CIWP Team & Schedules

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).

Name ✍	Role ✍	Email ✍
Sabrina Anderson	Principal	Sanderson@cps.edu
Sepia Adams	AP	Smadams@cps.edu
Lori Harris	Curriculum & Instruction Lead	Llharris@cps.edu
Kimberly Jacobsen	Teacher Leader	Kmjacobsen@cps.edu
Elizabeth Abioro	Teacher Leader	Eaabioro@cps.edu
Terrell Tomlin	Teacher Leader	Ttomlin@cps.edu
MaryBeth Butler	Teacher Leader	Kllewis@cps.edu
Lori Guidry	Teacher Leader	Laguidry@cps.edu
Yolanda Terrell	Teacher Leader	Yterrell@cps.edu
Demetrice Plummer	LSC Member	demetrice_plummer@yahoo.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/3/23	5/3/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/17/23
Reflection: Connectedness & Wellbeing	7/14/23	7/24/23
Reflection: Postsecondary Success	7/26/23	7/26/23
Reflection: Partnerships & Engagement	7/26/23	7/26/23
Priorities	7/26/23	7/26/23
Root Cause	7/28/23	7/28/23
Theory of Acton	7/28/23	7/28/23
Implementation Plans	8/4/23	8/4/23
Goals	8/4/23	8/4/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/11/23	8/11/23
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	Date
Quarter 1	October 18, 2023
Quarter 2	December 20, 2023
Quarter 3	March 20, 2024
Quarter 4	May 22, 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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	After a review of IAR Data for ELA: 33% of students did not meet expectations, 30% partially met expectations 35% of student met or exceeded expectations Review of IAR Data for Math: 66% of students did not meet expectations, 25% partially met expectations, 10% approached or met expectations Overall takeaways: 48% of 5th grade students did not meet expectations in ELA; 74% of 5th grade students did not meet expectations in Math 64% of 3rd grade students did not meet expectations in ELA; 74% of 3rd grade students did not meet expectations in Math Review of STAR Reading: Review of STAR Math:	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Feedback from Stakeholders on the ILT There needs to be a continued focus on fidelity of implementation and execution of curricula resources in ELA and Math The conditions for learning must reflect expectations and structures that will lead to mastery of skills In house professional learning sessions provided by teachers must guide the learning practices of teachers. There is a clear need for improvement of math instructional practices as well. Math data demonstrates the lack of mastery of standards. We need to revisit math theory of practice and	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		

design of implementation.
There is also a need for more frequent data from interim assessments. Daily exit slips data must inform instructional practices as well.

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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.	[Customized Balanced Assessment Plan](#) [ES Assessment Plan Development Guide](#) [HS Assessment Plan Development](#)		[ACCESS](#) [TS Gold](#) [Interim Assessment Data](#)

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

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)	The ILT is analyzing the curricula resources to determine if these are the best fit for students and teachers. The ILT will determine which components of resources will be taught to students with fidelity daily. ✍️ The ILT will design interim assessments. The impact of these improvements will increase teacher competence while planning and designing lessons for mastery.

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.

We are aware that students still face challenges due to the challenge of teaching during the pandemic. ✍️
Many students continue to lack foundational skills needed to master grade level standards.
Students are not receiving consistent feedback on their work.

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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
School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem-solving process to…	[MTSS Integrity Memo](#)	The MTSS program we have designed at Garvey appears to be implemented for K-5 with fidelity. ✍️ Improvements should be made for 6th-8th grade learners. ALL learners should receive tier 2 and tier 3 instruction, no matter the grade level.	Unit/Lesson Inventory for Language Objectives (School Level Data)

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

matter the grade level.
It appears that students with IEPs are developing; all IEPs are followed by instuctors.
Diverse Learners teachers and staff are using the same curricula resources as the general education teachers.

What is the feedback from your stakeholders?

Feedback From Stakeholders ✍️

Stakeholders believe it is important that all students have access to the same curricula resources and instructional practices.
More professional learning may be required for teachers implementing MTSS, with a focus on middle school.
High quality resources may be required for all teachers to use schoolwide during the MTSS insctructional block
Parents and families awareness of MTSS is needed

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?

Currently, members of the ILT are researching high quality curricula MTSS resources for middle school learners. ✍️
Professional Learning around Branching Minds will be designed and faciltated to teachers.

MTSS Continuum

Roots Survey

ACCESS

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.

Student centered problems may include if diverse learner students are mastery grade level content, are students consistently exposed to the same instructional practices as all other students. Another problem may be if students are transitioning back to the general education setting, if mastering skills and grade level content. ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	During SY2022-2023, there were 0% out of school suspensions, and 6.67% in school suspensions. This is down from the previous school year. when out of school suspensions were at 28.57%. Attendance Our Overall Attendance Rate in SY23 was 90.23%. This increased from the previous school year % of 88.6. Our Chronice Absenteeism Rate in SY23 was 28.98%. This is a decrease from, the previous school year % of 38.65. ✍️	% 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
Yes	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 is the feedback from your stakeholders? ✏️

Stakeholders would like to see attendance increase schoolwide. They believe that have many programs in place at Garvey; they would like to increase the opportunity for students to voice what kinds of programs they would like to see at Garvey.

Focus needs to include parent voice as well. Communicating expectations to parents around attending school must be at the center of the upcoming school year.

The BHT and SEL Teams work to ensure students feel safe and connected to the school environment. Stakeholders wonder if the work of theese teams impacting all learners in some capacity?

Stakeholders would like to see the student voice also increase in the academic classroom.

We have established a Student Voice Committee this past school year. The SVC needs a larger voice.

[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](#)

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.

Primary students who are absent frequently rely on parents to bring them to school. ✏️
Is the work of the BHT and SEL connecting to all students in some capacity?
Do middle school students have the opportunity to exercise their voice during school.

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

The school counselor is working to revamp what student voice ✏️ looks like at Garvey ES. A student centered focus is the goal for all learners, not just those on the SVC. Interest surveys will be implemented at the beginning of the school year and throughout the year to calibrate student interest with curriculum planning and school activities.

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	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).	College and Career Competency Curriculum (C4)	At the end of SY23, 38% of students in grades 3-8, were on track. 19% of students were almost on track, 8% of students were near on track, 14% of students were far from on track, 21% of students were off track. ✏️ The on track data needs to improve for SY24. The % of students far from on track and off track is alarming. Instructional practices and attendance should be reviewed to determine how to increase the number of students on track. The school counselor works to provide supports through Success Bound and other partner curriculas for students in 6th-8th grade. ILPs are completed, when necessary.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Teachers and staff believe that on track data can increase with shifts in instructional practices. Many students off track and off track due to attendance, which needs to be addressed by the SEL Team. ✏️ Teachers and staff believe the school counselor has designed a robust plan to support students in 6th-8th as they look to high school, college and/or career.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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).			
	Industry Recognized Certification Attainment is	ECCE Certification List		

N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	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).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

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?

At this time, the school counselor will continue to work to plan ✍ a robust plan to expose students to high schools, colleges and careers.

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.

Some student centered problems may be around attendance. Many students continually ✍ are absent from school.
Parent and student awareness of high school options

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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	According to the 5 Essentials category of Involved Families, 48% of teachers believed that parents are involved in schools, 52% of teachers believed that parents influence decision making in the school. Finally, 45% of teachers believe there is parent teacher trust. ✍ Overall on the 5E, Garvey is Organized, with Effective Leaders and Ambitious Instruction rated STRONG. Supportive Environment and Collaborative Teachers are rated NEUTRAL.	Cultivate 5 Essentials Parent Participation Rate

The Local School Council meets regulary with the school principal to contribute and support school goals.

Currently, there is not a student representative or voice in the decision making process.

Teachers use the school website and the remind app to foster two way communication with parents.

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)

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

Yes	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

What is the feedback from your stakeholders?

Stakeholders believe our partnerships with parents needs to be strengthened. Some ideas are family nights and field trips. We would like to include parent voice and feedback surveys throughout the school year. ✍️

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Student voice is not considered when planning activities.
Do students understand how to verbalize their expectations. Are we teaching students how to articulate the shifts they may want to see in the school learing environment. ✍️

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?
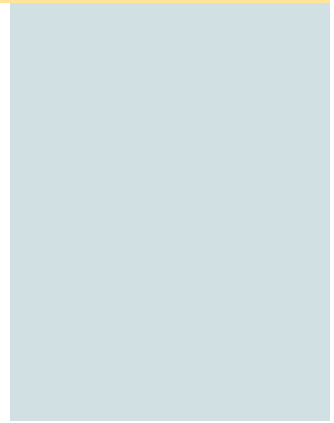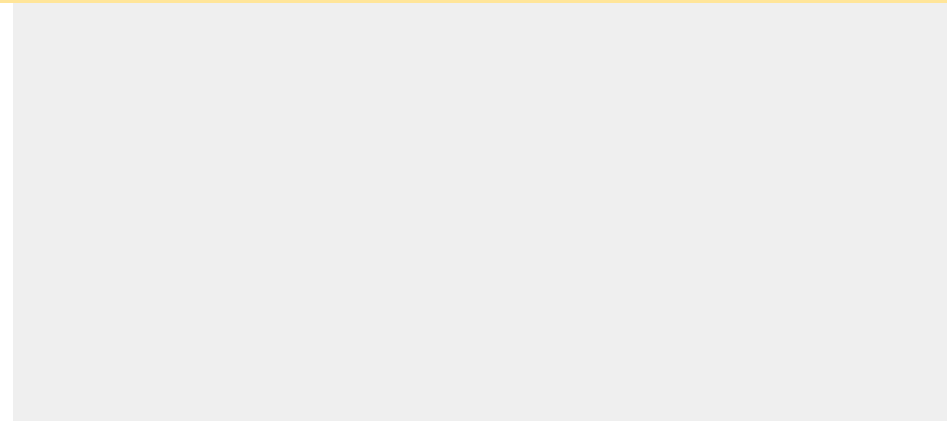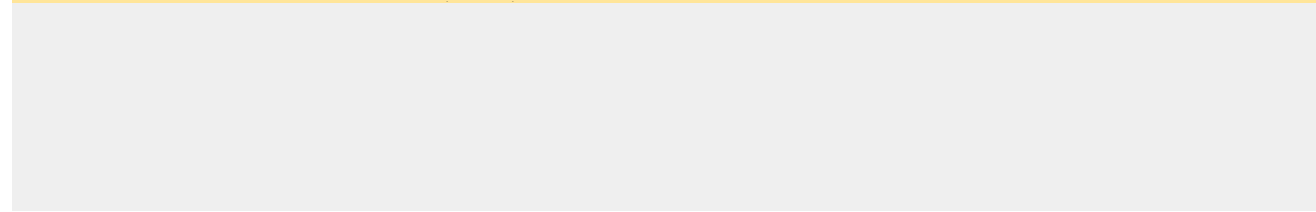
Consistently reviewing data during Cycle Team Meetings ✍️

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

Curriculum & Instruction

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.
Yes	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?

After a review of IAR Data for ELA:

33% of students did not meet expectations, 30% partially met expectations
35% of student met or exceeded expectations

Review of IAR Data for Math:
66% of students did not meet expectations, 25% partially met expectations, 10% approached or met expectations

Overall takeaways: 48% of 5th grade students did not meet expectations in ELA; 74% of 5th grade students did not meet expectations in Math
64% of 3rd grade students did not meet expectations in ELA; 74% of 3rd grade students did not meet expectations in Math

Review of STAR Reading:
Review of STAR Math:

What is the feedback from your stakeholders?

Feedback from Stakeholders on the ILT
There needs to be a continued focus on fidelity of implementation and execution of curricula resources in ELA and Math
The conditions for learning must reflect expectations and structures that will lead to mastery of skills
In house professional learning sessions provided by teachers must guide the learning practices of teachers.
There is a clear need for improvement of math instructional practices as well. Math data demonstrates the lack of mastery of standards. We need to revisit math theory of practice and design of implementation.
There is also a need for more frequent data from interim assessments. Daily exit slips data must inform instructional practices as well.

What student-centered problems have surfaced during this reflection?

We are aware that students still face challenges due to the challenge of teaching during the pandemic.
Many students continue to lack foundational skills needed to master grade level standards.
Students are not receiving consistent feedback on their work.

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

The ILT is analyzing the curricula resources to determine if these are the best fit for students and teachers. The ILT will determine which components of resources will be taught to students with fidelity daily.
The ILT will design interim assessments.
The impact of these improvements will increase teacher competence while planning and designing lessons for mastery.

Curriculum & Instruction

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

do not receive consistent daily feedback/assessments regarding learning targets, continue to receive remediation instructional practices, as opposed to acceleration practices with targeted support

✍️

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.

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...

Teachers are not providing, specific and informing feedback on assignments and assessments
Teachers need to facilitate of student expression for instructional purposes
The Garvey Student Voice facilitators need to provide students with opportunities to establish and implement service/social campaigns

✍️

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.

Theory of Action

What is your Theory of Action?

Resources: 🚀

If we....

Curriculum & Instruction

teach the core curriculum with fidelity, assess students (STAR 360, exit tickets, weekly assessments, and interim assessments) and use the data results to reteach grade level learning targets and address the learning gaps through targeted small group instruction ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

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

then we see....

students mastering standards and an increase of student agency around their learning ✍️

which leads to...

an increase of at least 50% of 3rd-8th grade students at or above grade level on the IAR and the STAR 360 assessments for grades K-8th. ✍️

[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 ✍️

Anderson/Harris/Terrell/ILT & MTSS Teams

Dates for Progress Monitoring Check Ins

Q1	October 18, 2	Q3	March 20, 202
Q2	December 20	Q4	May 22, 2024

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 100% of teachers effectively implementing core curriculum	Instructional Coach/ILT	May 1, 2024	*Select Status*

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

Curriculum & Instruction

Action Step 1	Teachers attend ongoing professional learning for curriculum implementation (Skyline,Eureka Math,EL)	ILT members/Teacher Leads	March 1, 2024	Select Status
Action Step 2	Administration will review and provide feedback on teachers lesson plans to ensure use of the core curriculum and provide feedback during our cycle team meetings	Admistration/ILT Members	October 20, 2023	Select Status
Action Step 3	Administration and ILT members will conduct rigorwalks to observe, collect data,, provide feedback during cycle team's on implementation	Administration/ILT Members	October 20, 2023	Select Status
Action Step 4	Instructional Coach will work support teachers withing planning when needed	Instructional Coach	October 2, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers aliging the standards to the task	Instructional coach	October 2, 2023	Select Status
Action Step 1	Provide teachers with Professional Learning on how to align standards to the task	Teacher Leads/ILT Members	November 9, 2023	Select Status
Action Step 2	ILT members will conduct rigorwalks to obeserve standards and task and provide teachers with feedback.	ILT Members	November 9, 2023	Select Status
Action Step 3	During cyce team meetings teachers will analyze lesson plans to ensure standards are aligned to the task.	ILT Members/Instructional Coach	March 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers implenting small groups instruction	ILT/Instructional Coach	March 2024	Select Status
Action Step 1	Analysis of students data (STAR360, IAR, Weekly Asessment, Interim Assesments) being used to implement and plan small group instruction.	Administration/ILT	October 2023	Select Status
Action Step 2	Teachers analyzing data in Cycle Team meeting and using the data to effectvley guide and plan instruction	ILT/Teahcer Leads	September 2023	Select Status
Action Step 3	Professional Learning on how to effectivley implement small groups	Instructional Coach	September 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status

Action Step 5 | | | | Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones ✍️

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✍️

Goal Setting

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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 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.

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
	Yes	IAR (English)	Overall				

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

Curriculum & Instruction

	Yes	IAR (English)				
			Overall			
			Overall			
	Yes	STAR (Math)				
			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. ✍️

Foundations Practice(s)	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.			
C&I:2 Students experience grade-level, standards-aligned instruction.			
C&I:4 The ILT leads instructional improvement through distributed leadership.			

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

Curriculum & Instruction

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
	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		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.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The MTSS program we have designed at Garvey appears to be implemented for K-5 with fidelity.
Improvements should be made for 6th-8th grade learners.
ALL learners should receive tier 2 and tier 3 instruction, no matter the grade level.
It appears that students with IEPs are developing; all IEPs are followed by instuctors.
Diverse Learners teachers and staff are using the same curricula resources as the general education teachers.

What is the feedback from your stakeholders?

Feedback From Stakeholders

Stakeholders believe it is important that all students have access to the same curricula resources and instructional practices.
More professional learning may be required for teachers implementing MTSS, with a focus on middle school.
High quality resources may be required for all teachers to use schoolwide during the MTSS insctructional block
Parents and families awareness of MTSS is needed

What student-centered problems have surfaced during this reflection?

Student centered problems may include if diverse learner students are mastery grade level content, are students consistently exposed to the same instructional practices as all other students. Another problem may be if students are transitioning back to the general education setting, if mastering skills and grade level content.

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?

Currently, members of the ILT are researching high quality curricula MTSS resources for middle school learners.
Professional Learning around Branching Minds will be designed and faciltated to teachers.

Inclusive & Supportive Learning Environment

Return to Top   **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

-with IEPs that are capable (per the IEP) will be able to integrate with their general education peers in Tier 1 insruction.
-in middle school will receive Reading & Math MTSS interventions for Tiers 2 & Tier
-will review & take ownership of their data (progress monitoring, IAR, Star360, etc) & set weekly/bi-weekly goals for achievement.

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...

-need to receive further MTSS professional development
-need to receive Branching Minds professional development
-will continue and enhance Small Group Instruction & Progress Montoring
-MTSS team will assess data and determine appropriate middle school interventions
-Diverse Learner Teachers, General Education Teachers & Administration need to collaborate weekly regarding integration of students with IEPs into Tier 1 Instruction
-need to conduct Parent/Family MTSS informational meetings

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?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

-teach Garvey students how to interpret their data
-use Branching Minds with fidelity for Tier 2 & Tier 3 Interventions ✍

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....

-student taking ownership of their data
-improvement in student data (grades, attendance, Star360, IAR) ✍

which leads to...

-50% of Garvey students setting and achieving their academic and personal goals.
-decrease by 15% in Tiers 2 & Tiers 3 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 ✍

AP Adams, K. Jacobsen, E. Abioro, and ILT Team

Dates for Progress Monitoring Check Ins

Q1	October 18, 2	Q3	March 20, 202
Q2	December 20	Q4	May 22, 2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 100% of teachers effectively implementing Branching Minds	MTSS Interventionist	March 22nd	Select Status

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

Inclusive & Supportive Learning Environment

Action Step 1	The ILT/MTSS Teams will determine needs for Branching Minds implementation across school.	ILT, MTSS Interventionist	October 20th	*Select Status*
Action Step 2	The MTSS Team will establish an implementation plan to support teachers.	MTSS Team	October 20th	*Select Status*
Action Step 3	Teachers will attend ongoing training on the Branching Minds platform and implementation.	MTSS Team, Teachers	March 22nd	*Select Status*
Action Step 4	The MTSS Team will provide ongoing support with the creation of a MTSS toolkit.	MTSS Team	March 22nd	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	100% of 3-8 grade teachers will effectively implement student led conferences.	ILT Team, Teacher Leads	March 22nd	*Select Status*
Action Step 1	Teacher Leads will create a cadence for developing professional learning for teachers that will lead to student agency.	Teacher Leads	October 30th	*Select Status*
Action Step 2	Teacher Leads will provide professional learning around student led conferences.	Teacher Leads	November 30th	*Select Status*
Action Step 3	Teachers will provide supports to students around conferencing using guided template.	Teachers, Teacher Leads	January 25th	*Select Status*
Action Step 4	Students will lead conferences with parents with teacher's support.	Teachers, Teacher Leads	March 22nd	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

Inclusive & Supportive Learning Environment

SY25 Anticipated Milestones	Continued monitoring of MTSS and Branching Minds Continued to develop student agency and ownership through student led conferences Develop conference model for primary grade levels.
SY26 Anticipated Milestones	Teacher led professional learning during grade level team meetings Increase student agency opportunities for student body.

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 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.

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

					Numerical Targets [Optional]		
Specify the Goal	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline**	**SY24**	**SY25**	**SY26**
% of students meeting intervention targets	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				

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

Inclusive & Supportive Learning Environment

% of student meeting or exceeding STAR360 targets	Yes	STAR (Reading)	Overall
			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
I&S:1 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.	All teachers in 3-8 grade are planning, creating and implementing interventions in Branching Minds.	All teachers are progress monitoring using data to inform instructional practices.	All teachers are differentiating instruction using data from assessments.
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.			
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

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

Inclusive & Supportive Learning Environment

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students meeting intervention targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of student meeting or exceeding STAR360 targets	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	All teachers in 3-8 grade are planning, creating and implementing interventions in Branching Minds.	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.		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Progress Monitoring

Jump to... Priority   TOA   Goal Setting   Progress   Select the Priority Foundation to
Reflection Root Cause Implementation Plan Monitoring   pull over your Reflections here =>

Connectedness & Wellbeing

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.
Yes	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?

During SY2022-2023, there were 0% out of school suspensions, and 6.67% in school suspensions. This is down from the previous school year. when out of school suspensions were at 28.57%.

Attendance
Our Overall Attendance Rate in SY23 was 90.23%. This increased from the previous school year % of 88.6.
Our Chronice Absenteeism Rate in SY23 was 28.98%. This is a decrease from, the previous school year % of 38.65.

What is the feedback from your stakeholders?

Stakeholders would like to see attendance increase schoolwide.
They believe that have many programs in place at Garvey; they would like to increase the opportunity for students to voice what kinds of programs they would like to see at Garvey.

Focus needs to include parent voice as well. Communicating expectations to parents around attending school must be at the center of the upcoming school year.

The BHT and SEL Teams work to ensure students feel safe and connected to the school environment. Stakeholders wonder if the work of theese teams impacting all learners in some capacity?

Stakeholders would like to see the student voice also increase in the academic classroom.

We have established a Student Voice Committee this past school year. The SVC needs a larger voice.

What student-centered problems have surfaced during this reflection?

Primary students who are absent frequently rely on parents to bring them to school.
Is the work of the BHT and SEL connecting to all students in some capacity?
Do middle school students have the opportunity to exercise their voice during school.

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

The school counselor is working to revamp what student voice looks like at Garvey ES. A student centered focus is the goal for all learners, not just those on the SVC. Interest surveys will be implemented at the beginning of the school year and throughout the year to calibrate student interest with curriculum planning and school activities.

Determine Priorities

Return to Top

Resources: 🚀

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

Determine Priorities Protocol

Students...

Based on the CIWP priority of Connectedness and Well-Being, the student centered problem we will focus on is the need for student agency and student voice.

Students will be able to contribute directly to instructional and non-instructional decisions within the functioning of Garvey ES.
Students will analyze given feedback and implement change in their instructional approach/efforts based on the feedback
Students will also use their voice to establish student campaigns to solve school-based issues, as well as community based issues
Students will provide feedback on curriculum and instruction, in which teachers will analyze and implement change in their instructional approach.

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.

Root Cause

Return to Top

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

Teachers are not providing, specific and informing feedback on assignments and assessments

Teachers need to facilitate of student expression for instructional purposes

The Garvey Student Voice facilitators need to provide students with opportunities to establish and implement service/social campaigns

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.

Connectedness & Wellbeing

Theory of Action

What is your Theory of Action?

If we....

Utilize the Student Voice Committee and Cultivate survey to progress monitor student learning experiences and service interests

then we see....

Improved engagement of student agency, leadership, and community activism

which leads to...

50% of 6th-8th grade students with developed agency and 2 Student Led-Service Project (1 per Semester)

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.

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 ✍️

BHT, SEL and ILT Teams

Dates for Progress Monitoring Check Ins

Q1   October 18, 2   Q3   March 20, 202

Connectedness & Wellbeing

Q2   December 20   Q4   May 22, 2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Create a culture of service learning through the Student Vocie Committee	School Counselor, Other Staff Leading SVC	January 30th	Select Status
Action Step 1 — Use prior SVC student. members to develop school awareness around the SVC			Select Status
Action Step 2 — Meet and greets with students interested in the Student Voice Committee			Select Status
Action Step 3 — Interested candidates run to represent their classes in 5th - 8th			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — Develop a needs assessment survey that will provide information around service learning and student agency			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status

Connectedness & Wellbeing

Action Step 5 Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* ✍️

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✍️

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 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.

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
	Select Answer	Select Metric	Select Group or Overall				

Connectedness & Wellbeing

Select Answer

Select Metric

Select Group or Overall

Select Group or Overall

Select Answer

Select Metric

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
Select a Practice			
Select a Practice			
Select a Practice			

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

Connectedness & Wellbeing

SY24 Progress Monitoring

Return to Top

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
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*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
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)** This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

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
		Overall				
Required Math Goal	IAR (English):	Overall				
		Overall				
Required Reading Goal	STAR (Reading): % of student meeting or exceeding STAR360 targets	Select Group or Overall				
Optional Goal	Select a Goal					

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Garvey's academic priority 1 is Curriculum & Instruction. We will host monthly meetings in Garvey's Parent Engagement room where parents will come for monthly Tea Talks, meetings and workshops on how they can increase their child's academic achievement. Parents are provided resources that they can used at home and worhshops that provide a clear understandingis of student data throught the school year. (STAR360/IAR). All funds will be used to support parents in improving their academics.

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