

CIWP Team & Schedules

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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
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/15/23	15/2
Reflection: Curriculum & Instruction (Instructional Core)	7/6/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/6/23	7/31/23
Reflection: Connectedness & Wellbeing	7/6/23	7/31/23
Reflection: Postsecondary Success	7/6/23	7/31/23
Reflection: Partnerships & Engagement	7/6/23	7/31/23
Priorities	8/1/23	8/11/23
Root Cause	8/1/23	8/11/23
Theory of Acton	8/1/23	8/11/23
Implementation Plans	8/11/23	8/25/23
Goals	8/11/23	9/11/23
Fund Compliance	8/11/23	9/11/23
Parent & Family Plan	8/11/23	9/11/23
Approval	9/13/23	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	10/23/23
Quarter 2	01/11/24
Quarter 3	03/18/24
Quarter 4	06/17/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	After thorough review, it was determined that there are universal standards for student across all classrooms. All teachers are using a common grading scale and a rubric for assessment procedures. Clear guidelines are in place for consistent student assessment. Student assessment data is connected to tiered supports and also linked to IEP goals.	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>What is the feedback from your stakeholders?</p> The SY '23 5 Essentials survey included responses from students, parents and teachers. Survey participants rated Ambitious Instruction is "Strong." However, there was a "neutral" rating in the subcategories of Quality of Student Discussion (teacher) and English instruction (student). Overall, Program Coherence was rated as "Very Strong" however, some teachers reported that oftentimes programs/initiatives implemented lack follow through and specifically are not continuous from BOY to EOY, and from year to year.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.		
Yes	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	<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> PBIS is being implemented school-wide. More teachers have participated in the ELL/cohort offered for teachers, which improves strategies used with our increasing number of EL students. There was an increase in ELL SECA positions and teachers with ESL/Bilingual endorsement for SY 23-24, which increases the number of staff equipped to address the academic and functional needs of increasing number of EL students. Teacher led committees that targeted interests/needs of students. ISL is holding data meetings to assist teachers with understanding how to analyze data and utilize data to drive instruction. PD/Flex meetings continue to: instructional and assessment practices, and ongoing SEL issues. Each SOA location has restorative practice leads. SOA currently uses Jump Rope, a standards-based gradebook. The data is used to track student performance and to help develop IEP goals. Teachers are will focus on use of Jump Rope to help develop student assessment this school year.	Interim Assessment Data
<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>Students struggle with demonstrating appropriate skills within the community and need learning opportunities to develop these skills</p> <p>Students experience inconsistent academic rigor and oftentimes the programs/initiatives that are implemented lack follow through and are not continuous from BOY to EOY.</p>			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	Multi-tiered levels of support (MTSS) are implemented to meet the needs of all students and at the individual level, as needed. Behavior logs allow for behavior data to be progress-monitored and communicated school wide. Behavior Intervention Plans are developed for students, as needed. SOA currently has 36.3% Hispanic students, many requiring more language supports. SOA has 19 teachers with an ESL endorsement and 13 bilingual SECAs. Case managers conduct IEP best practices meetings of which they are 100% compliant, with close to 100% parent attendance/involvement. IEP meetings include a translator for bilingual parents, as needed. Previous CIWP goals to be more inclusive of staff, sharing leadership roles and working collaboratively, were completed.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		

Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

The SY '23 5 Essentials survey included responses from students, parents and teachers. Survey participants rated all areas (e.g. Involved Families, Supportive Environment, Ambitious Instruction, Collaborative Teachers and Effective Leaders) either "Very Strong" or "Strong".

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?

To foster a more inclusive environment SOA hosted parent Meetings, cultural celebrations; student support meetings; collaboration meetings with RSPs; and instituted more inclusive restrooms. There is an increasing number of teachers participating in ESL cohorts and subsequently receiving ESL endorsement. A framework for Culture and Climate has been created and implemented that includes student of month and Citizen of Month. Multiple pathways have been established for staff to provide feedback and/or request a meeting with administration team (e.g. Meeting Request Form, Committee Meeting Form). Case managers conduct IEP best practices meetings. Students complete PBIS forms for each class period and receive PBIS incentives.

Staff is able to share behavior incidences through student logger and there is a clear expectation of tiers of behavior and interventions. However, there are still some staff that do not share incidences through the logger, nor read the logger regularly.

Quality Indicators of Specially Designed Curriculum
EL Program Review Tool

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.

Student behavior should be monitored consistently for trends in behavior and to determine strategies that work to improve problem behaviors.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	Staff is trained yearly on how to use student logger, including the types of behavior to log and who to inform through the logger. Use of the tracker provides a means to track student behavior and inform staff of behavior, as needed. The appropriate follow-up is provided, based on behavior. MTSS is implemented for academic and behavior needs, on a school-wide, classroom and student-specific basis. SOA is 100% compliant with Safety Care training.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes			Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	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? There are opportunities to increase student feedback throughout the curriculum and school activities, which will help the students' buy-in to the SOA program. Student PBIS surveys should be implemented to determine effective incentives for students and would allow for student voice and feedback regarding supports. Also, using restorative circles to gather student feedback, could be an effective way to make changes and support students. Staff have also indicated the need to incorporate intentional community-building and self-care strategies. They have further expressed the need for a sense of connectedness, empathy and a collective recharge to support our students.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	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? It was recommended that we include: more relationship/social skills groups including LGBTQ+ group; provide a better explanation of disabilities (e.g. characteristics, strengths and areas of need) to our students to teach acceptance of themselves and each other; consider including this as part of the World Culture and/or Performing Arts curriculum.	
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		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 Culture and Climate team meets regularly to analyze data related to this priority. Multi-tiered levels of support (MTSS) are implemented to meet the needs of all students and at the individual level, as needed. PBIS, school events, and celebrations support the	
There are not many outlets for students to share their interests and opinions.			
There is a lack of consistency in the collection and implementation of student choices.			
Students are challenged with relationships with their peers which is often precipitated by			

their lack of acceptance and understanding of their abilities and differences.
 Teachers indicate the need to be more emotionally supported and mentally healthy to provide the best possible education to students.

majority of students but individualized plans are implemented for students who require differentiated supports. It should be noted, there is lack of consistency with surveying students to determine their interests and preferences as it relates to these events. Behavior logs allow for behavior data to be tracked and communicated school wide. The Attendance Committee works with the Counseling Department to support students with chronic absences. Restorative practices are implemented school wide and modified to support different student groups. Students are connected to agencies and community supports during IEP meetings or parent/guardian support meetings (e.g. PUNS).

We currently support healthy habits for students. Mental health supports are provided based on IEP goals and any social-emotional concerns that arise throughout the school day. Students are connected with Special Olympics to connect with peers across the city to support physical health. Safety Care de-escalation strategies are used to support students, as needed. Teachers had one restorative practice circle, specifically for teachers at the beginning of this school year to address their well-being. Teachers received LBGTQ+, which was an extension of the training from last year. During the training it was emphasized how to make LBGTQ+ students feel safe and the need for consistency in practices.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	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).	To foster postsecondary success, vocational learning competencies are included in the curriculum; both sites host a Transition Fairs and an Interview Fair; all C3 Hub students are group travel trained to go to their work sites and 3/154 C3 Hub students were independently travel trained to take public transportation from home to school and back; 21/154 C3 Hub students applied for and received the RTA bus card; students attend job fairs; students learn how to create a resume; 16/55 students at the main building enrolled in Carpentry class received the OSHA certification last school year; and 15/55 students at the main building enrolled in the culinary class received the ServSafe-Food Handler certification last school year. Approximately 35% of our students are on the PUNs list (PUNS provides funding for services after students graduate), prior to enrolling at SOA last school year, many students still need to be registered before they graduate from SOA.	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).	What is the feedback from your stakeholders? 5 Essentials-survey was low but didn't relate to SOA and only focused on college. Teachers filled out a survey related to professional development and based on their responses 27% wanted more PD on PUNS, DRS. Teachers also indicate that parent/guardians, students and teachers need more knowledge about postsecondary resources; an increased number of certifications for students; and an increase in parent involvement at school.	College Enrollment and Persistence Rate 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).		
Partially	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).	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?	
Partially	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Informationals are held to apprise parents of postsecondary options on report-card pick up days. Case managers provide postsecondary information at IEP meetings, however, their are still parents/guardians that seem surprised or unknowledgeable of postsecondary options upon graduation. Student who graduate with OSHA and ServSafe-Food Handler certifications, makes them more marketable when seeking postsecondary employment, which is why we should consider increasing the number of professional competency certifications offered to students. Many students are capable of traveling independently, yet their parents do not opt into the travel training program or access the RTA card. SOA used to invite alumni to homecoming festivities but discontinued that practice.	

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.

After students graduate, they continue to need guidance on community partnerships.

Student and families are unaware of PUNS and agencies available after graduation.

After graduation, many students aren't connecting with their peers.

Students lack initiative to be independent with post-secondary expectations (e.g. independent travel, job acquisition).

[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
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<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>Leveraged community partnerships for the following: worksites, guardianship, PUNs, work training, travel training, etc.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>5 Essentials rating for Involved families is "very strong"; There was a decline in scores for sub categories Teacher-Parent Trust and Parent Involvement in school.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>There are not many outlets for students to share their interests and opinions</p> <p>There is a lack of consistency in the collection and implementation of student choices</p>		<p>Weekly SOA newsletter; Open House; Parent/Teacher conferences; Monthly calendars; Transition fairs; PUNS meetings both in person & virtual were implemented in English & Spanish; Summary of Performance meetings for graduating students & families; CBI's for both Main building & Hub students.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

After thorough review, it was determined that there are universal standards for student across all classrooms. All teachers are using a common grading scale and a rubric for assessment procedures. Clear guidelines are in place for consistent student assessment. Student assessment data is connected to tiered supports and also linked to IEP goals.

What is the feedback from your stakeholders?

The SY '23 5 Essentials survey included responses from students, parents and teachers. Survey participants rated Ambitious Instruction is "Strong." However, there was a "neutral" rating in the subcategories of Quality of Student Discussion (teacher) and English instruction (student). Overall, Program Coherence was rated as "Very Strong" however, some teachers reported that oftentimes programs/initiatives implemented lack follow through and specifically are not continuous from BOY to EOY, and from year to year.

Teacher Responses for SY24 PD Survey indicated that a large percentage of teachers are requesting PD around instruction and curriculum.

Teachers also recommended more in depth planning and expansion on CBI sites and instructional activities based on CBIs.

What student-centered problems have surfaced during this reflection?

Students struggle with demonstrating appropriate skills within the community and need learning opportunities to develop these skills

Students experience inconsistent academic rigor and oftentimes the programs/initiatives that are implemented lack follow through and are not continuous from BOY to EOY.

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?

PBIS is being implemented school-wide.

More teachers have participated in the ELL/cohort offered for teachers, which improves strategies used with our increasing number of EL students.

There was an increase in ELL SECA positions and teachers with ESL/Bilingual endorsement for SY 23-24, which increases the number of staff equipped to address the academic and functional needs of increasing number of EL students.

Teacher led committees that targeted interests/needs of students.

ISL is holding data meetings to assist teachers with understanding how to analyze data and utilize data to drive instruction.

PD/Flex meetings continue to: instructional and assessment practices, and ongoing SEL issues. Each SOA location has restorative practice leads.

SOA currently uses Jump Rope, a standards-based gradebook. The data is used to track student performance and to help develop IEP goals. Teachers are will focus on use of Jump Rope to help develop student assessment this school year.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students experience inconsistent academic rigor and oftentimes the programs/initiatives that are implemented lack follow through and are not continuous from BOY to EOY.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

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

As adults in the building, we...

are not consistent with providing challenging opportunities for students to experience academic success on a daily basis, across settings.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

practice learning opportunities, differentiated instruction, well-documented student support plans and progress monitoring supports that enforce practice of academic and functional life skills consistently across learning environments



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.

Resources:

then we see...
students challenged to apply academic and functional life skills across multiple settings

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...
increased student learning, engagement, motivation, and generalization of academic and functional life skills at school and within the community.

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Resources:

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

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins	
ILT/CIWP Team	Q1 10/23/23	Q3 03/18/24
	Q2 01/11/24	Q4 06/17/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	70% of teachers effectively implementing data informed instruction.	Instructional Coach/ILT	June 2024	Select Status
Action Step 1	Develop year-long professional development plan that addresses teacher and paraprofessional knowledge and practice of recording student progress monitoring data, how the data is connected to the prompting hierarchy, how to record data with fidelity (reliability and validity), how to use data when developing instructional plans and how to use data when creating IEP goals.	Instructional Coach, ILT, Administrators	June 2024	Select Status
Action Step 2	Create observation schedule for ISL to observe in classrooms to ensure teachers and paraprofessionals are recording student progress storing data with fidelity.	Instructional Coach, ILT, Administrators	June 2024	Select Status
Action Step 3	All teachers attend ongoing training that addresses student assessment and making instructional decisions based on analyzing data and technical assistance with utilizing progress monitoring platform.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 4	Use summative assessment data to determine instructional strategies that address learning targets for student learning.	Instructional Coach, ILT, Administrators, Teachers	October 2024	Select Status
Action Step 5	Evidence of using data to inform instruction will be collected regularly through curriculum calibrations, lesson plan reviews, Rigor Walks, etc.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 6	Use quarterly summative assessments to track student performance of identified skill across content areas.	Instructional Coach, ILT, Administrators, Teachers	March 2024	Select Status
Action Step 7				Select Status
Implementation Milestone 2	70% of teachers and paraprofessionals will be provided with enhanced opportunities for professional growth, feedback for improvement of student learning, utilizing a distributed leadership model.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 1	Provide ongoing leadership training and support to ILT members, who will also serve as department chairs.	Instructional Coach, ILT, Administrators, Teachers	March 2024	Select Status
Action Step 2	Implement an ISL support structure for department teams utilizing ongoing professional development and accessible coaching to all teachers and paraprofessionals to maximize student achievement and serve as a model for ILT.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 3	ILT will work to analyze and discuss school-wide data; develop and implement action plans; observe and provide feedback relative to classroom instruction; create and implement professional development to teachers and paraprofessionals.	Instructional Coach, ILT, Administrators, Teachers	March 2024	Select Status
Action Step 4	Establish a department structure and roles for each participant to help foster Professional Learning Communities within department teams that focus on providing best practice resources, individualized support, and structured collaboration time for classroom instruction.	Instructional Coach, ILT, Administrators, Teachers	January 2024	Select Status
Action Step 5	Establish a peer observation cadence for teachers to observe colleagues' classes then reflect and discuss ways to enhance teaching and learning.	Instructional Coach, ILT, Administrators, Teachers	March 2024	Select Status
Implementation Milestone 3	70% of teachers with English Learner (EL) students are providing EL supports through Tier 1 instruction and supports	Instructional Coach, ILT, Administrators, Teachers with ESL endorsement	June 2024	Select Status
Action Step 1	Increase number of teachers hired who have ESL and/or Bilingual endorsement	Administrators, Teachers	June 2024	Select Status
Action Step 2	Increase number of bilingual SECAs hired at SOA	Administrators	June 2024	Select Status
Action Step 3	Identify school and student needs/trends in teachers/content areas for supporting EL students	Instructional Coach, ILT, Administrators, EL Lead, Teachers with ESL endorsement	June 2024	Select Status
Action Step 4	Yearly training for teachers and paraprofessionals on Bilingual Special Education Instructional supports and services	Administrators, EL Lead	June 2024	Select Status
Action Step 5	Monitor provision of linguistically and culturally appropriate instructional supports and services for English Learners	Administrators, EL Lead	June 2024	Select Status
Implementation Milestone 4	70% of students will participate in community-based instruction (CBI) and/or community-based vocational instruction (CBVI) to prepare them to access domestic, vocational, recreation and leisure community resources	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status

Action Step 1	Increase opportunities for students to engage in a range of leisure, daily living and work-based exploration activities in natural settings.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 2	Select CBI and CBVI locations and activities that are directly represented in classroom lab settings.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 3	Align CBI and CBVI with classroom instructional strategies that make connections between the curriculum and the community within and across settings.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 4	Consistently engage in a process of collecting data on students' needs, preferences and interests as they relate to working, educational and living environments.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status
Action Step 5	Utilize students' needs, preferences and interests when selecting CBIs, CBVIs and work site placement.	Instructional Coach, ILT, Administrators, Teachers	June 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	85% of teachers effectively implementing data informed instruction, 85% of teachers and paraprofessionals will be provided with enhanced opportunities for professional growth, feedback for improvement of student learning, utilizing a distributed leadership model, 85% of teachers with English Learner (EL) students are providing EL supports through Tier 1 instruction and supports, 85% of students will participate in community-based instruction (CBI) and/or community-based vocational instruction (CBVI) to prepare them to access domestic, vocational, recreation and leisure community resources	
SY26 Anticipated Milestones	100% of teachers effectively implementing data informed instruction, 100% of teachers and paraprofessionals will be provided with enhanced opportunities for professional growth, feedback for improvement of student learning, utilizing a distributed leadership model, 100% of teachers with English Learner (EL) students are providing EL supports through Tier 1 instruction and supports, 100% of students will participate in community-based instruction (CBI) and/or community-based vocational instruction (CBVI) to prepare them to access domestic, vocational, recreation and leisure community resources	

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of students graduating with all credits	Yes <input type="checkbox"/>	Graduation Rate	Students with an IEP				
			African American Male				
Increase the percentage of students participating in community based instruction to 95%	Yes <input type="checkbox"/>	Other	Students with an IEP				
			African American Male				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers are observed as utilizing the SOA performance rubric with students through Rigorwalk Rubric	Most teachers are observed as utilizing student performance data to make data-informed discussions during department meetings	All teachers are observed as utilizing student performance data to make data-informed discussions during department meetings
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.	All teachers and paraprofessionals are observed as effectively implementing culturally responsive practices through Rigorwalk Rubric	Most teachers and paraprofessionals are observed as effectively implementing culturally responsive pre and post activities prior to a community based instruction trip through Rigorwalk Rubric	All teachers and paraprofessionals are observed as effectively implementing culturally responsive pre and post activities prior to a community based instruction trip through Rigorwalk Rubric
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members will participate in leadership training in leading meetings, setting agendas, establishing norms, and utilizing discussion protocols.	All ILT members will follow schedule of setting meeting agendas and selection discussion protocols to be used in all departments.	All ILT members will follow schedule of leading meetings and following norms.

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
% of students graduating with all credits	Graduation Rate	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students participating in community based instruction to 95%	Other	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American Male			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:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers are observed as utilizing the SOA performance rubric with students through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers and paraprofessionals are observed as effectively implementing culturally responsive practices through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members will participate in leadership training in leading meetings, setting agendas, establishing norms, and utilizing discussion protocols.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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?

Staff is trained yearly on how to use student logger, including the types of behavior to log and who to inform through the logger. Use of the tracker provides a means to track student behavior and inform staff of behavior, as needed. The appropriate follow-up is provided, based on behavior. MTSS is implemented for academic and behavior needs, on a school-wide, classroom and student-specific basis. SOA is 100% compliant with Safety Care training.

What is the feedback from your stakeholders?

There are opportunities to increase student feedback throughout the curriculum and school activities, which will help the students' buy-in to the SOA program. Student PBIS surveys should be implemented to determine effective incentives for students and would allow for student voice and feedback regarding supports. Also, using restorative circles to gather student feedback, could be an effective way to make changes and support students.

Staff have also indicated the need to incorporate intentional community-building and self-care strategies. They have further expressed the need for a sense of connectedness, empathy and a collective recharge to support our students.

It was recommended that we include: more relationship/social skills groups including LBGTQ+ group; provide a better explanation of disabilities (e.g. characteristics, strengths and areas of need) to our students to teach acceptance of themselves and each other; consider including this as part of the World Culture and/or Performing Arts curriculum.

What student-centered problems have surfaced during this reflection?

There are not many outlets for students to share their interests and opinions.

There is a lack of consistency in the collection and implementation of student choices.

Students are challenged with relationships with their peers which is often precipitated by their lack of acceptance and understanding of their abilities and differences.

Teachers indicate the need to be more emotionally supported and mentally healthy to provide the best possible education to students.

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

The Culture and Climate team meets regularly to analyze data related to this priority.

Multi-tiered levels of support (MTSS) are implemented to meet the needs of all students and at the individual level, as needed. PBIS, school events, and celebrations support the majority of students but individualized plans are implemented for students who require differentiated supports. It should be noted, there is lack of consistency with surveying students to determine their interests and preferences as it relates to these events. Behavior logs allow for behavior data to be tracked and communicated school wide. The Attendance Committee works with the Counseling Department to support students with chronic absences. Restorative practices are implemented school wide and modified to support different student groups. Students are connected to agencies and community supports during IEP meetings or parent/guardian support meetings (e.g. PUNS).

We currently support healthy habits for students. Mental health supports are provided based on IEP goals and any social-emotional concerns that arise throughout the school day. Students are connected with Special Olympics to connect with peers across the city to support physical health. Safety Care de-escalation strategies are used to support students, as needed. Teachers had one restorative practice circle, specifically for teachers at the beginning of this school year to address their well-being. Teachers received LBGTQ+, which was an extension of the training from last year. During the training it was emphasized how to make LBGTQ+ students feel safe and the need for consistency in practices.

Return to Top Determine Priorities

Resources:

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

Students...
Students need an environment where they feel emotionally connected, supported and mentally well in the context of student/staff interactions and learning.

[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

Resources:

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

As adults in the building, we...
are not consistent in showing all students that we have created an environment in which all students believe we care about their learning and their personal well-being.

[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...
are intentional about prioritizing students' sense of self-awareness, belonging and responsible decision making through coordinated social emotional learning programming and natural interpersonal and student-centered instructional interactions by modeling social-emotional competencies

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.

then we see...
students being provided with emotional support and create opportunities for students' voice and autonomy

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...
student influence, engagement and motivation in the educational process.

[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, Administration, CIWP Team

Dates for Progress Monitoring Check Ins
Q1 10/23/23 Q3 03/18/24
Q2 01/11/24 Q4 06/17/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Behavioral Health Team will provide supports and services to 70% of students and staff related to health and wellness.	BHT, ILT, Administration	June 2024	In Progress
Action Step 1	Increase capacity of Behavior Health Team to include relevant staff members and community-based organizations.	BHT, ILT, Administration	June 2024	Select Status
Action Step 2	Behavior Health Team will meet monthly to address student specific and/or school-wide health and wellness needs.	BHT, ILT, Administration	June 2024	Select Status
Action Step 3	Behavioral Health Team will provide training and support to staff to help them cope with the social emotional demands of their roles.	BHT, ILT, Administration	June 2024	Select Status
Action Step 4	Behavioral Health Team will engage parents/guardians in health and wellness process by regularly offering workshops and resources through the PAC and BAC.	BHT, ILT, Administration	June 2024	Select Status
Action Step 5	Behavior Health Team will regularly review the changing needs and emerging best practices for students and staff of SOA.	BHT, ILT, Administration	June 2024	Select Status
Implementation Milestone 2	70% of students will have opportunity to provide voice and choice in school-wide decision making.	ILT, Administration	June 2024	Select Status
Action Step 1	Incorporate consistent opportunities for student voice/choice within and about the curriculum, such as class discussions, PBIS initiatives, student celebrations, after-school programming, peace circles etc.	ILT, Administration	June 2024	Select Status
Action Step 2	Train students to be peer mediators to help resolve conflicts.	Restorative Practices Team, Administration	June 2024	Select Status
Action Step 3	Develop a system for analyzing and including student feedback into decision-making process.	ILT, Administration	June 2024	Select Status
Action Step 4	All students have access to high quality Out of School Time activities.	OST Lead, Administration	June 2024	Select Status
Action Step 5	Share updates on how student input has influenced school	Administration	June 2024	Select Status
Implementation Milestone 3	70% of staff provides high quality, well-documented tiered behavioral and social emotional student supports	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 1	Staff is trained on utilizing communication logs, restorative practices and guidelines for implementation within the school environment	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 2	Staff is trained on effective implementation of the classroom PBIS form, analyzing PBIS student data, holding PBIS based student data meetings, and planning for student preferred PBIS celebrations	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 3	Staff is trained on effective implementation of tiered behavioral interventions, safety plans, behavior meetings, and implementation of Behavior Intervention Plans	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 4	Staff regularly interacting with student will provide interventions through documentation and observation.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 5	Student intervention plans are reviewed and updated, as needed.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Implementation Milestone 4	Implement a system of support for 70% of staff that addresses professional standards and well being	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 1	Provide team-building exercises to all staff in areas of trust, communication, problem-solving and collaboration.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 2	Develop a well-being policy that outlines SOA's commitment to staff wellbeing and self-care.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 3	Establish a committee that addresses the well-being of staff.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 4	Implement ongoing feedback mechanisms for staff, such as staff-appreciation and recognition.	Restorative Practices Team, ILT, Administration	June 2024	Select Status
Action Step 5	Set-up a continuous feedback system to gather input from staff on the effectiveness of the well-being initiatives.	Restorative Practices Team, ILT, Administration	June 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Behavioral Health Team will provide supports and services to 85% of students and staff related to health and wellness, 85% of students will have opportunity to provide voice and choice in school-wide decision making, 85% of staff provides high quality, well-documented tiered behavioral and social emotional student supports, Implement a system of support for 85% of staff that addresses professional standards and well being

SY26 Anticipated Milestones	Behavioral Health Team will provide supports and services to 100% of students and staff related to health and wellness, 100% of students will have opportunity to provide voice and choice in school-wide decision making, 100% of staff provides high quality, well-documented tiered behavioral and social emotional student supports, Implement a system of support for 100% of staff that addresses professional standards and well being	
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[Return to Top](#) **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of students receiving tiered interventions	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Students with an IEP				
			African American Male				
% of staff participating in wellness activities	Yes	5E: Supportive Environment	Overall				
			Female				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Behavioral Health Team and Culture and Climate Team are formed and conducts regularly schedule meetings as observed through administrator observation and participation.	Behavioral Health Team and Culture and Climate Team are formed and conducts regularly schedule meetings and provides activities and interventions used by most teachers as observed through administrator observation and participation.	Behavioral Health Team and Culture and Climate Team are formed and conducts regularly schedule meetings and provides activities and interventions used by all teachers as observed through administrator observation and participation.
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.	An out-of-school-time program is established for students at both the Main Building and C3 Hub.	Most students have access to student-centered enrichment activities during the school day as observed through classroom observations	All students have access to student-centered enrichment activities during the school day as observed through classroom observations
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students receiving tiered interventions	Reduction in repeated disruptive behaviors (4-6 SCC)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status
% of staff participating in wellness activities	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Female			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan							
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.	Behavioral Health Team and Culture and Climate Team are formed and conducts regularly schedule meetings as observed through administrator observation and participation.				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.	An out-of-school-time program is established for students at both the Main Building and C3 Hub.				Select Status	Select Status	Select Status	Select Status	
Select a Practice					Select Status	Select Status	Select Status	Select Status	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
Partially	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

To foster postsecondary success, vocational learning competencies are included in the curriculum; both sites host a Transition Fairs and an Interview Fair; all C3 Hub students are group travel trained to go to their work sites and 3/154 C3 Hub students were independently travel trained to take public transportation from home to school and back; 21/154 C3 Hub students applied for and received the RTA bus card; students attend job fairs; students learn how to create a resume; 16/55 students at the main building enrolled in Carpentry class received the OSHA certification last school year; and 15/55 students at the main building enrolled in the culinary class received the ServSafe-Food Handler certification last school year. Approximately 35% of our students are on the PUNS list (PUNS provides funding for services after students graduate), prior to enrolling at SOA last school year, many students still need to be registered before they graduate from SOA.

What is the feedback from your stakeholders?

5 Essentials-survey was low but didn't relate to SOA and only focused on college. Teachers filled out a survey related to professional development and based on their responses 27% wanted more PD on PUNS, DRS. Teachers also indicate that parent/guardians, students and teachers need more knowledge about postsecondary resources; an increased number of certifications for students; and an increase in parent involvement at school.

What student-centered problems have surfaced during this reflection?

After students graduate, they continue to need guidance on community partnerships.
 Student and families are unaware of PUNS and agencies available after graduation.
 After graduation, many students aren't connecting with their peers.
 Students lack initiative to be independent with post-secondary expectations (e.g. independent travel, job acquisition).

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?

Informationals are held to apprise parents of postsecondary options on report-card pick up days. Case managers provide postsecondary information at IEP meetings. However, they are still parents/guardians that seem surprised or unknowledgeable of postsecondary options upon graduation. Student who graduate with OSHA and ServSafe-Food Handler certifications, makes them more marketable when seeking postsecondary employment, which is why we should consider increasing the number of professional competency certifications offered to students. Many students are capable of traveling independently, yet their parents do not opt into the travel training program or access the RTA card. SOA used to invite alumni to homecoming festivities but discontinued that practice.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students lack guidance and motivation to access post-secondary resources (e.g. travel training, PUNS, etc.) while at SOA and once they leave SOA.

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are not providing enough access or a consistent approach of how to access post-secondary resources to students and parents/guardians.

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

eliminate barriers to post-secondary resources by using a multi-faceted and accessible strategy to address critical needs related to students' self-advocacy, employment, and post-graduation planning.


Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....


students and their families engaged in post-secondary planning efforts offered by our school, community partners and outside agencies.

which leads to... students receiving appropriate and life-long supports and services, to ensure individual progress, quality of life and safety. 




[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 
 Post-Secondary Team, ILT, Teachers, Administration

Dates for Progress Monitoring Check Ins
 Q1 10/23/23 Q3 03/18/24
 Q2 01/11/24 Q4 06/17/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	70% increase in awareness and accessibility of post-secondary resources for all students and their families	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 1	Increase the number of students who have signed up for PUNS to 70% of all students and 90% of all graduating students.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 2	Increase scheduled student and parent/guardian tours of facilities students will be able to access once they graduate (e.g. Chicago Park District)	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 3	Increase parent/guardian informational meetings to two per quarter (e.g. travel training, PUNS).	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 4	Coordinate with PAC and BAC to host post-secondary workshops for families.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 5	Collect graduate testimonials of success with accessing	Administration, Counselors,	June 2024	Select Status
Action Step 6	Ensure communication (e.g. parent newsletter, etc.) sent to families regarding post-secondary resources is accessible and considers all parents cultural, linguistic and educational backgrounds.	Administration, Counselors, Casemanagers	June 2024	Select Status
Implementation Milestone 2	70% of students access at least two post-secondary resources.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 1	Consistently incorporate student voice and choice into overall curriculum selections (e.g. CBI location, CBVI placement, Special Olympic sport assignment, etc.).	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 2	Consistently include accessible survey for students to evaluate and make suggestions for program improvement (e.g work-based learning program, Special Olympics etc.).	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 3	Establish peer mentorship program for students to share experiences and strategies for success with peers.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 4	Establish Student Voice Committee	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 5	Increase the types of work-related certifications offered to students at the Main Building and the Hub.	Administration, Counselors, Casemanagers	June 2024	Select Status
Implementation Milestone 3	50% of student graduates engage in post-graduation resources.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 1	Establish an alumni association.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 2	Provide resources for alumni and their families	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 3	Maintain an alumni database.	50% of student graduates engage in post-graduation resources.	June 2024	Select Status
Action Step 4	Celebrate success stories and achievements of graduates.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 5	Engage PAC and BAC in developing an alumni implementation plan.	Administration, Counselors, Casemanagers	June 2024	Select Status
Implementation Milestone 4	Increase parent/guardian involvement at SOA to 70% of parents engaging in one workshop and/or school event	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 1	Conduct needs assessment survey to understand current level of involvement, determine parent/guardian interests, and identify topics of interest and areas of improvement.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 2	Offer workshops, seminars, tours, etc. based on parent/guardian interests.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 3	Schedule workshops at varied and convenient times to accommodate parent/guardians.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 4	Collect data on parent involvement and evaluate the impact on SOA initiatives.	Administration, Counselors, Casemanagers	June 2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 85% increase in awareness and accessibility of post-secondary resources for all students and their families, 85% of students access at least two post-s

SY26 Anticipated Milestones 
 90% increase in awareness and accessibility of post-secondary resources for all students and their families, 90% of students access at least two post-secondary resources, 70% of student graduates engage in post-graduation resources, Increase parent/guardian involvement at SOA to 80% of parents engaging in one workshop and/or school event

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of parents engaging in school resources and/or events	Yes	5E: Involved Families	Students with an IEP				
			African American				
% of students engaging in post-secondary resources	Yes	Learn, Plan, Succeed	Students with an IEP				
			African American				

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.

Identified Practices	SY24	SY25	SY26
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Postsecondary Leadership Team (PLT) is formed and conducts regularly schedule meetings as observed through administrator observation and participation.	PLT is formed and conducts regularly schedule meetings and develops implementation plan for most students as observed through administrator observation.	PLT is formed and conducts regularly schedule meetings and develops implementation plan for all students as observed through administrator observation.
PS:7 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 coordinator(s) are identified and develops goals and implementation plan. Alumni Coordinator(s) schedule monthly meetings with administration.	Alumni coordinator(s) develop goals and implementation plan used by most graduating students. Alumni Coordinator(s) schedule monthly meetings with administration.	Alumni coordinator(s) develop goals and implementation plan used by all graduating students. Alumni Coordinator(s) schedule monthly meetings with administration.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of parents engaging in school resources and/or events	5E: Involved Families	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status
% of students engaging in post-secondary resources	Learn, Plan, Succeed	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:6 There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	Postsecondary Leadership Team (PLT) is formed and conducts regularly schedule meetings as observed through administrator observation and participation.	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Postsecondary Success			
Reflection	Root Cause	Implementation Plan							
PS:7 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 coordinator(s) are identified and develops goals and implementation plan. Alumni Coordinator(s) schedule monthly meetings with administration.				Select Status	Select Status	Select Status	Select Status	
Select a Practice					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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

If Checked: Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

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.

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. The Title I Annual meeting will be held in September of 2023, 2024, 2025 and 2026. The Title I Organizational Meeting will be held in October of 2023, 2024, 2025 and 2026. The goal of the meetings is to bring parents together to determine areas of focus for the SY 24, SY 25, SY 26 and SY 27 school years. Parents will be provided with a schedule of meeting times that the Parent Advisory Council (PAC) will gather to discuss, review, and revise the parental involvement plan and policy. Parent Advisory Council (PAC) will survey the parents to determine a convenient time to meet. After determining the time, the PAC will present parents with a schedule of future meetings. The purpose of the annual meeting will be to discuss, review and revise the parental involvement plan and policy. Topics will include post-secondary outcomes, NCLB, Title I programs in addition to how the parents will be involved in the educational process. The school will respond to parent request(s) for meetings by scheduling the meeting with necessary personnel as soon as possible. These meetings will be held during an agreed upon time for parents. The principal will be informed of these meetings. The school will provide information and resources to parents as the information is made available to the school. The information can be made available through mailings, PAC meetings, LSC and/or BAC meetings and general parent meetings and workshops. Time will be allocated during Staff Development Days to educate all staff to the value and utility of contributions by parents and how to reach out to, communicate and work with parents as dual partners in the education of their children, and how to implement and coordinate parent programs and build ties with parents. The school will hold parent-teacher conferences. Orientation - August 2024, 2025 and 2026
June-July Open House - June and July 2024, 2025 and 2026
September Open House - 2024, 2025 and 2026
November Report Card Pick Up - 2023, 2024, 2025 and 2026
April Report Card Pick Up - 2023, 2024, 2025 and 2026
Individual Education Plan (IEP) meetings throughout the year. Southside has an open door policy where parents are welcome to meet with administration and/or teacher(s) upon request. Staff is available to meet with parents before and after school and all day during report card pick-up. Staff is also available as necessary and by appointment during the school day.

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