% of professional development created/lead by teachers
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Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Sophomore students will increase their raw score on the EBRW portion of the PSAT by 25 points between Fall 2023 and Spring 2024.	PSAT (EBRW)	Students with an IEP	351	376	On Track	Select Status	Select Status	Select Status
		African American Male	347	372	On Track	Select Status	Select Status	Select Status
Students demonstrating proficiency (50% or higher) on the Star 360 Math assessment will increase by 12% from the Fall BOY 2023 to the Spring EOY 2024 with progress monitored through the MOY interim assessment in all math classes.	STAR (Math)	Students with an IEP	1% Proficiency	13% Proficiency	Limited Progress	Select Status	Select Status	Select Status
		African American	8% Proficiency	20% Proficiency	Limited Progress	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.	All Core and World Language teachers will implement the Skyline curriculum with fidelity as measured by classroom observations and internal learning walks; 80% of all teachers will assess students using Checkpoint (either Skyline-embedded or teacher-created) for monthly growth analysis; 80% of all teachers will implement school-wide, teacher-selected equitable grading practices with fidelity.	On Track	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.	A minimum of 80% student participation in the Cultivate BOY, MOY, and EOY surveys and the results will be analyzed by teachers in order to identify and implement shifts in practice that are reflective of student feedback around learning conditions; a minimum of 80% stakeholder participation in the 5 Essentials survey.	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	A minimum of 90% teacher participation in teacher-led monthly learning cycles and monthly teacher-designed professional development as measured by teacher attendance and implementation of strategies covered/developed; at least 30% of professional development created/lead by teachers.	On Track	Select Status	Select Status	Select Status

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).
Yes	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).
Yes	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).
Yes	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?

Develop a school wide post secondary system that is intentional, focuses on college readiness, match and fit, and provides wrap around supports to align the postsecondary plans with rigor to increase the college going culture for all students.

What is the feedback from your stakeholders?

Data shows that postsecondary does not become an attainable goal until senior year therefore the idea of a college going culture is limited. We should embed this work at all grade levels by using the ILP task and creating school wide initiatives to support aligning college readiness to instructional rigor.

What student-centered problems have surfaced during this reflection?

The majority of our students express interest in attending college however very few of them have a concrete idea of what their options are. Because our enrollment and persistence rates are so low, our students don't have many reference points.

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

We want to instill attending college as an expectation for our students by imbedding a college aesthetic into every aspect of our school. We want our teachers to be able to celebrate their alma maters, we want to celebrate our alumni college students, and we want to celebrate our students who are going off to college. We believe this will go far in giving future generations of students something to strive for and assist with goal-setting.

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Determine Priorities

Resources: 

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

Students...

will have a post-secondary pathways via college/career, while increasing our enrollment and persistence over the next 3 years.



[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.


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Root Cause

Resources: 

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

As adults in the building, we...

have not aligned instructional practices to postsecondary expectations beginning at the ninth grade | 

[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.

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Theory of Action

What is your Theory of Action?

If we....

create systems that provide strong connections, access, exposure, rigor and align coursework to colle 

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....

a school wide postsecondary culture begin to develop at the ninth grade level



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

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

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

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

which leads to...

a more confident student with an improved college going culture, persistence and college graduation



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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

Postsecondary Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 2/9/23

Q2 12/22/23

Q4 5/24/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide early college and career exposure for all grades	PLT	May 2024	Select Status
Action Step 1	Implement monthly completion of ILP task using the Schoolinks tool for postsecondary research	Seminar Teachers, Counselors, PS Coach and Teachers	Oct 2023	Select Status
Action Step 2	Share opportunities and coordinate attendance for local fairs to expose students to a variety of postsecondary options	PLT Team, Counselors, and Teachers	June 2024	Select Status
Action Step 3	Host local college and career fair to expose students to a variety of postsecondary opportunities	PLT Team	Oct 2023	Select Status
Action Step 4	Conduct quarterly local campus and career visits for grades 9-11	PLT Team, Counselors, and Teachers	May 2024	Select Status
Action Step 5	Train teachers and staff on new Schoolinks tool to align classroom instruction with postsecondary strategies and curriculum	PLT Team	Nov 2023	Select Status
Implementation Milestone 2	Engage Stakeholders in developing a college going culture	Administration and PLT	May 2024	Select Status
Action Step 1	Support monthly use of Schoolinks tool for postsecondary research and application processing	Administration and PLT	Oct 2024	Select Status
Action Step 2	Conduct monthly grade leveling training for teachers and staff to plan and support college and career data, successes and areas of growth	Administration and PLT	June 2024	Select Status
Action Step 3	Coordinate monthly school-wide postsecondary activities to build the culture	PLT	June 2024	Select Status
Action Step 4	Establish partnerships that allow for access, exposure and postsecondary opportunities to be provided school wide, aligned to specific classroom instruction and promotes academic rigor	Administration and PLT	June 2024	Select Status
Action Step 5	Offer professional development opportunities that support the	Administration and PLT	June 2024	Select Status
Implementation Milestone 3	Provide a variety of postsecondary exposure opportunities	Administration and PLT	June 2024	Select Status
Action Step 1	Coordinate local visits for every student	Administration and PLT	Dec 2023	Select Status
Action Step 2	Coordinate non local in state visit for at least 40% of the class of 2025	Administration and PLT	Dec 2023	Select Status
Action Step 3	Coordinate non local and/or out of state visits for at least 50% of the class of 2024	Administration and PLT	Dec 2023	Select Status
Action Step 4	Coordinate final postsecondary visit for top 10 seniors and one parent	Administration and PLT	Apr 2024	Select Status
Action Step 5	Coordinate at least one postsecondary visits for non college exposure experience per quarter	Administration and PLT	June 2024	Select Status
Implementation Milestone 4	Increase college enrollment for class of 2024	Administration and PLT	June 2024	Select Status
Action Step 1	Implement weekly use of Schoolinks tool for postsecondary research, planning and application processing (including FAFSA)	Administration and PLT	Oct 2023	Select Status
Action Step 2	Provide bi-weekly postsecondary exposure opportunities for seniors	Administration and PLT	Dec 2023	Select Status
Action Step 3	Coordinate local and non-local exposure visits aligned with a students postsecondary plan	Administration and PLT	Dec 2023	Select Status
Action Step 4	Conduct quarterly one on one meetings with students to set goals review outcomes and adjust as needed to ensure final LPS plan is attainable	Administration and PLT	May 2024	Select Status

Action Step 5	Collaborate with parents to finalize postsecondary plans and provide transition supports	Administration and PLT	June 2024	Select Status
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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Increase in students graduating with a clear postsecondary plan, increase college enrollment rates for the class of 2024, increase enrollment in trade and/or postsecondary training programs.	
SY26 Anticipated Milestones	Increase knowledge and awareness of postsecondary opportunities available and attainable for the class of 2026. Increase academic preparedness for college and career success and alignment with classroom instruction.	

[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
Use Schoolinks tools to complete ILP task for grades 9-11 at least once a month	Yes	Learn, Plan, Succeed	Overall	375			
			Students with an IEP	95			
Increase college application acceptance rate	Yes	% of KPIs Completed (12th Grade)	African American Male	52			
			African American Female	35			

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.	The PLT lead will ensure that a regular bi-weekly meeting cadence is established in order to review, analyze data and address school wide strategies to improve the college and career going culture.	The PLT lead will ensure that a regular bi-weekly meeting cadence is established in order to review, analyze data and address school wide strategies to improve the college and career going culture.	The PLT lead will ensure that a regular bi-weekly meeting cadence is established in order to review, analyze data and address school wide strategies to improve the college and career going culture.
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	In partnership with classroom teachers the PLT will ensure that 40% of student in grades 9-11 complete ILP task using the Schoolinks tool.	In partnership with classroom teachers the PLT will ensure that 60% of student in grades 9-11 complete ILP task using the Schoolinks tool.	In partnership with classroom teachers the PLT will ensure that 75% of students in grades 9-11 complete ILP task using the Schoolinks tool.
PS:5 Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	In partnership with CTE and external partners the PLT will ensure that students receive access, explore and opportunities to industry certifications and postsecondary training.	In partnership with CTE and external partners the PLT will ensure that students receive access and explore opportunities to industry certifications and postsecondary training.	In partnership with CTE and external partners the PLT will ensure that students receive access and explore opportunities that will lead to certifications and additional postsecondary trainings.

[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
Use Schoolinks tools to complete ILP task for grades 9-11 at least once a month	Learn, Plan, Succeed	Overall	375		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	95		Select Status	Select Status	Select Status	Select Status
Increase college application acceptance rate	% of KPIs Completed (12th Grade)	African American Male	52		Select Status	Select Status	Select Status	Select Status
		African American Female	35		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.	The PLT lead will ensure that a regular bi-weekly meeting cadence is established in order to review, analyze data and address school wide strategies to improve the college and career going culture.	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).	In partnership with classroom teachers the PLT will ensure that 40% of student in grades 9-11 complete ILP task using the Schoolinks tool.	Select Status	Select Status	Select Status	Select Status
PS:5 Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	In partnership with CTE and external partners the PLT will ensure that students receive access, explore and opportunities to industry certifications and postsecondary training.	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Julian is committed to the delivery of a quality instructional program to all students and parents. We will ensure that the teachers are "highly qualified", and the learning environment is consistently conducive to educating all children. This will include but not limited to professional development via career training, job-readiness, financial literacy, health/wellness, post-secondary options. Julian administers required standardized assessments. Each student and parents receive an individual "score report" that identifies all areas of achievement or concern and denotes student growth. Results will be mailed to students' homes by the district and/or testing organization. Sessions are held to assist parents in understanding how to read the test results. Students also review their results during selected courses and seminars. Julian's academic goal is to increase PSAT/SAT EBRW and Math by 5% in SY24, 10% in SY25 and 15% in SY26. Julian High School Parent Advisory Council-(PAC) conducts meetings once a month. PAC meetings develop an action plan for annual reinforcement of school goals which is the actual parental involvement. This allows parents to periodically review the status of the school, discuss any Title I budgetary items that need approving and develop ideas for school improvement. PAC will also be represented at every Local School Council meeting and participate in the CIWP process and monitoring progress toward the school's goals.



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