

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 
Omar Chilous	Principal	ochilous@cps.edu
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Megan Montanez	Teacher Leader	mmmontanez@cps.edu
Ana Herrera-Gonzalez	Postsecondary Lead	abherrera@cps.edu
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Alexandra Guerrero	Other [Type In]	aguerrero4@cps.edu
Hector Sanchez	Teacher Leader	hsanchez34@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/19/23	8/18/23
Reflection: Curriculum & Instruction (Instructional Core)	6/23/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/23/23	9/1/23
Reflection: Connectedness & Wellbeing	8/10/23	9/1/23
Reflection: Postsecondary Success	8/16/23	9/1/23
Reflection: Partnerships & Engagement	8/10/23	9/1/23
Priorities	6/13/23	8/28/23
Root Cause	6/12/23	8/28/23
Theory of Acton	8/21/23	8/28/23
Implementation Plans	8/28/23	9/1/23
Goals	8/28/23	9/1/23
Fund Compliance	9/4/23	9/10/23
Parent & Family Plan	9/4/23	9/10/23
Approval	9/7/23	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	10/20/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	5/31

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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	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>*During the Rigor Walks & the day in the life the average alignment between grade level standards, task and assessment was only present in one out of six classes visited during the MOY & EOY walkthroughs. The classes that aligned standards with daily objectives and engagement of task were referenced in Fine Arts, Music, Computer Tech, DL Civics & Chemistry. *ARC is CCSS based and driven (English/Reading Curriculum) but due to the time constraints and length of class periods it isn't possible to cover all of the content. Current standards are also not being covered using the current curriculum. Writing standards are not address. At the 12th grade level only 4-5 standards are being taught all year. *MOY and EOY ILT Effectiveness Rubric reflected an average of 2.0 for Culture, 2.8 for Structure and, 2.0 for Knowledge & Skills, with the highest component being Collective engagement under Culture @ 4 and the lowest being Decision Making @ 1 under Knowledge & Skills.</p>	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		iReady (Reading) iReady (Math)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions		Cultivate Grades ACCESS TS Gold
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Interim Assessment Data
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

What is the feedback from your stakeholders?

There is a disconnect between grade level standards and lesson execution. Schoolwide there is a disconnect across content areas of the intent of instruction @ SOJO. Students are unsure of what they are learning and why they are learning it. There is a deficiency in vocabulary acquisition, engagement in literacy and opportunities to write across the curriculum.

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

The English, Mathematics, Science and Social Science Departments are completing vertical alignment of CCSS/NGSS, curriculum maps, scope and sequence, and drafting/revising units of study for implementation in SY24. The work is to address all priority groups @ Sojo. With the alignment of standards and development of scope and sequence this will allow for a collaborative effort in co-taught classrooms, support for the work the freshmen team is doing with NCS, and extension of community partnerships/programs such as WOW and BAM.

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.

Students were not aware of grade level standards. Students could not always verbally explain the connection between the lesson activities, tasks, and intent for learning. Students mindset need to adjust and want to succeed which requires a change in school policies.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>*MTSS was initially introduced during SY23. The strongest months for entry into Branching Minds was in the early spring Feb/March SY23, and this included usage of FRECKLE for math and reading. There was a decline April-May SY23. Entries into Branching Minds also declined but at the end of the year the entries were completed (wonderings: frequency and relevancy of immediate entries being completed in Branching Minds and how should this information be shared with teachers providing Tier I instruction as students were receiving pull out services during non-English and non-Math related classes. *CTT supports will need to be adjusted to reflect 6 CTT models as captured during Rigor</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
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Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?

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

Students are aware of the end goal of their interventions but attendance is low. Freshman seminar will be provided to support READING and Writing via SEL. 📌

Walks @ BOY, MOY and EOY. The model observed was one teach and one observe or support. No parallel teaching, station teaching, or related models were observed. LRE indicator 13 reflections 98% compliance.

What is the feedback from your stakeholders?

Interventions need to take place using BOY data beginning @ week 5 with consistency in both areas of math and reading. One on one interventions were beneficial but limited the number of students that were receiving tier II & tier III interventions. Intervention summaries will be entered on a weekly basis into branching minds to make it accessible for general area content teachers to utilize as a resource during tier I instruction. Intentional co-planning needs to take place to support all CTT models that should be provided through a PD plan for DL and SECA staff. 📌

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

The identified groups of students are some of our highest priority students: LRE, Tier II & Tier III. Upcoming changes reflect MOU for the Intervention position with additional release/service time from teaching. DL teacher will continue to support providing interventions. Growing the capacity of the MTSS team to impact GLT and instruction. There is a need to have a clear definition and objective for the MTSS team and how information is to be relayed and action items executed. This supports the alignment of curriculum and instruction and building the capacity of all staff and students resulting in an increase in student achievement. The development of Freshmen seminar being provided with an intensive focus on reading and writing cycles. 📌

[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	100% of students referred to the BHT were assessed with a standard intake process and referred to Tier 2 or 3 support where-needed, including to our school partners, BAM, WOW, and Alternatives (our campus clinical partner). Several referrals resulted in mediated conversations with staff. While the BHT was able to successfully service all referred students, the number of referrals from staff were still low. Next year, we will engage staff and students in knowing the referral process so that we can ensure referrals are made when issues arise. The Culture and Climate team supported school C&C events by honoring all requests made by SOJO staff that were possible to honor within CPS vendor guidelines, in addition to engaging student voice and participation in planning Black History Month programming, Pride Month, auditing the School Handbook, etc. In the coming year, the Culture and Climate team will continue to focus on incorporating student voice into school activities, school safety planning, and decision making. The SOJO discipline team had strong results in minimizing the use of OSS where possible and incorporation in-school skill-building instead in student consequences. SOJO was very strong at supporting students to re-enter the school community with high school -- whether form a school removal, extended absence, incarceration, or personal issue. Students are offered a consistent restorative justice approach to harm or conflict within the community; some staff have begun to adopt community building circles and implement SEL strategies in the classroom. Classroom-based SEL is still an emergent area of opportunity and growth at SOJO. Thought the SEL PLC, staff have learned a number of strategies and experienced them firsthand as adult learners. This coming year, they will have the opportunity to continue to learn and increase application of learned strategies in the classroom. Currently, there is no formal SEL curriculum being used at SOJO. 📌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Students report appreciating the incorporation of inquiry and restorative practices in supportive discipline processes. They have shared that they are largely motivated to come to school when they feel a sense of belonging and comfort to be here socially -- among their peers and adults. While students like the opportunity to reflect on conflict when it occurs, they note that many adults on campus are still seeking punitive measures to address conflict. Students have shared that they believe adultism is at the root of a lot of the tensions between staff and students. Adults on campus have shared that balancing the demands of an increasingly rigorous profession with working to meet the differentiated SEL needs of students presents significant challenge. Staff have noted that they need more 📌	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.	structural support from administrators when it comes to school policies being created to address student behavior and more support knowing how to engage students around misbehavior or policy in the classroom. There seems to be a lack of understanding about what Title IX, OSP, and confidentiality laws are when it comes to discussing campus conflicts. Ensuring that all stakeholders are clear on FERPA is a priority for the coming year.	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Social media conflicts outside of school often have deep impact inside of school. There have been a number of disciplinary issues where perceived disrespect on a social media platform has transformed into an in-person physical altercation on campus. The ways that young people have used technology and social media to communicate within the school walls when conflict is afoot have also presented significant challenges. Skill building is needed around decision-making that keeps others physically and emotionally safe. Students have also expressed feeling significantly withdrawn from academic learning post-pandemic. Socialization, autonomy, and academic content feeling irrelevant have been common threads in what students have reported as challenging. This past year, SOJO staff innovated around creating collaborative thematic units of study within grade levels in an attempt to bolster morale, interest, and retention in the units of learning. Students overall reported very positively to this approach. We also continue to have significant substance use occurrences on campus -- both before/after school and also during the school day. SOJO works to support students by exploring the underlying causes of drug use among students, however, we are challenged in finding adequate external supports to provide substance use counseling/education to our student population. It is also noteworthy to mention that SOJO and LVLHS receive large numbers of migrant youth from Latin and South American countries each year. Because there is no way to anticipate arrival times or numbers of students, we are unable to adequately prepare to meet all needs at any given time. This group of migrant youth often represents some of the highest needs in the district -- students who often fall below benchmark for their grade level (and have often been out of an academic environment for many months/years), students who have been exposed to complex traumas during their journey to/within the US, students who often are ELLs and need significant additional supports with language access (additionally, some of whom come from indigenous communities that don't speak Spanish -- and there are lacking resources for how to access their indigenous languages within CPS), students who are experiencing homelessness or a transitional living situation... This group of students is often in need of the highest levels of support and there is seemingly no district level plan for how to do this effectively. We are doing the best we can to support these students when they arrive to us and are struggling to engage them in common core content when there are so many other pressing complexities to address first.</p>		<p>For the coming year, we are working to create a student leadership committee that is comprised of students that fall on the entire spectrum of school success -- from high academic achievers to students that are significantly struggling. This core group of students will help to provide a diverse, comprehensive window into student experience so that we can plan with their needs in mind. This year we also hope to launch an optional Conscious Discipline book group/learning group that will start to explore classroom-based strategies for student engagement and adult mindset around SEL.</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	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Our wins include: Dual Credit Classes with 100% of students receiving college credits, introducing Chicago Builds SY24, Medi Prof I and II success with students receiving certifications, MTech Pilot for SY24, counselors pushing into core classes and seminar classes to support SEL and using Naviance to build academic awareness. The development of freshman seminar to support writing practices as a critical skills for students. Refinement of senior seminar by seasoned teachers to meet the needs of students based on current life circumstances and past experience. We are definitely headed in the right direction and continue to work to meet the needs of our community.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Yes	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders?</p> The PST will continue to work on building awareness of college and career opportunities, preparing students for life after school while also supporting FOT and SOT. A need for additional support was provided with a new counseling position that was added for the SY24 with a distribution of support for upper classmen with one counselor and each of the lower classmen groups having a designated counselor to support students.	9th and 10th Grade On Track Cultivate (Relevance to the Future)
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).		Freshmen Connection Programs Offered (School Level Data)
Yes	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<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> SY 24 has presented students with opportunities through Chicago Builds. Dual Credit classes (allowing up to 12 semester	

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](#)

Chicago buses, dual credit classes (allowing up to 12 semester hours if enrolled in both math and english classes). Travel is the biggest obstacle for students due to the commute and safety. Students are given bus cards to assist but we are a neighborhood school and students and parents are uncomfortable with having students travel across different neighborhoods.

Parent communication is an area of growth with focusing on post-secondary and SEL supports. Our goal is that parents are knowledgeable of all the opportunities that may exist for their children, including but not limited to financial planning, and what careers exist now while keeping in mind what other career paths maybe available in the future.

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.

Awareness around opportunities and options after high school. There is a bigger concern regarding mental health issues as anxiety has increased via post-covid. There is a percentage of our students that are parenting their parents are due to language barriers, medical conditions, and in some circumstances our high school students are responsible financially for their families. In extreme situations students are also supporting elders in their families through addictions and life after addictions.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>This is an area of growth for SOJO. SY23 consisted of a year of establishing parent and student connectedness as an active part of SOJOs Mission & Vision. Students engaged in Elevate (PERTS) in which participating teachers reflected on data collected and modified, adapted, adopted or revised instruction. Sr./Jr. counselor held a parent meeting to support Sr students in next steps with approx. 37 families attended the Sr. meeting. The freshmen team also began to meet with families to support on track and accomodating meeting schedules to hold one on one meetings via phone, via google meets and in person meetings. There was an attempt to hold a parent engagement in supporting student development and another attempt will be held this year as well. Students were added to the LSC but with limited access and participation regarding policies and protocols. Students participated in planning for events such as Black history month.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Student Voice Infrastructure Rubric</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Students have shared that their voices aren't heard enough as a result in the ending action. They are engaged in discussion but what the next steps are aren't evident all the time.</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>Having students active roles and voice on the LSC, Student Voice and CIWP team. These efforts would result in student centered decisions which would increase the % of students on track, family engagement, and overall positive relationships with multiple stakeholder groups.</p>

What student-centered problems have surfaced during this reflection?

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

The realization our families and students are not at the center of the work that we do here at Social Justice High School. It ranges from the alignment of grade level appropriateness to student interest and family involvement. There are wonderings of how much would a Student Voice Committee impact student experiences here at SOJO?

Having students active roles and voice on the LSC, Student Voice and CIWP team. These efforts would result in student centered decisions which would increase the % of students on track, family engagement, and overall positive relationships with multiple stakeholder groups.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
No	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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

*During the Rigor Walks & the day in the life the average alignment between grade level standards, task and assessment was only present in one out of six classes visited during the MOY & EOY walkthroughs. The classes that aligned standards with daily objectives and engagement of task were referenced in Fine Arts, Music, Computer Tech, DL Civics & Chemistry. *ARC is CCSS based and driven (English/Reading Curriculum) but due to the time constraints and length of class periods it isn't possible to cover all of the content. Current standards are also not being covered using the current curriculum. Writing standards are not address. At the 12th grade level only 4-5 standards are being taught all year. *MOY and EOY ILT Effectiveness Rubric reflected an average of 2.0 for Culture, 2.8 for Structure and, 2.0 for Knowledge & Skills, with the highest component being Collective engagement under Culture @ 4 and the lowest being Decision Making @ 1 under Knowledge & Skills.

What is the feedback from your stakeholders?

There is a disconnect between grade level standards and lesson execution. Schoolwide there is a disconnect across content areas of the intent of instruction @ SOJO. Students are unsure of what they are learning and why they are learning it. There is a deficiency in vocabulary acquisition, engagement in literacy and opportunities to write across the curriculum.

What student-centered problems have surfaced during this reflection?

Students were not aware of grade level standards. Students could not always verbally explain the connection between the lesson activities, tasks, and intent for learning. Students mindset need to adjust and want to succeed which requires a change in school policies.

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

The English, Mathematics, Science and Social Science Departments are completing vertical alignment of CCSS/NGSS, curriculum maps, scope and sequence, and drafting/revising units of study for implementation in SY24. The work is to address all priority groups @ Sojo. With the alignment of standards and development of scope and sequence this will allow for a collaborative effort in co-taught classrooms, support for the work the freshmen team is doing with NCS, and extension of community partnerships/programs such as WOW and BAM.

Return to Top Determine Priorities

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

Students...
Students are performing below grade level in the areas of literacy and mathematics

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
need to extrapolate data and utilize the data as an integral part of planning, delivering, and assessing instruction.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
vertically align instruction in grades 9-12, adopt and train teachers in a high quality standards-based curriculum, and implement a common data process/protocol to inform instructional planning and the development of IEPs

Resources:

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

then we see....
 teachers intentionally planning to meet the academic needs of students using a high quality curriculum

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...
 an increase in students performing at or above grade level in the areas of literacy and mathematics.

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

[Resources:](#)

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



Team/Individual Responsible for Implementation Plan
 ILT, Leadership Team, MTSS, Interventionist, Lead Coach, Case Manager, Department Leads

Dates for Progress Monitoring Check Ins
 Q1 10/20/23 Q3 3/22/24
 Q2 12/22/23 Q4 5/31

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers and instructional support staff (e.g. SECA's) are trained and utilize a common process/p	ILT, Leadership Team, MTSS Interventionist, Lead Coach, Case Manager	Q4SY+	Not Started
Action Step 1	Research and adopt or modify instructional planning process/protocol for adoption or modification	ILT, ELPT, Case Manager, Lead Coach and MTSS Interventionist	Q1 - Q2 SY24	Not Started
Action Step 2	Research and adopt or modify data analysis tools/processes for instructional planning	Lead Coach and MTSS Interventionist	Q1 - Q2 SY24	Not Started
Action Step 3	Facilitate professional learning series with teachers and instructional support staff on planning pro	Lead Coach, MTSS Interventionist, SEL Coordinator, Department Leads	Q3 SY24	Not Started
Action Step 4	Implement ongoing analysis of student work using protocols	Lead Coach, MTSS Team (MTS	Q3 SY24	Not Started
Action Step 5	Adopt and apply multiple coteaching instructional models in classrooms	Case Manager, DL Team & Administration	Q4 SY24	Not Started
Implementation Milestone 2	English Language Arts (ELA) standards and/or	English Department, ISL, and Lead Coach	Q3 SY24+	In Progress
Action Step 1	Completion of Curriculum Maps and Scope and Sequence for each course all content areas	All ELA and SS team members	S1 SY24	In Progress
Action Step 2	Provide professional Development for all instructional and support staff around engaging students in ELA standards	Administration, Lead Coach, Department Leads, & MTSS Interventionist	Q2 SY24	In Progress
Action Step 3	Analyze BOY, MOY & EOY Star 360 for ELA and Math to isolate core ELA skills for instruction	Administration, Lead Coach, D	Q1 SY24+	Not Started
Action Step 4	Plan and implement transdisciplinary units with a focus on Writing and/or RI standards across all content areas	English Department, ILT and GLT	Q1 SY23+	Not Started
Action Step 5				Select Status

Implementation Milestone 3	Grade-level appropriate, standards-based curriculum is adopted and/or created for each content area.		Administration, Department Teams/Leads	Q2 SY24+	In Progress
Action Step 1	Skyline-adopting content departments attend district-facilitated Skyline professional learning and support sessions, as they implement curriculum.		Math and SS Department Members	Q1 - Q4 SY24	Not Started
Action Step 2	Non-adopting content departments assess the quality and grade-level appropriateness of curriculum (e.g. course maps, scope & sequence, curricular materials, tasks, etc.) using district-provided or other rubrics		World Language Teachers, F Q1 - Q2 SY24		In Progress
Action Step 3	Non-adopting content departments make decisions to adopt Skyline OR align and/or adjust teacher-created and curated course maps/scope & sequences based on gaps or areas of growth as identified through assessment.		World Language Teachers, F Q3 - Q4 SY24		In Progress
Action Step 4	Vertical Alignment for all contents allowing for quarterly department audits to ensure adherence to curriculum maps and scope and sequences.		World Language Teachers, F Q1-Q4 SY24+		Not Started
Action Step 5					Select Status
Implementation Milestone 4					Select Status
Action Step 1					Select Status
Action Step 2					Select Status
Action Step 3					Select Status
Action Step 4					Select Status
Action Step 5					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All departments adopted and implementing a high quality curriculum; inclusion of Writing and/or RI standards in Science and Social Science content areas; addressing literacy skills as related to student performance on Math Star360, PLCs centering on data and use of data to guide instruction	
SY26 Anticipated Milestones	All teachers performing at Proficient in Domain 3 REACH, Differentiate of instruction using multiple sources of data to advise instructional planning and content presented to students	

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.

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

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

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Student groups named in the designation within the goals above and any other IL-EMPOWER goals

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Increase of % students meeting or exceeding in STAR360 Reading and Mathematics.	Yes	Other	Overall	5%	15%	25%	35%
Increase of % students meeting or exceeding on the SAT Reading and Mathematics.	Yes	Other	Overall	0%	10%	15%	20%
			NA				

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. 🏆

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.	Departments will vertically align grade level instruction to meet the needs of students. Teachers will attend Skyline training; teachers will meet each semester to assess progress towards completing the outlined SY's scope and sequence and make modifications as needed.	Teachers will attend Skyline training; teachers will meet each semester to assess progress towards completing the outlined SY's scope and sequence and make modifications as needed. An increase in student performance on schoolwide assessments.	Teachers will attend Skyline training; teachers will meet each semester to assess progress towards completing the outlined SY's scope and sequence and make modifications as needed. An increase in student performance on schoolwide assessments.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers will be able to analyze schoolwide and classroom specific data. The use of a data protocol such as Atlas to analyze student work/assessments; learning walks by colleagues using information provided during GLTs/PLCs; feedback provided for lesson plans are very specific and completed for all teachers twice a month	Using assessments and data gathered to complete 5 WHYS; staff will be able to provide qualitative and quantitative narratives regarding student performance	Teachers move fluidly through several data/student work analysis protocol and can identify target skills required to increase student achievement in their content area.
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.	Teachers can develop lesson plans identifying essential skills required for mastery of standards and to be able to hold data discussions with students to create a plan for support.	Teachers can develop lesson plans identifying essential skills required for mastery of standards and to be able to hold data discussions with students to create a plan for support; 75% teachers are Proficient in Domains 2 & 3 REACH; Cultivate results showing a significant majority of students showing success in school 65%+	All teachers are Proficient in Domains 2 & 3 REACH; Cultivate results showing a significant majority of students showing success in school 75%+

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase of % students meeting or exceeding in STAR360 Reading and Mathematics.	Other	Overall	5%	15%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Increase of % students meeting or exceeding on the SAT Reading and Mathematics.	Other	Overall	0%	10%	Select Status	Select Status	Select Status	Select Status
		NA			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.	Departments will vertically align grade level instruction to meet the needs of students. Teachers will attend Skyline training; teachers will meet each semester to assess progress towards completing the outlined SY's scope and sequence and make modifications as needed.	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.

Teachers will be able to analyze schoolwide and classroom specific data. The use of a data protocol such as Atlas to analyze student work/assessments; learning walks by colleagues using information provided during GLTs/PLCs; feedback provided for lesson plans are very specific and completed for all teachers twice a month

Select Status	Select Status	Select Status	Select Status
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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.

Teachers can develop lesson plans identifying essential skills required for mastery of standards and to be able to hold data discussions with students to create a plan for support.

Select Status	Select Status	Select Status	Select Status
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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

100% of students referred to the BHT were assessed with a standard intake process and referred to Tier 2 or 3 support where-needed, including to our school partners, BAM, WOW, and Alternatives (our campus clinical partner). Several referrals resulted in mediated conversations with staff. While the BHT was able to successfully service all referred students, the number of referrals from staff were still low. Next year, we will engage staff and students in knowing the referral process so that we can ensure referrals are made when issues arise. The Culture and Climate team supported school C&C events by honoring all requests made by SOJO staff that were possible to honor within CPS vendor guidelines, in addition to engaging student voice and participation in planning Black History Month programming, Pride Month, auditing the School Handbook, etc. In the coming year, the Culture and Climate team will continue to focus on incorporating student voice into school activities, school safety planning, and decision making. The SOJO discipline team had strong results in minimizing the use of OSS where possible and incorporation in-school skill-building instead in studnet consequences. SOJO was very strong at supporting students to re-enter the school community with high school -- whether form a school removal, extended absence, incarceration, or personal issue. Students are offered a consistent restorative justice approach to harm or conflict within the community, some staff have begun to adopt community building circlcs and impelement SEL strategies in the classroom. Classroom-based SEL is still an emergent area of opportunity and growth at SOJO. Thought the SEL PLC, staff have learned a number of strategies and experienced them firsthand as adult learners. This coming year, they will have the opporutnity to continue to learn and increase application of learned strategies in the classroom. Currently, there is no formal SEL curriculum being used at SOJO.

What is the feedback from your stakeholders?

Students report appreciating the incorporation of inquiry and resorative practices in supportive discipline processes. They have shared that they are largely motivated to come to school when they feel a sense of belonging and comfort to be here socially -- among their peers and adults. While students liek the opportunity to reflect on conflict when it occurs, they note that many adults on campus are still seeking punitive measures to address conflict. Students have shared that they beleive adultism is at the root of a lot of the tensions between staff and students. Adults on campus have shared that balancing the demands of an increasingly rigorous profession with working to meet the differentiated SEL needs of students presents significant challenge. Staff have noted that they need more structural support from administrators when it comes to school policies being created to address student behavior and more support knowing how to engage students around misbehavior or policy in the classroom. There seems to be a lack of understanding about what Title IX, OSP, and confidentiality laws are when it comes to discussing campus conflicts. Ensuring that all stakeholders are clear on FERPA is a priority for the coming year.

What student-centered problems have surfaced during this reflection?

Social media conflicts outside of school often have deep impact inside of school. There have been a number of disciplinary issues where perceived disrespect on a social media platform has transformed into an in-person physical altercation on campus. The ways that young people have used technology and social media to communicate within the school walls when conflict is afoot have also presented significant challenges. Skill building is needed around decision-making that keeps others physically and emotionally safe. Students have also expressed feeling significantly withdrawn from academic learning post-pandemic. Socialization, autonomy, and academic content feeling irrelevant have been common threads in what students have reported as challenging. This past year, SOJO staff innovated around creating colbroative thematic units of study within grade levels in an attempt ot bolster morale, interest, and retention in the units of learning. Students overall reported very positively to this approach. We also continue to have significant substance use occurences on campus -- both before/after school and also during the school day. SOJO works to support students by exploring the underlying causes of drug use among students, however, we are challenged in finding odedquate external supports to provide substance use counseling/education to our student population. It is also noteworthy to mention that SOJO and LVLHS receive large numbers of migrant youth from Latin and South American countries each year. Becuase there is no way to anticipate arrival times or numbers of students, we are unable to adequately prepare to meet all needs at any given time. This group of migrant youth often represents some of the highest needs in the district -- students who often fall below benchmark for their grade level (and have often been out of an academic environment for many months/years), students who have been exposed to complex traumas during their journey to/within the US, students who often are ELLs and need significant additional supports with langauge access (additionally, some of whom come from indigenous communities that don't speak Spanish -- and there are lacking resoureces for how to access their indigenous languages within CPS), students who are experiencing homelessness or a transitional living situation... This group of students is often in need of the highest levels of support and there is seemingly no district level plan for how to do this effectively. We are doing the best we can to support these students when they arrive to us and are struggling to engage them in common core content when there are so many other pressing complexities to address first.

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?

For the coming year, we are working to create a student leadership committee that is comprised of students that fall on the entire spectrum of school success -- from high academic achievers to students that are significantly struggling. This core group of students will help to provide a diverse, comprehensive window into student experience so that we can plan with their needs in mind. This year we also hope to launch an optional Conscious Discipline book group/learning group that will start to explore classroom-based strategies for student engagemnt and adult mindset around SEL.

[Return to Top](#)

Determine Priorities

Resources: 

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

Students...

Low student attendance-absences

[Determine Priorities Prot](#)

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

Resources: 

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

As adults in the building, we...

need support with planning for varying levels of readiness throughout all grades 9-12

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

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....
 survey students, staff and parents/guardians using Catalyze, Cultivate, Elevate and/or the 5 Essentials, engage in professional development and learning cycles that are centered on research based Tier 1 SEL curriculum, adopt clear schoolwide rituals and expectations for celebrations and acknowledgements for all stakeholders

then we see....
 schoolwide and classroom practices and instruction that are meaningfully relevant to students

which leads to...
 an increase in student attendance and a decrease in the number of Ds and Fs at the end of every marking period.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan 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	Dates for Progress Monitoring Check Ins
Counseling Department, Culture and Climate Committee, SEL Coordinator	Q1 10/20/23 Q3 3/22/24 Q2 12/22/23 Q4 5/31

	SY24 Implementation Milestones & Action Steps	By When	Progress Monitoring
Implementation Milestone 1	Expand student voice to deepen the relevance of learning	SEL Coordinator, Student Voice Sponsor, Counseling Department Q3 SY24+	Not Started
Action Step 1	Establish Student Voice Committee	SS Department Q3 SY24	Not Started
Action Step 2	Cohort of educators across content areas will use PERTS/Cultivate data to co-plan learning experiences with students.	Administration, Educators Q1/Q2 SY24	In Progress
Action Step 3			
Action Step 4		Department Q1 SY24	In Progress
Action Step 5			Select Status
Implementation Milestone 2	Universal, Tier 1 SEL practices and instruction are integrated in all classrooms	BHT, ILT, MTSS Team, GLT SY25+	In Progress
Action Step 1	Conduct an annual SEL student needs assessment	Counseling Department and Culture and Climate FA24 & subsequent	In Progress
Action Step 2	Build aware and apply of tier 1 SEL practices in the classroom	SEL Coordinator; all staff SY24	In Progress
Action Step 3	Engage in semesterly self-reflection of implementation and effectiveness of Tier 1 SEL strategies and curriculum	All Staff Members; BHT Q3SY	Not Started
Action Step 4	Select Universal SEL practice across to be implemented across grade levels.	SEL Coordinator, all staff members SY25	Select Status
Action Step 5			Select Status
Implementation Milestone 3	Establishing consistent school-wide events w/specific expectations for student, staff, and parents/guardians' accomplishments across all grade levels	Culture & Climate, Counseling Department, Grade Level Leads Q2 SY24+	Not Started
Action Step 1	Establish SOJO Student Council	TBD Staff Member, Culture & Climate Team Q3 SY24	Not Started

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing		
Action Step 2	To develop, adhere to and execute a calendar of events to celebrate and recognize students, staff and parents/guardians as it relates to E7 values, attendance, and academics			Culture & Climate Team, Grade Level Teams, PAC/BAC	Q1 SY24		Not Started
Action Step 3	Create a school culture focused on Bs or Better by expanding the Let's Go SOJO 3.0 initiative for all grade levels.			All Staff Members	Q2 SY24		Select Status
Action Step 4	Reaffirm and adopt explicit characteristics of Essential 7 Values for all staff members and students.			All Staff Members	Q1 SY24		In Progress
Action Step 5	Maintain strong social media presence and community communication to actively invite and inform parents and community stakeholders to school events and activities.			All Grade Level Teams and Culture and Climate	Q2 SY24		Not Started

Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Complete implementation of SEL Tier 1 by General Education and Diverse Learner Teachers, fully trained student advocate/dean to support students in restorative approaches to discipline	
SY26 Anticipated Milestones	Fully active and engaged Student Council and Student Voice committee, continued professional development for all staff members supporting SEL Tier 1, increase of teacher REACH evaluations in Domain 2 w/ 100% of teachers performing at Proficient.	

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	nt Groups (Select)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
1- increase attendance rate by 2% points each year	Yes	Increase Average Daily Attendance	Overall	81%	83%	85%	87%
			Select Group or				
2- decrease the number of Ds and Fs by 5% and increase the number of students receiving a grade of B or better by 5% each year for EL, DL, and male identifying students	Yes	Grades	Overall	24.6% / 38.4%	19.6% / 43.4%	14.6% / 48.4%	9.6% / 52.4%
			Select Group or Overall				
3 - all teachers performing at Proficient in REACH for Domain 2				TBA	80%	90%	100%

Practice Goals

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

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

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.			Increasing the number of staff members supporting C&C, student counsel and student voice, Cultivate responses	Increasing the number of staff members supporting C&C, student counsel and student voice, Cultivate responses	Increasing the number of staff members supporting C&C, student counsel and student voice, Cultivate responses
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2; percent of students participating in extended programs such as Chicago Builds and College Partnerships	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2; percent of students participating in extended programs such as Chicago Builds and College Partnerships	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2; percent of students participating in extended programs such as Chicago Builds and College Partnerships

[Return to Top](#) SY24 Progress Monitoring

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)	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1- increase attendance rate by 2% points each year	Increase Average Daily Attendance	Overall	83%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall		Select Status	Select Status	Select Status	Select Status
2- decrease the number of Ds and Fs by 5% and increase the number of students receiving a grade of B or better by 5% each year for EL, DL, and male identifying students	Grades	Overall	19.6% / 43.4%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	80%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Increasing the number of staff members supporting C&C, student counsel and student voice, Cultivate responses	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Use of student surveys to support Tier 1 SEL; completion of survey and % of students identifying building relationship and community around instruction; Teacher Ratings for Domain 2; percent of students participating in extended programs such as Chicago Builds and College Partnerships	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

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



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.

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.

SY23-24 Budget:

Supplies - \$588.00
Travel Expenses - \$588.00
Seminars, Fees, Subscriptions, Memberships - \$588.00
Supplies (Food, Refreshments) - \$617.00

Total \$2,381.00

Goal 1: Increase amount of parents attending Q1 & Q3 Parent Report Card Pickup to at least 60% (Priority 2)
Goal 2: Increase parental knowledge and capacity of parents to support student course performance to support a culture of Bs or Better at home. (e.g. share research with parents around course performance and GPA being most predictive indicators for college readiness, persistence, and success through graduation). (Priorities 1 & 2)
Goal 3: Increase parental knowledge and capacity around supporting positive habits of mind to include growth mindset (Priority 2)
Goal 4: Increase parental knowledge and capacity around supporting struggling students or students who are excelling with enrichment as shareholders in a comprehensive, proactive, school MTSS framework (Priority 1).
Goal 5: Increase parental knowledge and capacity around supporting student success in core courses utilizing resources provided by the CPS Office of Teaching and Learning, Office of Language and Cultural Education, Office of Family and Community Engagement, the Office of Local School Council Relations, and the Office of Diverse Learners Supports and Services. (Priority 2)

Parents will have opportunity to review and have input on the Parent Involvement Plan through monthly PAC meetings, and the parents on the Local School Council will be engaged in the development of and progress monitoring of implementation of CIWP.

The Greater Lawndale High School for Social Justice traditionally holds the annual meeting in September (by October 1st) to inform parents of the school's participation in ESSA, Title I programs, and to explain the Title I requirements and their right to be involved in Title I programs at the school. Parents are informed of all upcoming events through flyers (emailed, and distributed home with students), automated phone robocalls, direct, targeted phone calls made by school personnel or parent volunteers, posts on the school's social media pages, and posts on the school website. The PAC Organizational Meeting will be held on Wednesday, September 27, 2023. The Annual Title I Principal Meeting will be held on Thursday, October 26, 2023, during Q1 Report-Card Pickup. Given our status as a small school, we often have combined and facilitated joint meetings with the Bilingual Advisory Committee. However, for this school year, we are aiming to facilitate two separate groups, with the BAC Organizational meeting scheduled for Monday, September 18, 2023.

The Parent Advisory Committee meets monthly for enrichment opportunities and to discuss suggestions to improve the academic progress of students. Their suggestions are reported monthly at the LSC meetings and the LSC votes to approve any of their recommendations. To expand input from community and organizations like Enlace Chicago, Communities in Schools, etc., the school will invite these groups to participate in LSC, PAC and other school meetings.

All students receive a copy of their state assessment performance. They are trained in understanding and interpreting their results by our school counselors, and through seminar/occupational preparation courses offered at the 9th, 11th, and 12th grade levels. We also train parents on reading, interpreting and understanding state assessment performance data in workshops held throughout the year via PAC meetings, and during Parent-Teacher conference days. As with SY23, our school's Interventionist and Lead Coach will facilitate presentations during Q1 & Q3 Parent-Teacher Conference Days on Thursday, October 26, 2023, and Thursday, April 11, 2024, respectively.

We do not have any teachers who are not highly qualified; however, if we did have a teacher who was not highly qualified to teach a subject, we would inform parents if that teacher was in place for more than 4 consecutive weeks.

At the State of the Schools Address meeting, PAC meetings, FAFSA Senior Night, conferences etc, parents receive training around all state mandated assessments, programs, and standards. Our Parent Advisory Council (PAC) regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities. Starting this school year, parents will receive a monthly newsletter in English and Spanish that will further serve as mechanism for communicating information to parents around their child's education, and how they can partner with the school and teachers to support optimal student success. Over the last two consecutive school years since returning to the building post-pandemic, our school has not had an active PAC. This year, we strategically recruited parents during student orientation, and will also utilize Coffee with the Principal sessions as means to connect with parents, and/or recruit them to attend and/or participate as active members of our school's BAC and PAC.

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