

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
Carolyn Jones	Principal	cljones@cps.edu
Brandi Barrett	AP	blbarrett@cps.edu
Izetta Washington	Teacher Leader and LSC Member	iwashingt@cps.edu
Dr. Corliss Belle	School Counselor	ckbelle@cps.edu
Jospeh Beatty	Attendance Coordinator and Dean of Students	jtbeatty@cps.edu
Kellie White	Coach	kmwhite@cps.edu
Courtney Smith	Coach	cbarber6@cps.edu
Carl Prince	Teacher Leader and LSC Member	crprince@cps.edu
Raven Redmond	Teacher Leader	rsredmond2@cps.edu
Nicole Kerr	Teacher Leader	nkerr1@cps.edu
Sabrina Jackson	LSC Member	sjackson@teamworkenglewood.org
Rama Secka	Teacher Leader	rsecka1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/17/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/20/23
Reflection: Connectedness & Wellbeing	7/13/23	7/20/23
Reflection: Postsecondary Success	7/20/23	7/20/23
Reflection: Partnerships & Engagement	7/20/23	7/20/23
Priorities	7/7/23	8/15/23
Root Cause	7/7/23	8/15/23
Theory of Acton	7/7/23	8/15/23
Implementation Plans	8/14/23	8/17/23
Goals	8/14/23	8/17/23
Fund Compliance	8/25/23	9/1/23
Parent & Family Plan	8/25/23	9/1/23
Approval	9/14/23	9/14/23

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	9/22/2023
Quarter 2	11/9/2023
Quarter 3	1/18/2024
Quarter 4	3/7/2024

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](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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.	Access to Grade Level Instruction/Curriculum. Curriculum is culturally responsive. Balance Assessments. Identified Growth of 7% to 29% of students increased in Reading. BOY to EOY DATA: 67% to 78% Phonemic Awareness, 34% to 50% Phonics, 55% to 74% High Frequency Words, 2% to 13% Vocabulary, Comprehension 3% - 19%, Literature 5% - 22%, and 3% to 17% Informational Text. Foundational Skills are getting stronger. Once students master how to read, comprehension naturally increases.	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
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.	What is the feedback from your stakeholders? Stakeholders feel that classes at Bass are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge.	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Yes	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.		
Partially	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? Continued Professional Development on TFG fidelity usages. Staff are eager to attend Network Professional Development to further increase instructional knowledge. Network Math Support is helpful when creating lesson plans. Grade Level Meetings. Increased Scores had a huge impact and what is learned in PD is brought to the classroom. Coaching and Feedback is a huge impact for to development. Pacing was a serious obstacle to staying on track and meeting standards.	
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. Possible Schedule Concerns. Evidence based learning assessment - Are they informative and reflective upon student learning. Collection of Student Data around Connectedness and School Community. Student ownership of learning. The push for attendance should impact everything that we do both academically and socially. Every Single student in the building is connected to an adult. Creating a Junior SVC that represents the younger grades.			


[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	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.	Language - Curriculum provides supports for EL students and DL students (at high level, not IEP specific). We have SEL interventionis in place within Branching Minds. We have the opportunity to begin this work for Academic Interventions. There is room to increase the fidelity here. Teachers are using small group instruction, we have the opportunity to increase the use of Branching Minds to track Tier 2 and 3 interventions.	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	LRE Dashboard Page 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.	What is the feedback from your stakeholders? Provide opportunities for staff to be fully trained in Branching Minds. Choosing an MTSS leadership team and coaches that examine data about behavioral	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	


What student-centered problems have surfaced during this reflection?

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


Lack of documented interventions. Low Attendance. Possible need for bilingual teacher. MTSS is a work in progress. A shift in mindset. 

incidences and consequences, create a set of behavioral goals, teaching positive social-emotional skills, and assess data quarterly to make needed adjustments for improving access to supports.

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?


Constant logging in Branching Minds to document interventions for Small Group Instruction. We need to establish a consistent process for adding interventions for priority students and all students. There is an opportunity for additional training on Branching Minds (IE: scheduling around breaks/holidays), documenting absences and the impact toward goal attainment. We need to start the intervention and determine our progress with that intervention to determine if they move up/down tiers within MTSS. This at times may delay the identification of students for academic intervention and students who need behavioral interventions. We also need to determine if the intervention is the right type of intervention with that student and their specific needs. Consider how we move kids out of interventions, as needed? There are also times when we continue an intervention to sustain a relationship. Capturing the data and acting on it. 

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


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Teams (BHT and C&C) exist and meet regularly. Teams were established early in the year. The team had representation from each department on each team. We had 335 students and 126 students were engaged in some kind of attached program. Students with higher risk factors (by ONS determination). There were some students who did not have a check in/touchpoint. We can have an additional focus on our priority students from the onset. Bam, WOW, Childrens Home and Aid, and YMCA as external partners said we exceeded their expectations for partners. We can be more strategic to target interventions to specific students based on needs. 	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
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.		
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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.

Development of Re-entry Plan that consists of SEL Questions and Classroom Work Plan. Example... 3-Day Plan, 5+-Day Plan, ect., Assess the WHY? How can we include parents in conversations around attendance concerns. Documentation is KEY!!! Google Phone Number. Building intentional relationships with Families that exhibit Trauma Induced and Attendance Concerns. ALL fall under the Theory of Action (MTSS) If we do this...As a result this will happen.....Bridging that Gap between School and Home. 

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?

Student participation in OST Programs - Algebra Opt In, YMCA/BAM/WOW, Building Relationships Teacher accountability helped support students within afterschool activities. Staff helped ensure students were attending programs and held students accountable. There is work to do in shifting mindsets around attendance at school daily. This is a huge barrier to cross with some families. Parents/families need to be incorporated into this conversation to help build understanding of school is back to normal. Ensuring there is a reentry plan for students - socially and academically. Academic achievement growth is limited for students who had poor attendance. 

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
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).	Teachers utilized Success Bound curriculum throughout the year. Office Hours for Success Bound were helpful for providing support for students to complete tasks. There was also structured time built into the school day to address the program and assignments. Teachers provided a great deal of support to help ensure all students completed Success Bound activities and tasks at other times during the day or pull students out during other times. Students took ownership of their on task data and their Naviance tasks. Naviance has a recommended syllabus for each quarter which was helpful in making sure you completed the tasks in the allotted time frames. We endeavor to incorporate work based learning experiences - job fairs, HS fair, etc. Students were able to learn about HS options through the Network High School fair and we look forward to bringing back the Bass HS fair.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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).	<p>What is the feedback from your stakeholders?</p> Under the guidance of the schools counselors, they should provide resources and opportunities that help students explore their strengths and interests as well as career fields that align with these attributes. School counselors provide a school counseling program that helps all students enhance their career development and successfully navigate postsecondary education and the world of work, while recognizing that growth in all three domains of academic, career, and social/emotional development is necessary for students to be successful now and later in life.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	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).		
N/A	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).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Obstacle - High schools are pushing us to partner with neighborhood schools which limits the exposure to Selective Enrollment opportunities. An additional obstacle is not having a HS endorsed Algebra teachers. Structures were in place to support the environment for the hybrid programming. This year Algebra will be during school to ensure students can still participate in afterschool activities. 10% of the 8th grade enrollment are projected to have the opportunity to participate in Algebra.	
N/A	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).		

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.

Outside of School created events, Students aren't afforded the opportunities for selective enrollment exposure at the Middle School Level at the district level. Lack of career based opportunities at the elementary level that will help scholars determine early career paths.

[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
Yes	Spectrum of Inclusive Partnerships 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.	Some of the parent themed initiative for the month were outside of the norm which led to increased parent involvement and engagement. Parents welcomed the variety of events that were planned. These events created space to talk about SEL and relationships in a casual environment which increased engagement. Sometimes the information doesn't make it home - numbers/emails don't work. Often times it's difficult for parents to keep abreast of what's happening. We've also noticed that the parent activities have to be co-led by a person/group that would bring more folks out. Targetting different audiences led to increased attendance.	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)
Yes	Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

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](#)

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

What is the feedback from your stakeholders?

Allow students and school teams to actively and authentically encourage peers to seek support, ask questions, and advocate for what they believe in to create a safe space for risk-taking and skill development and to create a sense of belonging. In addition, creating an environment for self-advocacy helps students to develop autonomy for their own learning needs and fosters identity development. Importantly, how students develop the skills needed to advocate, make good choices, and pursue their goals can be influenced by many facets of a student's identity.

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.

Scheduling conflicts can be a significant challenge for middle school students. Mentors had challenges with timing and space. Aligning schedules and spaces and sharing that information across the needed parties. Regrounding around expectations and structures for partners.

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 were on the right path when we started with student interest surveys to gain awareness about how students are feeling and identifying areas of focus. We need to be more strategic about what we do with this data. Perhaps this can be done quarterly and think about ways to incorporate this data through a brief survey. Consider creating gradeband specific needs/reflections from the data. We want to continue to use the monthly calendar with parent activities and keep it posted. Consider exploring new methods of communication and send home. Use the marquee, a banner without dates. Using social media to help share events. Providing translated access to the EL families (language translation)

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.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Access to Grade Level Instruction/Curriculum. Curriculum is culturally responsive. Balance Assessments. Identified Growth of 7% to 29% of students increased in Reading. BOY to EOY DATA: 67% to 78% Phonemic Awareness, 34% to 50% Phonics, 55% to 74% High Frequency Words, 2% to 13% Vocabulary, Comprehension 3% - 19%, Literature 5% - 22%, and 3% to 17% Informational Text. Foundational Skills are getting stronger. Once students master how to read, comprehension naturally increases.

What is the feedback from your stakeholders?

Stakeholders feel that classes at Bass are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge.

What student-centered problems have surfaced during this reflection?

Possible Schedule Concerns. Evidence based learning assessment - Are they informative and reflective upon student learning. Collection of Student Data around Connectedness and School Community. Student ownership of learning. The push for attendance should impact everything that we do both academically and socially. Every Single student in the building is connected to an adult. Creating a Junior SVC that represents the younger grades.

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?

Continued Professional Development on TFG fidelity usages. Staff are eager to attend Network Professional Development to further increase instructional knowledge. Network Math Support is helpful when creating lesson plans. Grade Level Meetings. Increased Scores had a huge impact and what is learned in PD is brought to the classroom. Coaching and Feedback is a huge impact for to development. Pacing was a serious obstacle to staying on track and meeting standards.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Reading: 80% of students not reading on grade level, writing on grade level (as a process) and lack of foundational skills. Math: Students are performing lowest in Measurement and Data, as well as Geometry. Students lack foundational skills. Students require Tier 1 Interventions that center around student engagement and academic growth.



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?

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

As adults in the building, we...

Staff need vocabulary development PD across ELA and Math content areas. In addition, staff need time to internalize the curriculum, utilize the pacing guides with fidelity, and implement high quality grade level tasks so that students who lack foundational skills are more proficient.



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 intervention (using Skyline [mini-lessons], iReady, Freckle and Amira) lead by teachers, Amplify Tutor Core and other assigned staff that aligns with core instruction.



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....

teachers intentionally responding to individual student needs to fill gaps and help scholars access the Tier 1 curriculum.



which leads to...
 at least 30 percent of scholars are performing at or above grade level in reading and math. 




[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 
 Principal, Assistant Principal, Lead Coaches and Teachers.

Dates for Progress Monitoring Check Ins
 Q1 9/22/2023 Q3 1/18/2024
 Q2 11/9/2023 Q4 3/7/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Increase teacher understanding and usage of student data (Checkpoint, i-Ready data, Freckle, Amira) to inform instruction	Teachers, ILT members, Coaches, Interventionist	Ongoing	Select Status
Action Step 1	Ensure all teachers and applicable staff are properly trained on each learning platform	Teachers, ILT members, Coaches, Interventionist	September 1, 2023	Select Status
Action Step 2	Create a streamlined way to post data and processes for sharing data with students in the classroom (Create a list of common criteria for what's posted)	Teachers, ILT members, Coaches, Interventionist	September 22, 2023	Select Status
Action Step 3	Provide opportunities during GLC for teachers to share strategies and best practices for sharing data with peers	Teachers, ILT members, Coaches, Interventionist	Ongoing	Select Status
Action Step 4	Provide opportunities for teachers and staff to regularly update data for progress monitoring	Teachers, ILT members, Coaches, Interventionist	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Effectively use Branching Minds to track student interventions for academics and SEL	Teachers, ILT members, Coaches, Interventionist, Counselors, School Admin, Clinicians, Tutor Corp	June 6, 2024	Select Status
Action Step 1	Design a structure and regular cadence for utilizing Branching Minds for academic interventions	Teachers, Interventionists, tutor corps	September 1, 2023	Select Status
Action Step 2	Design a structure and regular cadence for utilizing Branching Minds for SEL interventions	Counselors, social workers, teachers, etc	September 22, 2023	Select Status
Action Step 3		Teachers, ILT members, Coaches, Interventionist, Counselors, School Admin, Clinicians, Tutor Corp	September 22, 2023	Select Status
Action Step 4	Ensure all teachers and staff are properly trained on Branching Minds and understanding how to create interventions by domain	Teachers, ILT members, Coaches, Interventionist, Counselors, School Admin, Clinicians, Tutor Corp	October 26, 2023	Select Status
Action Step 5	Ongoing support as needed during GLCs		Ongoing	Select Status
Implementation Milestone 3	Design and incorporate student data charts to empower students to lead their own learning	Teachers, ILT members, Coaches, Interventionists, Counselors, School Admin, Clinicians	June 6, 2024	Select Status
Action Step 1	Display data within the classroom and hold a class data conversation	Teachers, Coaches, ILT	Ongoing	Select Status
Action Step 2	Provide access to student data and help students understand their data (iReady goal setting student report)	Teachers, Coaches, ILT	Ongoing	Select Status
Action Step 3	For middle school, incorporate a on track data wall to increase "on track"	Teachers, Coaches, ILT	Ongoing	Select Status
Action Step 4	Empower students to lead their conferences	Teachers, Students	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Utilize peer observations to understand classroom structures for Personalized Learning Classrooms (IE: Modern Classroom) for selected grades	Teachers, Coaches, ILT Members	June 2025	Select Status
Action Step 1	Provide professional learning for ILT members on PL Classrooms Teacher/Coaches partner to determine structures and processes for implementing PL Classrooms	Teachers, Coaches, ILT Members	August 2024	Select Status
Action Step 2	Provide professional learning for all teachers/coaches to access the training (led by Modern Classroom trained staff)	Teachers, Coaches, ILT Members	August 2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 -Milestone #4
 -Implement structures to create a library for professional practice and make our practice more public with our school community and beyond (IE: record lesson videos sharing those recordings with others within Bass and beyond)
 -Intentionally utilize additional data points to group students for intervention (thinking beyond grade level/class groupings)

SY26 Anticipated Milestones 
 -Utilize flexible groupings to support intervention and enrichment opportunities
 -Walking RIT after school types of structures to support students at/above gradelevel (IE: after school/saturdays)

[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
Decrease the percent of students currently 2 or more grade levels below in Vocabulary and Comprehension by 10% in Reading.	Yes <input type="checkbox"/>	iReady (Reading)	Overall	42	32	22	12
			NA				
Decrease the percent of students currently 2 or more grade levels below in Measurement and Data and Geometry by 10% in math	Yes <input type="checkbox"/>	iReady (Math)	Overall	37	27	17	7
			NA				

Practice Goals

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

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

	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.	Curriculum is aligned to expectations of the standards.	Utilize the "Big Ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected.	Expand access to diverse, contemporary well stocked text collectios that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity o an ongoing basis.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
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.	School based teams discuss and monitor the effect of teaching and learning, integrate formative assessments into instruction and intervention of individual students.	Use multiple measures to supplement district-centralized assessments with other formative assessments to provide a more comprehensive visual of student learning.	Use assessments that reflect the key shifts in content areas in teacher created or selected assessments.

[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
Decrease the percent of students currently 2 or more grade levels below in Vocabulary and Comprehension by 10% in Reading.	iReady (Reading)	Overall	42	32	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Decrease the percent of students currently 2 or more grade levels below in Measurement and Data and Geometry by 10% in math	iReady (Math)	Overall	37	27	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Curriculum is aligned to expectations of the standards.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
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.	School based teams discuss and monitor the effect of teaching and learning, integrate formative assessments into instruction and intervention of individual students.	Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
No	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?

Teams (BHT and C&C) exist and meet regularly. Teams were established early in the year. The team had representation from each department on each tem. We had 335 students and 126 students were engaged in some kind of attached program. Students with higher risk factors (by ONS determination). There were some students who did not have a check in/touchpoint. We can have an additional focus on our priority students from the onset. Bam, WOW, Childrens Home and Aid, and YMCA as external partners said we exceeded their expectations for partners. We can be more strategic to target interventions to specific students based on needs.

What is the feedback from your stakeholders?

Create opportunities for a safe and supportive environment in school should include emphasizing aspects that encourage students to be more engaged in their school life and feel connected to important adults at school and at home. Continue creating students interest after-school program that is aligned to a rigorous STEAM Curriculum.

What student-centered problems have surfaced during this reflection?

Development of Re-entry Plan that consists of SEL Questions and Classroom Work Plan. Example... 3-Day Plan, 5+-Day Plan, ect., Assess the WHY? How can we include parents in conversations around attendance concerns. Documentation is KEY!!! Google Phone Number. Building intentional relationships with Families that exhibit Trauma Induced and Attendance Concerns. ALL fall under the Theory of Action (MTSS) If we do this...As a result this will happen.....Bridging that Gap between School and Home.

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?

Student participation in OST Programs - Algebra Opt In, YMCA/BAM/WOW, Building Relationships Teacher accountability helped support students within afterschool activities. Staff helped ensure students were attending programs and held students accountable. There is work to do in shifting mindsets around attendance at school daily. This is a huge barrier to cross with some families. Parents/families need to be incorporated into this conversation to help build understanding of school is back to normal. Ensuring there is a reentry plan for students - socially and academically. Academic achievement growth is limited for students who had poor attendance.

Return to Top Determine Priorities

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

Students...
The student- centered problem that our school will address in this priority is chronic absenteeism, and lack of connectedness at school.

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...
We have noticed that students have not fully committed to attending school on a regular basis since the pandemic.

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....
Continue to implement school wide support structures that monitor and track attendance regularly and provide incentives.
Build and Re-Build Relationships with parents and families that can really make the difference and help solve the individual problems that keep kids out of school.
Implement, with fidelity, equitable grading practices that concisely, without bias, communicates and tracks the learning progress and achievement of students.

then we see...
Students taking ownership of the school's mission and vision, climate and culture, developing self-advocacy skills, and students engaged in learning.

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)"

Teachers engaged in data cycles where they analyze On-Track Data aligned to Attendance and GPA.

Improved parental involvement, shared decision-making, increased student achievement, enriched communication and common expectations.

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

which leads to...

An increase of connectedness and academic growth and an improved On-Track percentage.

An attendance improvement rate of 95%.

An increase in the My Voice, My School Survey data as it relates to Supportive Environment and Involved Families.

[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, Admin, Teachers and Attendance Team

Dates for Progress Monitoring Check Ins

Q1 9/22/2023 Q3 1/18/2024
Q2 11/9/2023 Q4 3/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Utilize designated PD time to review attendance metrics, incentives and On-Track Data; gather feedback on best practices within classrooms; compile and share out with all teachers.	ILT and Attendance Team	Monthly	Select Status
Action Step 1	Obtaining and analyzing weekly attendance/on-track reports	ILT and Attendance Team	Weekly	Select Status
Action Step 2	Train Teachers on all components of on-track	ILT and Attendance Team	September 22, 2023	Select Status
Action Step 3	Continue with monthly incentives	All Stakeholders	Monthly (Ongoing)	Select Status
Action Step 4	Personalized family notifications that focus on individual student attendance and grades.	Admin, Clerks and Attendance Lead	Ongoing	Select Status
Action Step 5	Bass Teachers and Families will receive best practices on understanding and implementing equitable grading procedures and protocols.	ILT and Coaches	September 22, 2023	Select Status
Implementation Milestone 2	Implement quarterly award assemblies for students (ie., reward system for academic performance-student centered choices)	Teachers,	Quarterly	Select Status
Action Step 1	Set quarterly assembly dates in the Bass roadmap that are aligned to grading periods.	Teachers,	09/14/23	Select Status
Action Step 2	Determine recognition categories and set criteria for quarterly assemblies (grades, attendance, after-school participation) Implement additional categories that recognizes progress and improvements.	Teachers,	09/14/23	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Design student interest surveys (academic interest, learning needs, choices for afterschool programs and incentives)	ILT Team, Teacher Teams, Climate and Culture Team and External Partnerships	09/01/23	Select Status
Action Step 1	Develop quarterly student interest survey based on needs and interest of (generate a bank of survey questions for year-to-year implementation)	ILT Team, Teacher Teams, Climate and Culture Team and External Partnerships	09/14/23	Select Status
Action Step 2	Provide students with a suggestion box on each floor to target quick win changes based on student advocacy.	ILT Team, Teacher Teams, Climate and Culture Team, External Partnerships, Leadership Team	09/01/23	Select Status
Action Step 3	Analyze survey data to implement needed changes based on the interests and needs of students.	ILT Team and Teachers	Quarterly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Establish Student Mentorship Programming (ie., buddy system, big brother/ big sister/ reading pals, SVC Seniors and Junior.)	Teachersm ILT Team	11/1/23	Select Status
Action Step 1	Pair classroom to classroom for mentorship program	Teachers,	11/1/23	Select Status
Action Step 2	Set clear monthly goals and expectations that focus on student connectivity.	ILT Team and teachers	Monthly	Select Status
Action Step 3	Establish a SVC meeting schedule for students to meet regularly	ILT Team AND SVC Lead	10/20/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Implement school-wide behavior/ character reward system (school stores, earning Bass Bucks)

SY26 Anticipated Milestones Create parent workshops to empower families and promote academic success

[Return to Top](#)

Goal Setting

Resources:

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 an 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.

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
Increase on track data by 10% each year.	Yes	3 - 8 On Track	Overall	33	43	53	63
			Select Group or Overall				
Reduce the number of high priority students by 50% that require touch points throughout the school year.	Yes	Cultivate	Overall	102	51	26	13
			Students in Grades Kindergarten - Eighth Grade.				

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: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.	Engage all Learning in Academically Rich Fine Arts After School Programming through CSI and OST	Partner with one or more organizations that share the same values of the school and have a complementary vision to the school's vision.	Provide ongoing opportunities for high quality, well publicized opportunities for families to participate in authentic and engaging out of school activities in the school community (ie., student performances, literacy and math nights.)
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district wide available data through platforms such as Branching Minds.	Engage in the problem solving process. MTSS Team, Teachers, and BHT, providers use the problem solving process to identify root causes and contributing factors of deficit areas.	School engages families in supporting with progress monitoring of their students MTSS and Behavioral Plans.
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.	On-Track - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below a "C" or chronic absenteeism.	Foster respectful and supportive student-to-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community.	Manage student led Student Voice Committee for students in grades 3-8 where they work together to propose and advocate for solutions schoolwide.

[Return to Top](#)

SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase on track data by 10% each year.	3 - 8 On Track	Overall	33	43	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduce the number of high priority students by 50% that require touch points throughout the school year.	Cultivate	Overall	102	51	Select Status	Select Status	Select Status	Select Status
		Students in Grades Kindergarten - Eighth Grade.			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: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.	Engage all Learning in Academically Rich Fine Arts After School Programming through CSI and OST	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district wide available data through platforms such as Branching Minds.	Select Status	Select Status	Select Status	Select Status

<p>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.</p>	<p>On-Track - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
---	---	----------------------	----------------------	----------------------	----------------------

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

		Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	iReady (Math): Decrease the percent of students currently 2 or more grad...	Overall	37	27	17	7
		NA				
Required Reading Goal	iReady (Reading): Decrease the percent of students currently 2 or more g...	Overall	42	32	22	12
		NA				
Optional Goal	Select a Goal					

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>
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.

In order to increase student academic achievement, it is our goal to provide parents with ongoing access to Staff, provide parents with frequent academic reports of their child's progress every 5 weeks. Perkins Bass Elementary School will provide Parent Teacher Conferences in accordance with Chicago Public School's Calendar. These conferences will give parents the opportunity to meet with their child's teacher to discuss the following: Academic Progress, Skyline Curriculum, Behavior and Attendance Concerns, Upcoming School Events, ect., Parents and teachers are encouraged to schedule conferences throughout the year as needed. In addition, parents will be properly trained on how to access and use the following: ASPEN, Parent Portal, School Website, and Google Classroom. Parents and family members may volunteer any time, upon security clearance through the District's system. They may contact the teacher to support directly, or call the main office for a placement. It is priority that parents have the opportunity to attend monthly Local School Council Meetings, Complete My Voice, My School Survey annually and attend monthly parent and community engagement events. Through these initiatives, parents will have the opportunities to express their opinions, voice concerns, ask questions and ensure high quality instruction for their student(s). Lastly, Parents will assist learning by encouraging daily attendance and on-time arrival, monitoring of homework completion and grades on Parent Portal and participation at various academic family events and workshops at school. The overall goal is that we facilitate to parents reading and math strategies they can employ at home to help their children succeed in school.



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