

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.




The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.



All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Salvador Venegas	Teacher Leader	svenegas@cps.edu
Valerie Franklin	Postsecondary Lead	vkfranklin@cps.edu
Kate Watts	LSC Member/ Teacher Leader	kwatts9@cps.edu
Reza Alrifai	Teacher Leader	ralrifai@cps.edu
Maria Ranieri	DL Teacher/ Interventionist	mranieri@cps.edu
Erin Walker	Principal	efgrover@cps.edu
Dianne Conn	ELPT/Interventionist	dconn1@cps.edu
Labeeba Samayoa	Teacher Leader	lhameed@cps.edu
Kerrie Treacy	Inclusive & Supportive Learning Lead	kbracken@cps.edu
Carmen Barron (LSC chairperson)	LSC Member	
Frankie Melendez (Parent)	LSC Member	fmelendez1@cps.edp
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/5/23	7/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/5/23	7/1/23
Reflection: Connectedness & Wellbeing	6/5/23	7/1/23
Reflection: Postsecondary Success	6/5/23	7/15/23
Reflection: Partnerships & Engagement	6/5/23	7/15/23
Priorities	6/15/23	7/15/23
Root Cause	6/15/23	7/15/23
Theory of Action	6/15/23	7/15/23
Implementation Plans	6/15/23	7/30/23
Goals	6/15/23	7/30/23
Fund Compliance	8/15/23	8/31/23
Parent & Family Plan	8/15/23	8/31/23
Approval	8/22/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

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	We need to build in Rigor Walks and peer evaluations. We need to consider how to provide better feedback for students in a way that allows them to focus on their growth (Cultivate Data)	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
Partially	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? With the shift to SKYLINE, we should spend time thinking about how to best incorporate it in to our existing curriculum. If we build a strong curriculum and have strong instruction, that will allow us time to meet other priorities and goals. Focus here will increase/lead to inclusiveness and supportive learning and will improve post-secondary success.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Continuum of ILT Effectiveness Distributed Leadership	Students need to be provided with a challenging curriculum related to student interest. DL students need to learn skills and content equal to general education peers thus making the transition from self-contained classes to co-taught classes a smooth transition (LRE)	Interim Assessment Data
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Assessment for Learning Reference Document	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? - IMST teachers have adopted the TRU UNIT Plan framework as a guide for delivering effective instruction - IMST Teachers are involved in both horizontal and vertical teaming to engage in student-centered productive collaboration and curriculum instruction. - Content Departments should/will meet to discuss vertical planning to ensure that there is a clear and consistent sequence of learning from one course to another and finding the space/time to address the learning gaps/needs so that students don't fall behind. - Content Departments will select four learning standards/skills to be completed by students before the end of the academic year—one per quarter. This approach will help ensure that students retain the necessary information/skills and are motivated to track their progress.	

What student-centered problems have surfaced during this reflection?

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

Students aren't always able to articulate what they are learning and why they are learning.
 The students level of interest in a subject area and/or how the lesson is/was delivered can affect the students ability to recall the learning objectives (examples can be provided). We shouldn't exclude students who are meeting or exceeding the learning objectives within subject areas. As for the content standards, IMST seems to be taking gradual steps to expose students to content-related standards (Aspen assignment notes, Presentation slides, Unit Plans, etc). It's fair to state that they haven't yet mastered connecting what they're learning to the applicable standard (or maybe they are). * Please feel comfortable to edit/delete/relocate.

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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
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	Roots Survey will be good for the Interventionists to use as a starting point, to create a streamlined system for MTSS. Takeaway Moving Forward ELL Plan: - EL team will meet with grade level representatives to ensure ELs are on track and getting consistent support. -Language objectives will be created in content areas and shared at grade levels to provide school wide focus on Academic language support for ELs. -Need for PDs to support teaching language objectives and literacy in content areas. - EL schedules will be adjusted as need to provide least	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
	MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

restrictive environment
 - Need for EL focused tutoring / seminar /study hall
 - Cross campus support for ELs

What is the feedback from your stakeholders?

Challenges is to provide opportunities that are varied for our students. Focus on how to support those students who are struggling in challenging classes and providing challenges to those students who find themselves in classes that are too easy.

Find more opportunities for struggling students (EL and DL) to be more successful in classes; students need foundation for working independently and time-management.

Teacher need to take risks to shift instructional practices to support unique needs of our students.

Teachers need to be willing/able to make adjustments on the fly to accommodate student well-being. Students need to feel that their teachers know them and are actively building a relationship with them.

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?

Working to streamline the process for progress monitoring

- Streamlined process for referring students for Tier 2 and 3 supports for Social Emotional needs as well as academic [what data is needed, tools, documentation, etc]

- Provide resource of ALL Tier 1 supports that should be in place in each classroom

- Teacher needs to look at multiple factors BEFORE referring students, look at their own instructional practices [how does the way you teach impact the students process of understanding information], look at the curriculum, Classroom Environment [school, community, home, etc.], look at the Learner.

https://www.interventioncentral.org/sites/default/files/rti_riot_i cel_data_collection.pdf [need to look if there is one based in MTSS] **DIFFERENTIATION**

- Improve in *not* using student labels to predetermine their success / not predetermine labels in general

- Teachers need to be understanding of where students are coming in, their progress in the course, and know not all students will meet mastery on every standard

- Provide alternative formative/ summative assessments, that are on going to truly measure success of standards [multiple opportunities for assessments]

- Standards are evident in planning/ instruction, and students are measured based on standards

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[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.

- Students are not receiving proper tier 2 and 3 academic supports.
- Students are not always provided individualized support based on their academic and/or social emotional needs
- Tier 1 supports are a challenge to provide to ELs due to lack of EL/BIL teacher certifications.

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

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

What are the takeaways after the review of metrics?

DATA & TAKEAWAYS: Infinity has not documented any MTSS interventions that are reflected on Dashboard, however we have an internal BHT Log documented in Branching Minds. Forward Plan: We have designated 2 individuals to coordinate this initiative (Conn and Ranieri).

OST: Out of School Time Programs. Dashboard reflects IMST has 1 OST Program, however that seems to be incorrect.

School year 2022-2023 School-wide attendance : 89.25%
 Freshman: 91%
 Sophomore: 90.4%
 Junior: 91%
 Senior: 83.8%

5Essentials (21 -22 SY)
 IMST: Strong Effective Leaders and Ambitious Instruction and Supportive Environment.
 Neutral: Collaborative Teachers and Involved Families

Above Average for % of Misconduct result of Out of School Suspension.
 IMST =46.7 % District =13.8%

Length of Out of School Suspension - IMST =29 Days and District=2.2 Days

Student Voice: Students of IMST are eager to get involved in organizing school events, but the current Student Voice Committee needs improvement and includes all groups represented at IMST.

TAKEAWAY
 BHT exists but there needs to be more teacher buy in and clear, consistent referral process. Clearly established roles and interventions for BHT team members. Consistent follow-through and communication (updates) for staff. Climate and Culture team not currently established but could be a goal.

Question: Why were the referrals low considering that teacher concerns were high.
 Clinicians Perspective: If it was a priority the teacher would have completed the necessary forms.

IMST may want to consider implementing an SEL structured Curriculum and establish accountability for its effective implementation. This may require of us to use the tools/resources provided to us by CPS and/or other vendors tailored to our specific students. Side Thoughts: Intentional, Teacher Collaboration, SEL Week Consideration provided by outside resources. Whole School Focus

What is the feedback from your stakeholders?

How and how often are teachers:
 -supporting the isolated students?
 -checking in with students emotionally?
 -finding opportunities for struggling students (esp EL and DL) to be successful in classes?

[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)


[Cultivate \(Belonging & Identity\)](#)

	Other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

	<p>IMST has done a great job creating a space where every student can be themselves and feel connected to their immediate circle and wider IMST family. That space must be nurtured so that students always feel a sense of purpose and belonging.</p> <p>Concentration on this area will support/create/foster this attitude in classrooms (during the learning process)</p>
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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

What student-centered problems have surfaced during this reflection?
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There is a small group of students at each grade level who exhibit signs of sheltered isolation, anxiety and/or depression 

Based on the weekly D/F Reports, there are students who struggle with academic performance and grades. What is in place to support them. Freshman: Thursday Academy and Quarterly Saturday Academy, Sophomores: Wednesday tutoring, ECP: Wednesday mentoring and tutoring.

While there are school-wide policies regarding students personal technology - phones and earbuds - it is clear that this remains an issue, and that students are distracted by their devices.


Mental health needs of students should be a continuing focus.

Lack of organization and communication of school events and inclusion of parents.

Bullying does exist. Dean and counselors help address issues.

Bathroom vandalism is an issue and overall has improved.

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?

- IMST has 2 full-time counselors, 1 full-time social worker, and a dean who collaborates with teachers to support the needs of all students. 

- IMST has developing BHT Committee that reviews teachers' specific concerns and recommendations regarding students who are showing signs of social-emotional or academic difficulties.

- IMST has a school-wide BHT support system where teachers can document and track interventions taken to support at-risk students

- IMST has organized multiple school-wide SEL activities, which involve pairing students across grade levels to work together towards a common goal. IMST has also welcomed outside organizations to provide our students with SEL workshops. Yearly Extracurricular fair to connect all students to extracurricular activities.




- IMST has created extra curricular and social circles for students to attend after-school activities that support their interests. Forward Goal: Making it more intentional to have all students participate in at least one OST activity.

- Obstacles: Some teachers may feel that using the BHT system and/or completing the necessary forms to refer a high-risk student adds to their workload, and therefore they may choose not to use it.

IMST has grade-level programs that support student engagement.


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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)	We need to consider how to offer WBL opportunities in a way that is equitable.  Access to Early college coursework should not be limited.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Work Based Learning Toolkit		9th and 10th Grade On Track
Partially		What is the feedback from your stakeholders? We need to see the data that says our kids are graduating from a university, trade school, community college and planning forward that way. 	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	ECCE Certification List		
Yes	PLT Assessment Rubric		
Yes	Alumni Support Initiative One Pager	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? Thought- how could we/should we leverage alumni to come and speak about their journeys, ups and downs etc... I feel like we could be strategic about how alumni could support school improvement outcomes and efforts. 	

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups] 

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Partnership & Engagement


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics


Yes	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.	Spectrum of Inclusive Partnerships
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	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).	Student Voice Infrastructure Rubric

We have partners, but we don't always know their role or their contribution. 

How do we leverage these partnerships (Verizon, United, The Bulls, Unilever etc...) to create authentic learning opportunities for students while they are in school and after they graduate?

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


What is the feedback from your stakeholders?

Our LSC wants to have more input in to what we present at our Parent Engagement Events. They want to know about how to work with their children to become better students but also to address their emerging emotional development. Our BAC has voiced an interest in more information about social programs available to the bi-lingual community. 

Formal and informal family and community feedback received locally. (School Level Data)


What student-centered problems have surfaced during this reflection?

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[problems experienced by most students; problems experienced by specific student groups] 

An After Meeting Reflection: At IMST, we have noticed a rise in parental involvement during our monthly Breakfast with the Principal gatherings, with over 40 participants attending. These meetings are an excellent way for us to keep parents and the community informed about important announcements while also providing a social gathering. Parents eagerly look forward to these events, which also include breakfast and raffle prizes. In an end-of-year survey, parents expressed that their child feels secure within the IMST hallways but not as secure around campus. Additional surveys will be carried out during the academic year next year. Students at IMST are eager to get involved in organizing school events, but the current Student Voice Committee needs improvement. IMST should consider creating a new committee that includes students from all grades, meets on a regular basis, and works towards specific goals. This committee would serve as a student council, representing the views of their fellow students. The council members could be referred to as student ambassadors. It is unclear whether the new committee should be called Student Voice or have a different name. * Please do feel comfortable to edit/delete/relocate.

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

We are doing more (and earlier) advertising and recruitment for clubs and organizations. We have expanded our OST offerings and would like to focus on freshmen and sophomores as they will help us to sustain our programs long term. 

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

What are the takeaways after the review of metrics?

We need to build in Rigor Walks and peer evaluations.
 We need to consider how to provide better feedback for students in a way that allows them to focus on their growth (Cultivate Data)

What is the feedback from your stakeholders?

With the shift to SKYLINE, we should spend time thinking about how to best incorporate it in to our existing curriculum.
 If we build a strong curriculum and have strong instruction, that will allow us time to meet other priorities and goals.
 Focus here will increase/lead to inclusiveness and supportive learning and will improve post-secondary success.
 Students need to be provided with a challenging curriculum related to student interest. DL students need to learn skills and content equal to general education peers thus making the transition from self-contained classes to co-taught classes a smooth transition (LRE)

What student-centered problems have surfaced during this reflection?

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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?

- IMST teachers have adopted the TRU UNIT Plan framework as a guide for delivering effective instruction
- IMST Teachers are involved in both horizontal and vertical teaming to engage in student-centered productive collaboration and curriculum instruction.
- Content Departments should/will meet to discuss vertical planning to ensure that there is a clear and consistent sequence of learning from one course to another and finding the space/time to address the learning gaps/needs so that students don't fall behind.
- Content Departments will select four learning standards/skills to be completed by students before the end of the academic year—one per quarter. This approach will help ensure that students retain the necessary information/skills and are motivated to track their progress.

Return to Top Determine Priorities

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

Students...
 are not being taught higher order thinking skills and rigor of instruction varies from teacher to teacher and within content area.
 do not feel connected to their learning (what is the relevance to them?)
 are not able to articulate connection between content area skills.
 enter school with a range of skill levels within a single classroom

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 are not cross-planning enough to create/build alignment in skills/expectations
 have not fully developed a way for students to find their correct academic path (EC, Jumpstart to Jobs, Chicago Builds)
 have not held ourselves accountable for providing high quality instruction in a consistent manner (peer evaluations)

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 provide teachers with support to build their pedagogical range and capacity

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....

classrooms that are meeting the needs of all students' academic, social and intellectual needs



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...

higher levels of student engagement and satisfaction with their learning experience and increased achievement on Benchmark assessments.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

SY24 Implementation Milestones & Action Steps

Who


By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Complete one stop shop to house unit plans and identify cross curricular skills	Reza/Walker	Start of School SY 24	In Progress
Action Step 1	Create user friendly template for teachers to upload unit plans and identify skills quarterly	Reza. Walker	Start of School SY 24	In Progress
Action Step 2	Vette the template to ensure that it works with fidelity	ILT/CIWP Team		Select Status
Action Step 3	Teachers upload plans and list 3 skills per unit	ADMIN	Check at end of Each Quarter	Select Status
Action Step 4			EO SY 25	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Complete Peer Rigor Walks within grade levels	Grade Level Teams	EO SY 24	Not Started
Action Step 1	Create Rigor Walk Template and adjust as needed	ILT	End of Q1 (SY 24)	In Progress
Action Step 2	Identify elements of a rigorous classroom and review what rigor looks like in different settings	ILT	End of Q1 (SY 24)	Not Started
Action Step 3	Provide opportunity for peer review of lesson plans and assessment	Grade Level Teams	End of Q2 (SY 24)	Not Started
Action Step 4	Provide opportunity for class observations and feedback	Grade Level Teams	End of Q3 (SY 24)	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Improved internal and external PD opportunities to expand STEM to 80% of CORE classrooms	STEM/Admin	EO SY 25	In Progress
Action Step 1	STEM coordinator will provide mini-PD to show how to implement STEM across the curriculum	STEM		In Progress
Action Step 2	ADMIN will fund external PD opportunities for teachers to expand their skill set	ADMIN		In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers will work to improve assessment strategies to identify GAPS and to increase student awareness of SAT-type questions.		Ongoing	Not Started
Action Step 1	Identify Student GAPS (vs. state and national norms) on SAT Suite of Assessments	Department	October 2023	Not Started
Action Step 2	Identify GAPS in strategic lesson planning in order to address deficiencies	Grade Level, ILT	ongoing	Not Started
Action Step 3	Review and align lesson plans to ensure that they address specific Math and Reading deficits	Grade Level, ILT	ongoing	Not Started
Action Step 4	Consider how to use Branching minds to track interventions and growth via Star 360 and fall to Spring SAT suite	Ranieri/Conn, Grade Level	ongoing	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones CORE teachers will be identifying and teaching to the GAPS between benchmark and actual performance on SAT suite of assessments and STAR 360 assessments.

SY26 Anticipated Milestones Teacher lesson plans will be aligned across grade level and will explicitly address ERW and MATH skills and standards.. Teachers will consistently use Star 360 Data to progress monitor and address needs within their unit plans. 

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




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
46 % of students will meet or exceed Math standards	Yes <input type="checkbox"/>	PSAT (Math)	Overall	16% meet	26%	36%	46%
47% of all students will meet or exceed EBRW standards	Yes <input type="checkbox"/>	PSAT (EBRW)	Overall	17% meet/exceed	27%	37%	47%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	For the SY 24 until the end of this CIWP, Departments will conduct an EOY needs assessment to ensure that their curriculum has the necessary materials and resources, as well as PD opportunities for teachers to support students in attaining a high-quality education.	For the SY 25, teachers will become more comfortable and familiar with how to best utilize the curriculum provided by Skyline and Verizon. They will also receive professional development as needed	For SY 26, teachers will intentionally integrate and deliver at least one STEM lesson within their respective content areas. Teachers will receive the necessary PD and available resources from our STEM specialist.
C&I:2 Students experience grade-level, standards-aligned instruction.	For the SY 24 until the end of this CIWP, IMST teachers will actively contribute to a curriculum mapping document that outlines the content and instructional goals for each subject at each grade level. This demonstrates their commitment to collaborative teamwork and ensuring that the instruction they provide aligns with educational standards.	For the SY 25 until the end of this CIWP, IMST teachers will make an intentional effort to clearly communicate and explain the learning objectives for each lesson, ensuring that students understand the specific knowledge and skills they are expected to acquire as outlined in the school-wide curriculum mapping document noted in the SY 24 Goal.	For SY 26, grade level teachers will collaborate to design one cohesive cross-content unit based on the curriculum mapping document in order to support a more meaningful learning experience for our students.
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.	For the SY 24 until the end of this CIWP, IMST teachers will make it a priority to incorporate lessons that are culturally responsive and inclusive to our student population so that they can see themselves reflected in the curriculum.	For the SY 25 until the end of this CIWP, IMST teachers will actively take part in departmental peer-to-peer observation - an opportunity to provide supportive and constructive feedback to one another - Engaging in discussions focused on creating a learning environment that is both culturally responsive and effective for all students.	For SY 26, IMST will make an effort to establish at least one new stakeholder partnership in order to provide additional school-wide resources that promote the Inner Core.

[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
46 % of students will meet or exceed	PSAT (Math)	Overall	16% meet	26%	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority Reflection](#)
[TOA Root Cause](#)
[Goal Setting Implementation Plan](#)
[Progress Monitoring](#)

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

Curriculum & Instruction

Math standards	PSAT (Math)				Select Status	Select Status	Select Status	Select Status
47% of all students will meet or exceed EBRW standards	PSAT (EBRW)	Overall	17% meet/exceed	27%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	For the SY 24 until the end of this CIWP, Departments will conduct an EOY needs assessment to ensure that their curriculum has the necessary materials and resources, as well as PD opportunities for teachers to support students in attaining a high-quality education.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	For the SY 24 until the end of this CIWP, IMST teachers will actively contribute to a curriculum mapping document that outlines the content and instructional goals for each subject at each grade level. This demonstrates their commitment to collaborative teamwork and ensuring that the instruction they	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.	For the SY 24 until the end of this CIWP, IMST teachers will make it a priority to incorporate lessons that are culturally responsive and inclusive to our student population so that they can see themselves reflected in the curriculum.	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.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

DATA & TAKEAWAYS: Infinity has not documented any MTSS interventions that are reflected on Dashboard, however we have an internal BHT Log documented in Branching Minds. Forward Plan: We have designated 2 individuals to coordinate this initiative (Conn and Ranieri).

OST: Out of School Time Programs. Dashboard reflects IMST has 1 OST Program, however that seems to be incorrect.

School year 2022-2023 School-wide attendance : 89.25%
 Freshman: 91%
 Sophomore: 90.4%
 Junior: 91%
 Senior: 83.8%

5Essentials (21 -22 SY)
 IMST: Strong Effective Leaders and Ambitious Instruction and Supportive Environment.
 Neutral: Collaborative Teachers and Involved Families

What is the feedback from your stakeholders?

How and how often are teachers:
 -supporting the isolated students?
 -checking in with students emotionally?
 -finding opportunities for struggling students (esp EL and DL) to be successful in classes?

IMST has done a great job creating a space where every student can be themselves and feel connected to their immediate circle and wider IMST family. That space must be nurtured so that students always feel a sense of purpose and belonging.

Concentration on this area will support/create/foster this attitude in classrooms (during the learning process)

What student-centered problems have surfaced during this reflection?

There is a small group of students at each grade level who exhibit signs of sheltered isolation, anxiety and/or depression

Based on the weekly D/F Reports, there are students who struggle with academic performance and grades. What is in place to support them. Freshman: Thursday Academy and Quarterly Saturday Academy, Sophomores: Wednesday tutoring, ECP: Wednesday mentoring and tutoring.

While there are school-wide policies regarding students personal technology - phones and earbuds - it is clear that this remains an issue, and that students are distracted by their devices.

Mental health needs of students should be a continuing focus.

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?

- IMST has 2 full-time counselors, 1 full-time social worker, and a dean who collaborates with teachers to support the needs of all students.

- IMST has developing BHT Committee that reviews teachers' specific concerns and recommendations regarding students who are showing signs of social-emotional or academic difficulties.

- IMST has a school-wide BHT support system where teachers can document and track interventions taken to support at-risk students

- IMST has organized multiple school-wide SEL activities, which involve pairing students across grade levels to work together towards a common goal. IMST has also welcomed outside organizations to provide our students with SEL workshops. Yearly Extracurricular fair to connect all students to extracurricular activities.

Return to Top Determine Priorities

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

Students...

- Students at IMST are eager to get involved in organizing school events, but currently, there is no organized club or committee that allows them to take on this responsibility.

- There is a small group of students at each grade level who exhibit signs of sheltered isolation, anxiety and/or depression

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...

At IMST, we plan to conduct a survey among students to understand their interests and create dedicated time and space for them to actively participate and advocate for themselves. For instance, we aim to make it easier for students to get involved by organizing workshops, information sessions, sports activities, and extracurricular programs. We will also streamline enrollment and sign-up processes, with regular check-ins to ensure ongoing engagement.

We will look for opportunities to highlight student engagement through social media and award ceremonies, actively involving parents in these events. We recognize that parents play a crucial role in fostering student connectedness and well-being. This will be discussed further during the "Breakfast with the Principal" agenda item.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....

(1) If we want to survey students to determine their interests, IMST will implement a survey to gather this information.

(2) If we want to create intentional opportunities for students to advocate and take initiative to be connected...

(3) If we want to showcase student engagement via social media, award ceremonies with parental participation....

Resources:



Indicators of a Quality CIWP: Theory of Action

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

(4) If we recognize that parents play a crucial role in student connectedness and well-being

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

then we see....

- (1) Then we will have valuable data and insights regarding the specific interests and preferences of our students.
- (2) Then we see our students having the confidence to express themselves where they feel valued and heard.
- (3) Then we can reach a wider audience and share the accomplishments of students with parents and the broader school community
- (4) Then we see that by actively involving parents, we witness the positive impact that parental involvement can have on their child's engagement.



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...

- (1) Which leads to tailored school's activities, events, and programs to better align with the students interests, leading to increased engagement and participation.
- (2) Which leads to a more inclusive and participatory school environment that fosters a positive culture of collaboration, leadership, and active student involvement in shaping their high school experiences.
- (3) Which leads to celebrating our students accomplishments, fostering a stronger sense of community, and also inspiring other students to get engaged.
- (4) Which leads to enhanced student engagement through parental involvement.



[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

Admin, Grade-Level, ILT, Parents, Students, Community Partnership

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	School-Wide Student Interest Survey that can inform the creation of student engagement activities, in conjunction with the End of Year Cultivate Survey	Grade-Level	End of Quarter 1	Not Started
Action Step 1	Create a School-Wide Student Interest / Wellbeing Survey	ILT / Grade-Level	5th Week of School	Not Started
Action Step 2	Distribute the survey to all students based on their grade levels.	Grade-Level	7th Week of School	Not Started
Action Step 3	Collect and analyze the results collected from students in each grade level in conjunction with the End of Year Cultivate Survey.	Grade-Level	8th Week of School	Not Started
Action Step 4	Have ideas and consider incorporating school-wide activities that align with student interests	School-Wide / ILT / Grade-Level	Quarter 1	Not Started
Action Step 5				
Implementation Milestone 2	Create intentional opportunities for students to advocate and take initiative to be connected	Grade Level	End of CIWP Cycle	Not Started
Action Step 1	Determine extracurricular/athletic activities currently offered as well as student interest in activities that may not yet be offered.	Grade Level/ Athletic Director	Week 5	Not Started
Action Step 2	Create a student governing body (Student Voice Committee) that is representative of student sub groups.	Staff member club sponsor	Week 10	Not Started
Action Step 3	Meet with students at end of each semester to determine which opportunities students engaged in and to support their overall wellbeing.	Counselor	2 Times / Year	Not Started
Action Step 4	Students with excessive absences have intentional re-entry plans aimed at improving attendance.	Counselor	3 Times/ Year	Not Started
Action Step 5	Support student clubs or groups to support their well-being. Ex:	Counselor / Teacher / GL /	Week 20	Not Started
Implementation Milestone 3	Showcase student engagement to parents and community via social media, award ceremonies and a quarterly Infograph Newsletter	Grade Level	End of CIWP Cycle	Not Started
Action Step 1	Quarterly Infograph Newsletter by Grade-Level that showcases student skill sets learned.	Grade Level	Every Quarter	Not Started
Action Step 2	Monthly Social Media Update on student engagement and achievement that includes updates on sporting and extra-curricular activities.	Social Media Contact / Athletic Department	Every Month	Not Started
Action Step 3	Quarterly Honor Roll Certificates	Grade Level	Every Quarter	Not Started
Action Step 4	Use Café con el Director to showcase student engagement and achievements to parents and the community.	Admin	5 Times / Year	Not Started
Action Step 5	End-of-semester award ceremonies that includes academics, athletics, and character recognition.	Grade Level/ Departments/ Attendance team	2 Times / Year	Not Started
Implementation Milestone 4	IMST will actively involve and engage parents in various activities and initiatives.	Admin / Teachers	End of CIWP Cycle	Not Started
Action Step 1	Use various methods to encourage and recruit parents to participate in Café con el Director	Admin / Teachers	Every Month	Not Started
Action Step 2	Create a regular parent engagement activity that includes activities such as crafting and gardening, with the goal of encouraging interaction between parents and students	Admin / Community Partnerships / Teachers	Quarterly	Not Started
Action Step 3	Use Teacher Directed Lessons, such as Bustamante's Health Fair, to inform and engage parents with students	Teacher / Community / Students	2 Times / Year	Not Started

Action Step 4	Launch a parent-led committee that organizes a parent/community bazaar for the LVLHS campus, possibly during report card pick-ups. The event could incorporate a student gallery exhibit as a backdrop.	Parents / Art Teacher / Students	1st Year - 2 Times 2nd Year - 3 Times	Not Started
Action Step 5				

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 All of the previously mentioned milestones will carry over to SY25, and the following steps will support the achievement of our milestones.
 1. Encourage and cultivate strong relationships with students and parents.
 2. Establish effective communication channels with students, parents, and the community.
 3. Implement intentional and meaningful student and parent involvement activities.
 4. Ensure that necessary resources and support are available to encourage and support the involvement of teachers, parents, and students.
 5. Intentionally recognize and celebrate student and parent achievements.

SY26 Anticipated Milestones
 All of the previously mentioned milestones will carry over to SY26, and the following steps will support the achievement of our milestones.
 1. Encourage and cultivate strong relationships with students and parents.
 2. Establish effective communication channels with students, parents, and the community.
 3. Implement intentional and meaningful student and parent involvement activities.
 4. Ensure that necessary resources and support are available to encourage and support the involvement of teachers, parents, and students.
 5. Intentionally recognize and celebrate student and parent achievements.

[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
<u>Connectedness:</u> IMST will monitor and track year-to-year data to measure the growth in student and parent engagement across all areas of connectedness, including clubs, sports, and other extra-curricular activities.	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	16.25%	20%	40%	50%
			English Learners	4%	10%	20%	35%
<u>Wellbeing:</u> The Cultivate Survey data will identify and then address students emotional, social, and mental well-being. Additionally, annual data reported by the BHT committee will highlight a decreasing trend in teacher referrals for students showing signs of isolation, depression, and lack of motivation.	Yes	Cultivate	Overall	5% student referral rate	5%	4%	3%
			Select Group or Overall				

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.	Grade-Level Teaming will promote, encourage, and establish opportunities for student engagement in extracurricular activities, which in turn supports their well-being. The goal is to have 70% of students from each grade level involved in at least 1 extracurricular activity by the end of SY 24. Regular monitoring of participation rates throughout the school year will be done by collecting data on the number of students involved.	Grade-Level Teaming will promote, encourage, and establish opportunities for student engagement in extracurricular activities, which in turn supports their well-being. The goal is to have 75% of students from each grade level involved in at least 1 extracurricular activity by the end of SY 25. Regular monitoring of participation rates throughout the school year will be done by collecting data on the number of students involved.	Grade-Level Teaming will promote, encourage, and establish opportunities for student engagement in extracurricular activities, which in turn supports their well-being. The goal is to have 80% of students from each grade level involved in at least 1 extracurricular activity by the end of SY 26. Regular monitoring of participation rates throughout the school year will be done by collecting data on the number of students involved.
P&E:1 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.	IMST will host 5 Café con el Director events every year and actively seek other opportunities to involve parents. The goal is to have 50 parents in attendance by the end of SY 24. These events will also be used to showcase student achievements. Regular monitoring of parent participation will be carried out to track progress towards the target goal.	IMST will host 5 Café con el Director events every year and actively seek other opportunities to involve parents. The goal is to have 70 parents in attendance by the end of SY 25. These events will also be used to showcase student achievements. Regular monitoring of parent participation will be carried out to track progress towards the target goal.	IMST will host 5 Café con el Director events every year and actively seek other opportunities to involve parents. The goal is to have 80 parents in attendance by the end of SY 26. These events will also be used to showcase student achievements. Regular monitoring of parent participation will be carried out to track progress towards the target goal.
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.	For the SY 23-24 until the end of this CIWP, IMST will make an intentional effort to publicize and recruit students to participate in out-of-school enrichment programs, with the goal of achieving a yearly increase in participation.	IMST grade levels will have no fewer than 3 field trips per year that support and align with curriculum and instruction, an SEL goal, and provide out-of-school learning experiences beyond the classroom setting to support student-centered enrichment.	For the 25-26 SY, IMST will actively seek opportunities and recruit seniors to participate in out-of-school internships. The primary objective is to offer our students valuable off-campus real-life learning opportunities.

[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
Connectedness: IMST will monitor and track year-to-year data to measure the growth in student and parent engagement across all areas of connectedness, including clubs, sports, and other extra-curricular activities.	Enrichment Program Participation: Enrollment & Attendance	Overall	16.25%	20%	Select Status	Select Status	Select Status	Select Status
		English Learners	4%	10%	Select Status	Select Status	Select Status	Select Status
Wellbeing: The Cultivate Survey data will identify and then address students emotional, social, and mental well-being. Additionally, annual data reported by the BHT committee will highlight a decreasing trend in teacher referrals for students showing signs of isolation, depression, and lack of motivation.	Cultivate	Overall	5% student referral rate	5%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Grade-Level Teaming will promote, encourage, and establish opportunities for student engagement in extracurricular activities, which in turn supports their well-being. The goal is to have 70% of students from each grade level involved in at least 1 extracurricular activity by the end of SY 24. Regular monitoring of participation rates throughout the school year will be done by collecting data on the number of students involved.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	IMST will host 5 Café con el Director events every year and actively seek other opportunities to involve parents. The goal is to have 50 parents in attendance by the end of SY 24. These events will also be used to showcase student achievements. Regular monitoring of parent participation will be carried out to track progress towards the target goal	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.	For the SY 23-24 until the end of this CIWP, IMST will make an intentional effort to publicize and recruit students to participate in out-of-school enrichment programs, with the goal of achieving a yearly increase in participation.	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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **PSAT (Math): 46 % of students will meet or exceed Math standards**

Required Reading Goal **PSAT (EBRW): 47% of all students will meet or exceed EBRW standards**

Optional Goal **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
Overall	16% meet	0.26	0.36	0.46
Overall	17% meet/exceed	0.27	0.37	0.47
Select Group or Overall				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

We will identify how to spend funds in a way that is equitable to our student/parent needs. This budget will be solidified when our parents hold their first PAC meeting. We anticipate using the bulk of our funding on activities that focus on Connectedness and Well Being. 

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