Greater Lawndale High School For Social Justice

West Side High School Network

3120 S Kostner Ave Chicago, IL 60623

ISBE ID: 150162990250835

School ID: 610383

Oracle ID: 55171

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Social Justice High School (SOJO) is a reality because of the principles of social justice. Through a rigorous academic program based upon the Common Core and a system of support, guidance and accountability, our students will graduate high school prepared, with a post secondary plan for college, additional training or the world of work. Our students will be able to articulate and cherish the principles of social justice,   preserve their ethnic and cultural identity, serve and detemine the future of our community, and will have a passion for peace, justice and dignity of all people.
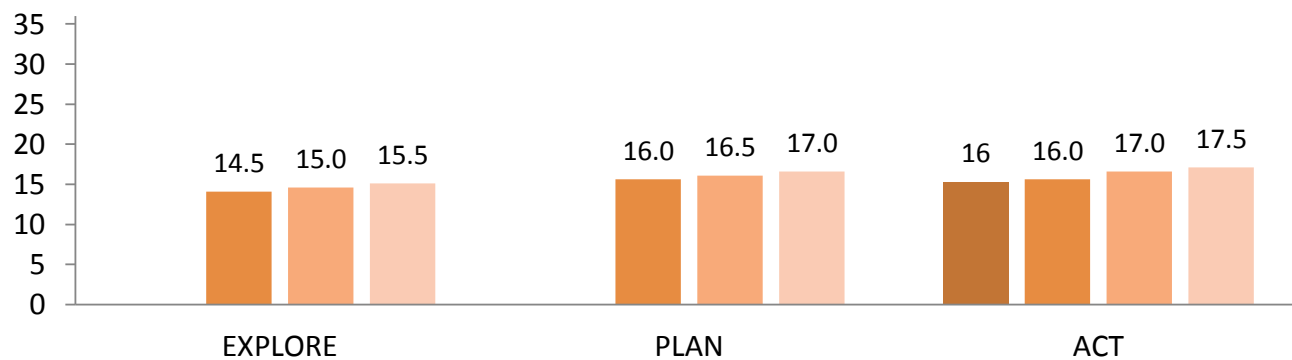
Strategic Priorities

1. Students will develo and use Common Core State Standards critical thinking skills to read and analyze non fiction text and demonstrate that knowledge through objective and extended response assessments.

2. Through professional development, the Instructional leadership Team will present the Targeted Instructional Area (TIA) and monitor implementation. Grade level teams (CTT) will set SMART Instructional goals and modify the TIA to meet its goals. Administration will also utilize REACH to support teachers in improving

3. Implement social and emotional learning and its connections to academic achievement, positive student development and reduction in negative behaviors and emotional distress.
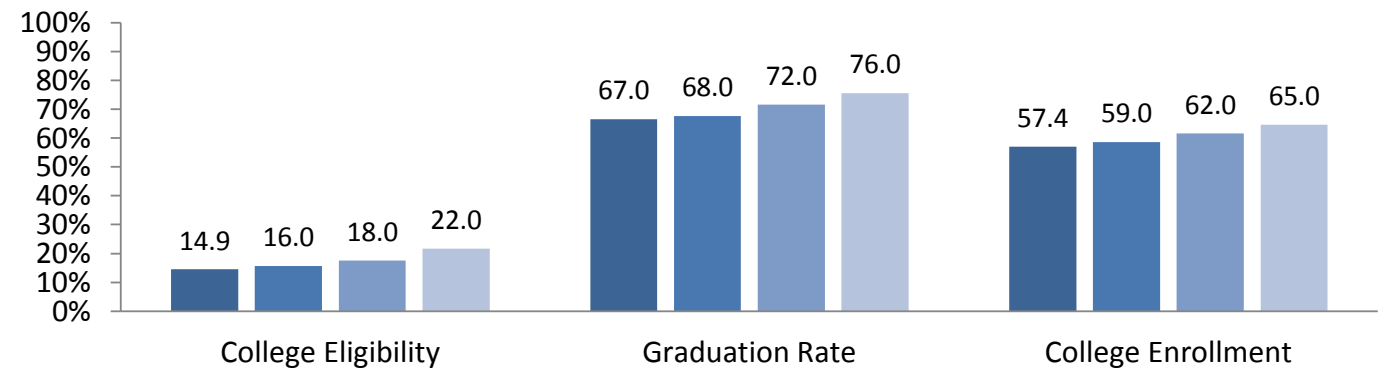
School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	14.5	16.0	16
SY2013	15.0	16.5	17.0
SY2014	15.5	17.0	17.5

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	14.9	67.0	57.4
SY2012	16.0	68.0	59.0
SY2013	18.0	72.0	62.0
SY2014	22.0	76.0	65.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Greater Lawndale High School For Social Justice

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Kathy Farr	Principal
Ana Herrera	Support Staff
Melanie Davis	Counselor/Case Manager
Noelle Jones	Classroom Teacher
Fabiolla Benitez	Support Staff
Dr. David Stovall	LSC Member
Patricia Buenrostro	Parent/ Guardian
Phillip Kendall	Classroom Teacher
Matthew Crye	Classroom Teacher
Erik Olson	Counselor/Case Manager

High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.5	14.5	15.0	15.5
10th Grade - PLAN Average PLAN score		15.0	16.0	16.5	17.0
11th Grade - ACT Average ACT score	15.7	NDA	16.0	17.0	17.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	14.9	16.0	18.0	22.0
5-Year Graduation Rate % of students who have graduated within 5 years	67.0	68.0	72.0	76.0
College Enrollment % of graduates enrolled in college	57.4	59.0	62.0	65.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.0	1.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	87.5	88.0	90.0	92.0
Freshman On-Track % of Freshman Students on-track	87.4	70.0	88.0	90.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	16.4	14.0	10.0	8.0
Sophomore On-Track % of Sophomore students on track	76.3	78.0	72.0	90.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	12.0	14.0	18.0	25.0	**PSAE Reading** % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Mathematics % of students meeting or exceeding state standards	12.0	14.0	18.0	25.0	**PSAE Mathematics** % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Science % of students meeting or exceeding state standards	16.0	18.0	20.0	28.0	**PSAE Science** % of students exceeding state standards	0.0	2.0	4.0	6.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has experienced three administrative changes in the 2012 school year which has obstructed consistent implementation of effective school practices. Although Collaborative Teacher Teams exist and function, continual adjustments to new adminstrations has limited their full effectiveness.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	As noted above the principal has changed three times In the 2012 school year and the current principal who came in March is establishing protocols for an effective school. The principal lead staff in collaboratively rewriting mission and vision statements. The principal has also created greater emphasis on college readiness and the connection between assessment and college/post secondary opportunities. The principal also gave staff access to Dashboard, which they had previosly been denied access and trained the staff on analyzing data. The staff had not been previously trained in utilizing data for guiding instruction. The principal has also established regular ILt meetings to discuss issues such as EPAS data analysis, PSAE preparation strategies, Common Core State Standards and reading informational text across all content.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	There is a system of rotations that requires and allows each teacher to participate on key leadership teams like our RTI model (SFAST) and the OLT. While department chairs form most of the ILT, other teachers are welcomed and ILT meetings and often attend and contribute to these meetings. Many decisions in the school are made using a consensus model. About 75 percent of teachers contribute to school leadship by coaching, leading clubs or other extracurricular activities. Leadership positions are held by a diverse group of teachers rather than one small group occupying all of these positions. There are six teachers (of 22) who have national board certification and eight others who are enrolled in graduate school. This leads to a wide range of teachers sharing knowledge and contributing to professional development.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	All grade levels teams and departments are represented on the ILT, including special education and the school social worker, and academic counselor, and college and career coach. While department chairs form most of the ILT, other teachers are welcomed and ILT meetings and often attend and contribute to these meetings. The ILT frequently plans professional development and leads different sections of the professional development. While there has been 3 principals during this school year, the ILT has continued to meet and has focused around the school's curricular framework project to keep instruction stable and consistent through the transitions in administration. The ILT, along with grade level teams has led the planning and implementation of a new interdisciplinary 10th grade capstone project that serves as a stepping stone to our already existing senior capstone project. The ILT engages in informal reflection at the beginning of every ILT meeting. The ILT planned and led the strategy for analyzing practice PSAE data. We were able to determine the number of students who were within reach of meeting standards, those who	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The school has evaluated by grade level the EPAS data. Each subject area has also been able to evaluate the CIM data on their individual dashboard. Teachers evaluated the data for patterns and trends for students strengths and weaknesses. Each grade level adjusts quarterly common core standards goals based on data received. Much of the data has either overlapped, or arrived too late for evaluation to be timely. Not enough time or realistic planning has gone into determinng how non-core subjects can contribute to the monitoring and adjustment process. Teachers are	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Grade level teams are strong and meet regularly to assure alignment and proper pacing. Each grade level shares a common collaborative instructional project involving multiple disciplines which ultimately lead up to the Grade 12 Fire Project. Teachers rely on mulitple instructional resources and are not limited to one text and its pacing. Work that needs to go forward is differentiated instruction for SPED and ELL students because their failure rate is too high.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Because we are a small school, typically one teacher teaches a particular course at one grade level. There needs to be better alignment with SPED and ELL teachers and Gen Ed teachers to improve the success rate of students with special needs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Data analysis is limited to major summative assessments. The school has only just begun to analyze internal data, i.e. The Social Justice Watchlist. Common assessments do not exist and natually no data is compiled. The school needs to begin to analyze CIM data. Accommodations and modifications for SPED and ELL vary from instructor to instructor, and there is no system in place to ensure all teachers are following adequate modifications. we did analyze practice PSAE data. We were able to determine the number of students who were within reach of meeting standards, those who could exceed standards and those who we needed to increase their ACT averages though they probably would not meet standards. From this data we designed an PSAE Boot Camp during Spring break. Teachers came in and worked with individual and groups of students based upon the data we analyzed.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers generally do not communicate objectives, though most write them on the board, so it is unclear what connections the students are making during instruction. Also assessments are not used formatively because most teachers predominantly utilize them in a summative manner. Because honors and regular level students are combined and there is no deliniation, most teachers tend to "teach to the middle," though there are some exceptional teachers who do differentiate to meet the needs of students on various levels. The fact that there have been no students exceeding standards, is an indication that more differentiation is needed.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The S-FST team weekly meets to discuss students with Social and Emotional Learning challenges, but the decisions about interventions primarily rely upon anecdotals instead of a systematic assessment for academic as well as SEL support. The next step is to put some of these systems in place so that they can be measured for their effectiveness. Much more quantitative data needs to be assembled and utilized. We have created the SOJO Watchlist which codes and tracks every student's academic progress every five weeks. This list is dissemnated to teachers so they may use this information at grade level and content team meetings. Teachers also complete Remediation plans every five weeks for any failing or close to failing student. In the plan they identify the next steps for students in order for them to be successful in the class.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Because there has been three administrative changes this academic year, professional development has just recently become structured and monitoring is in its infancy. The professional development has been whole staff in order to foster team building, alignment to a common mission and vision and to allow the new principal opportunity to clarify the vision.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Grade level teams are strong and meet regularly (weekly)to assure alignment and proper pacing. Each grade level shares a common collaborative instructional project involving multiple disciplines which ultimately lead up to the Grade 12 Fire Project. Teams meet to analyze SOJO Watchlist data, attendance data, but the component of ILT members supporting teams and specialty teams such as SPED support teams are not yet in place.	
	Instructional coaching	-->		**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching for teachers is informal and irradic. There is no system of support for new teachers in place. The new principal must establish systems for mentoring teachers and utilizing the ILT to assist with timely feedback to teachers. The school is also purchasing an assistant principal to assist with coaching.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Social Justice is very stong on providing students opportunity for developing authentic leadership and voice through its many service learning opportunities and grade level projects We have March Madness each year were each advisory becomes an expert on their chosen college or university. The students learn the facts about the school (admission, cultural facts, etc), wears the school colors and decorates their classroom. Teachers wear their alma mater colors, Tee shirt or jersey to encourage the concept that high school is a bridge to college. College pennets are through out the school . College representatives are invited. Students take college tours.	
	Relationships	--->		
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students and adults have strong connections because of the attention and respect shown to cultural heritage and cultural differences. Every student befor he graduates from Greater Lawndale School for Social Justice must take the African-American History course as well as humanities course work. Students and adults are respectful of one another and there overall discipline in the school.	
	Behavior& Safety	--->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has a welcoming safe environment with very few level 4-6 misconducts. There is also incentives for proper behavior responses. However, responses to behavioral issues need improvements because of inconsistent practices and ineffective tracking of student progress.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	School host grade level nights, where parents are informed of student progress and curriculum standards. School invites outside agencies for mentoring, academic support, and transitional needs. Post-secondary support and information is provided to students and families during open house. Parents are invited to attend grade level cap stone project in which students' exhibit knowledge and skills gained across content areas. Students moving out of area are provided consultation and are linked to prospective education facilities.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers provide students and parents with a individualized remediation plans that communicates to parents their childs' strength and needs and how they can support students at home. Counselors lead a monthly post-secondary informational night for parents and students so they are aware of college requirements. Each grade level holds a bi-annual informational meeting, where behavioral and academic expectations are communicated.	
	Bonding	--->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The culture establishd by the principal and the staff uses an open-door policy that creates a welcoming enviornment for parents, students, and the community. The principal holds parents meetings to inform parents about the current standing of the school and discusses ways they can help to engage and support the school in its work. Each grade level provides families and the communities numerous opporotunitites throughout the year to engaging in authentic and engaging activities such as grade level capstone projects, musical	

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Special Education department host's outside agencies for transition planning. Teachers are kept up to date regrading students' progress towards their goals. Teachers collaborate to modify instruction as needed. Regular communication is maintained by Special Education and parents. Homebound instruction and home visits are provided for students with special needs.	
	College & Career Exploration and election	-->		**2**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The Post Secondary coach works well with upper classmen, but less with freshmen and sophomores. We need to do a better job connecting the EPAS data to college for our underclassmen.	
	Academic Planning	-->		**3**
6: College and Career Readiness Supports	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	A.P. access is open to all Social Justice students, though currently the number of course offerings is limited to five courses. Expansion of A.P. course options is the next step. We are adding three additional A.P. courses next year. Also using the Springboard program from College Board also better prepares students for advance placement study. College planning in early years is needed. SOJO has a College and Career Counselor. Freshman, sophomore and junior students also attend college fairs.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Extracurricular activities exist, but need to expand. Student government, non sports related activities need to increase. We have extracurricular activites including: sports, Gallery 37, Enlace Clubs after school, After School Matters, SoJo Serves, Needles and	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All students participate in EPAS assessment, but career ready assessments are not offerred. We administer the PSAE and also promote preparation and retake opportunities through boot camps during school breaks and after school for students from all grade levels. Through work with our outside partners, students	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	College options for upperclassmen is provided, but family involvement is limited to a few senior meetings. There needs to be a school-wide focus on college and career readiness from freshman year. The school has multiple opportunties for students and families to be exposed to college options and costs including: Parent Universities in the evenings, Financial Aid Night including information aimed specifically for undocumented students. We also work in collaboration with outside partners to provide students	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school works to assist all students to overcome barriers to college, but due to the number of undocumented students, resources available to them are limited. We need to find additional opportunities for those students.	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary funding is aligned to school needs and goals. Partnerships with outside agencies is sought and those resources are utilized to enhance student academic performance. Enlace provided funding for Cambridge PSAE preparation materials, and funded Summer A.P. Boot camps. Roosevelt University partner funded Upward Bound and Gear Up provided support for college preparation and transition for seniors.	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is conducted after vacancy is identified, but hiring is conducted on a multi-step procedure where the staff members function as a team to interview candidates. The teams are comprised of teachers from different grade levels and content backgrounds. Round two of interviews involve the candidate conducting a mini lesson with students and the interview team observes the lesson. It then meets to review and the candidate is brought in for one more round of final interviews.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedule includes time for grade and content level collaborative teams. Also struggling students are identified and their schedule is changed as needed to meet their instructional needs. The SFAST team meets weekly as well as Grade Level and Content Teams. The ILT meets weekly as well. Next year we plan to utilize Wednesday's early release time to facilite team meetings.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Social Justice High School (SOJO) is a reality because of the principles of social justice. Through a rigorous academic program based upon the Common Core and a system of support, guidance and accountability, our students will graduate high school prepared, with a post secondary plan for college, additional training or the world of work. Our students will be able to articulate and cherish the principles of social justice, preserve their ethnic and cultural identity, serve and detemine the future of our community, and will have a passion for peace, justice and dignity of all people.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Students will develo and use Common Core State Standards critical thinking skills to read and analyze non fiction text and demonstrate that knowledge through objective and extended response assessments.	In FY11 only twelve percent of Social Justice students met state standards in reading. No students exceeded state standards in reading. Sixteen percent met standards in science and no students exceeded standards in science. A focus upon non fiction informational text will impact and improve student achievement in multiple areas.
2	Through professional development, the Instructional leadership Team will present the Targeted Instructional Area (TIA) and monitor implementation. Grade level teams (CTT) will set SMART Instructional goals and modify the TIA to meet its goals. Administration will also utilize REACH to support teachers in improving instruction and attaining instructional goals.	In our self evaluation we scored low in monitoring and evaluating progress once we have set instructional goals. With a clear plan of how we will set, implement and monitor instructional goals, we will see greater impact on student achievement.
3	Implement social and emotional learning and its connections to academic achievement, positive student development and reduction in negative behaviors and emotional distress.	Social Justice is a CASL school for FY2013 and we see a great need for social and emotional development. Also we scored low on responses to behavioral issues due to inconsistent tracking and inconsistent policies.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Students will develo and use Common Core State Standards critical thinking skills to read and analyze non fiction text and demonstrate that knowledge through objective and extended response assessments.	In FY11 only twelve percent of Social Justice students met state standards in reading. No students exceeded state standards in reading. Sixteen percent met standards in science and no students exceeded standards in science. A focus upon non fiction informational text will impact and improve student achievement in multiple areas.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
9th graders will average 14.5 on EXPLORE composite and 15 in reading	Instruction	All	Freshman Team	Quarter 4	On-going	On-Track	Freshmen teachers are reviewing for post EXPLORE
10th graders will average 16.0 on PLAN composite and 16.5 in reading	Instruction	All	Sophomore Team	Quarter 4	On-going	On-Track	Sophomore teachers are reviewing for post PLAN
11th graders will average 16 on Spring 2012 ACT	Instruction	All	Junior Team	Quarter 4	Quarter 4	Completed	11th graders (non sped) averaged 16.6
14% of 11th graders will meet or exceed PSAE standards/ 2% will exceed standards in reading	Instruction	All	Junior Team	Quarter 4	On-going	On-Track	Awaiting SPED scores to determine reacing goal
70% of students will score 75% (mastery) on the TIA Common assessment	Instruction	All	All teachers	Quarter 1			
70% of students will earn a C or better in RLA and College Reading courses	Instruction	All	Reading Teachers	On-going			
Overall 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 1			
9th graders 65% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 1			
10th and 11th graders 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 1			
12th graders 75% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 1			
75% of students will score 75% (mastery) on the TIA Common assessment	Instruction	All	All teachers	Quarter 2			
75% of students will earn a C or better in RLA and College Reading courses	Instruction	All	All teachers	Quarter 2			
Overall 72% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 2			
9th graders 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 2			
10th and 11th graders 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 2			

Strategic Priority 1

12th graders 75% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 2			
75% of students will score 75% (mastery) on the TIA Common assessment	Instruction	All	All teachers	Quarter 3			
75% of students will earn a C or better in RLA and College Reading courses	Instruction	All	All teachers	Quarter 3			
Overall 72% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 3			
9th graders 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 3			
10th and 11th graders 70% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 3			
12th graders 75% mastery on CPS Quarter assessments	Instruction	All	All teachers	Quarter 3			
9th graders will average 15. on EXPLORE composite and 15 in reading	Instruction	All	Freshman Team	Quarter 4			
10th graders will average 16.5 on PLAN composite and 16.5 in reading	Instruction	All	Sophomore Team	Quarter 4			
14% of 11th graders will meet or exceed PSAE standards/ 2% will exceed standards in reading. Juniors will average 17 composite on ACT	Instruction	All	Junior Team	Quarter 4			

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Through professional development, the Instructional leadership Team will present the Targeted Instructional Area (TIA) and monitor implementation. Grade level teams (CTT) will set SMART Instructional goals and modify the TIA to meet its goals. Administration will also utilize REACH to support teachers in improving instruction and attaining instructional goals.	In our self evaluation we scored low in monitoring and evaluating progress once we have set instructional goals. With a clear plan of how we will set, implement and monitor instructional goals, we will see greater impact on student achievement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct a needs assessment of the staff to determine proficiency level in the instruction of non fiction informational text	Instruction	All	ILT	Summer 2012			
Build Instructional Leadership Team capacity in the instruction of informatonal text analysis based upon the Common Core	ILT/ Teacher Teams	Not Applicable	Language Arts Teachers	Summer 2012			
From Common Core identify Eight sub areas of concentration from reading and analyzing Informational text (TIA) and order the sequence of skills to be taught	Instruction	All	ILT	Summer 2012			
Plan first two professional developments for reading and analyzing informational text (TIA)	After School/ Extended Day	All	ILT	Summer 2012			
Assure all staff have access to Common Core resources.	Instructional Materials	Not Applicable	Principal	Quarter 1			
Conduct first professional development for TIA and review the instructional cycle. Teachers begin instruction in TIA	ILT/ Teacher Teams	All	ILT	Quarter 1			
Conduct first Learning Walk for TIA implementation	Instruction	All	ILT	Quarter 1			
Analylze Data from first Learning Walk	ILT/ Teacher Teams	All	ILt	Quarter 1			
Report findings of Learning Walk implementation to Staff. Remediate as necessary.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Establish mastery on common assessments- 70% of students will score 75% in order to determine mastery of the TIA	ILT/ Teacher Teams	All	ILT	Quarter 1			
Each content will create grade specific common assesments for the identified TIA	ILT/ Teacher Teams	All	All	Quarter 1			

Strategic Priority 2

Administer Common assessment and submit data findings to ILT	Instruction	All	All	Quarter 1			
ILT analysis of Common Assessment data to determine mastery or need for review	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1			
Conduct second professional development for TIA and review the instructional cycle. Teachers begin instruction in TIA	ILT/ Teacher Teams	All	ILT	Quarter 2			
Conduct second Learning Walk for TIA implementation	Instruction	All	ILT	Quarter 2			
Analylze Data from first Learning Walk	ILT/ Teacher Teams	All	ILt	Quarter 2			
Report findings of Learning Walk implementation to Staff. Remediate as necessary.	ILT/ Teacher Teams	All	ILT	Quarter 2			
Establish mastery on common assessments- 70% of students will score 75% in order to determine mastery of the TIA	ILT/ Teacher Teams	All	ILT	Quarter 2			
Each content will create grade specific common assesments for the identified TIA	ILT/ Teacher Teams	All	All	Quarter 2			
Administer Common assessment and submit data findings to ILT	Instruction	All	All	Quarter 2			
ILT analysis of Common Assessment data to determine mastery or need for review	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 2			
Repeat TIA cycle with new Common Core Reading Informational Text focus	ILT/ Teacher Teams	All	ILT	Quarter 3			
Repeat TIA cycle with new Common Core Reading Informational Text focus	ILT/ Teacher Teams	All	ILT	Quarter 4			

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement social and emotional learning and its connections to academic achievement, positive student development and reduction in negative behaviors and emotional distress.	Social Justice is a CASL school for FY2013 and we see a great need for social and emotional development. Also we scored low on responses to behavioral issues due to inconsistent tracking and inconsistent policies.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish an SEL leadership team	ILT/ Teacher Teams	Not Applicable		Summer 2012	Summer 2012		
Revamp student and parent needs assesssments	ILT/ Teacher Teams	Students With Disabilities	SEL Team	Summer 2012	Quarter 1		
All staff completes teacher self-assessment to provide leadership team with data to plan PD and provide resources	ILT/ Teacher Teams	Not Applicable	SEL Team	Summer 2012	Summer 2012		
Leadership team attends training in July	ILT/ Teacher Teams	Not Applicable	SEL Team	Summer 2012	Summer 2012		
Leadership Team leads staff PD on SEL Instruction	ILT/ Teacher Teams	Not Applicable	SEL Team	On-going	On-going		
Track student attendance, discipline, on-track rate to monitor SEL progress across the school	Instruction	All	All Staff	On-going	On-going		
Administer school-wide needs assessment to all students	Instructional Materials	All	All Staff	Quarter 1	Quarter 1		
Team decides how to monitor/measure implementation in classrooms.	ILT/ Teacher Teams	All	SEL Team	Summer 2012	Quarter 2		
Team creates specifics of timeline for integration into lesson plans, implementation of SEL curriculum, etc.	ILT/ Teacher Teams	All	SEL Team	Summer 2012	Summer 2012		
Revise identified school-wide practice and policies to integrate SEL	Instruction	All	All Staff	On-going	On-going		
Investigate additional grant funding opportunities	Instructional Materials	All	SEL Team	On-going	On-going		
Revive "Parent University" program to provide parent training centered around SEL goals and practices	Parental Involvement	All	SEL Team	On-going	On-going		
Identify target populations with significant needs and identify practices to support these groups	ILT/ Teacher Teams	All	All Staff	Quarter 1	Quarter 1		

Strategic Priority 3

Leadership team will work with underclass grade-level team as a pilot teams for implementing SEL common practices.	ILT/ Teacher Teams	Other student group	Grade Level Teams	Quarter 1	Quarter 4		
Administer school-wide needs assessment at the end of the year to compare to data from the beginning of the year.	Instructional Materials	All	All Staff	Quarter 4	Quarter 4		
Celebrate students and staff who exemplify Essential 7 Values and SEL competencies with awards ceremony at the end of each semester.	Other	All	All Staff	On-going	Quarter 4		
Align SEL competencies to existing Essential 7 core values.	Instruction	All	SEL Team	Summer 2012	Summer 2012		
Celebrate students who exemplify Essential 7 values monthly with Student of the month awards.	ILT/ Teacher Teams	All	All Staff	On-going	On-going		

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps