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).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Kathryn Nestler	Principal	kenestler@cps.edu
Jennifer Wynne	AP	jlwynne@cps.edu
Seol Moon	Teacher Leader	smoon2@cps.edu
Maria Giorgi	Teacher Leader	mjgiorgi@cps.edu
Poonam Desai	Teacher Leader	pdesai@cps.edu
Jamie Perry	Teacher Leader	jlperry@cps.edu
Elizabeth Raduly	Teacher Leader	elraduly@cps.edu
Hadia Burhan	Parent	huda.burhan@gmail.com
Jennifer Trautvetter	LSC Member	jenntraut@gmail.com
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	3/30/23	3/30/23
Reflection: Curriculum & Instruction (Instructional Core)	4/27/23	5/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/27/23	5/6/23
Reflection: Connectedness & Wellbeing	4/27/23	5/6/23
Reflection: Postsecondary Success	4/27/23	5/6/23
Reflection: Partnerships & Engagement	4/27/23	6/2/23
Priorities	5/6/23	5/6/23
Root Cause	6/21/23	7/7/23
Theory of Acton	7/7/23	7/7/23
Implementation Plans	7/7/23	7/21/23
Goals	7/17/23	8/1/23
Fund Compliance	8/1/23	8/28/23
Parent & Family Plan	8/1/23	8/28/23
Approval	8/28/23	9/11/23

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	9/22/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	[CPS High Quality Curriculum Rubrics](#)	Teachers have access to quality curricular materials, but not all are standards-aligned or culturally responsive. Some grade levels or subject areas do not have set curricula, so teachers are creating their own materials. Some instruction is not standards-aligned. This may be due to several factors, including inexperienced teachers, unfamiliarity with standards, curriculum that is not aligned, curriculum that is out-of-date, and, perhaps most commonly, students' academic levels post-COVID pandemic learning loss. ✏️	[IAR (Math)](#)
Partially	Students experience grade-level, standards-aligned instruction.	[Rigor Walk Rubric](#) [Teacher Team Learning Cycle Protocols](#) [Quality Indicators Of Specially Designed Instruction](#)		[IAR (English)](#) Rigor Walk Data (School Level Data) [PSAT (EBRW)](#) [PSAT (Math)](#) [STAR (Reading)](#)
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?** The CIWP team gathered feedback from the Stone ILT and from the teachers as a whole (via teacher survey and informal conversations). Feedback was also collected from students via small-group focus groups facilitated during the 2022-2023 school year. Data from the 5Essentials and Cultivate Surveys also indicated that some students were not feeling consistently challenged by their classwork and were eager to engage in more challenging work. Finally, feedback from Network learning walks during the 2022-2023 school year indicated that standards-based instruction was not consistently being implemented across all grade levels and subjects. ✏️	[STAR (Math)](#) [iReady (Reading)](#) [iReady (Math)](#) [Cultivate](#)
Yes	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [Distributed Leadership](#)		[Grades](#) [ACCESS](#)
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](#)		[TS Gold](#) [Interim Assessment Data](#)
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Classroom libraries have recently been audited for culturally responsive books. Recent focus on Culturally Responsive Teaching in PD sessions has made teachers more aware of providing learning materials and opportunities that reflect our student population. It takes a lot of time for teachers to review and vet materials and resources to make sure they are culturally responsive and appropriate. Sometimes "respected" sources don't include diverse perspectives. ✏️	

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

Students are not consistently exposed to and engaged with standards-based instructional materials and tasks. Students' grades do not always accurately represent their level of mastery of grade-level content. Student performance varies across racial groups and grade levels. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	[MTSS Integrity Memo](#) [MTSS Continuum](#) [Roots Survey](#)	There were structural issues with MTSS implementation regarding scheduling and communication between MTSS providers, Gen ed teachers, and students. EL students are over-represented in MTSS and Diverse Learners. EL students do not consistently receive all available or appropriate supports in Tier 1 instruction. Because there is some inconsistency in available diagnostic assessments, not all MTSS students receive appropriate intervention based on learning needs. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) [MTSS Continuum](#) [Roots Survey](#) [ACCESS](#)
		[MTSS Integrity Memo](#)		

Yes	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 Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

What is the feedback from your stakeholders?

Quality Indicators of Specially Designed Curriculum

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

EL Program Review Tool

Some teachers have reported feeling like ELs are being flagged for MTSS because of language needs, not because of learning support needs or remediation. Teachers need more support and/or time to plan with co-teachers for Tier 1 instruction and differentiation. Communication needs to improve between MTSS providers and teachers so there is an understanding that MTSS isn't meant to "fix" students. In SY2022-2023, established MTSS systems for implementation and communication were not consistently followed due to some unexpected turnover in providers and new leadership on the MTSS team.

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

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?

Ongoing co-teaching structure for EL and DL student support. General framework is a push-in model with support for students so they don't miss instruction. We have made additional investments in ESL support (beginning in 2021) and MTSS providers in SY23-24.

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.

English Learners are being flagged for MTSS at a disproportionate rate. Tier 1 instruction is not appropriately differentiated for English Learners across all classrooms and grade levels.

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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	We have both a BHT and CCT for student and staff supports. SEL instruction is wide-ranging and cruss-curricular, but happens particularly during circle time for elementary students, and during advisory for middle school students. We have a rich OST program with lots of opportunities for a variety or activities across grade levels. Because of our high population of immigrant families, student absenteeism can be an issue for students travelling for multiple weeks to visit family abroad.	% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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

What is the feedback from your stakeholders?

In general, students feel safe and supported in school. There are effective procedures and protocols in place for student SEL needs.

Cultivate (Belonging & Identity)

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.			

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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.		**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?**	
Chronic absenteeism disproportionately affects students whose families have international travel plans during the school year (often for cultural, religious or family obligations). ✍️		In SY23, we introduced a new protocol for families who are planning to travel abroad and miss large amounts of school time. These families must meet with the principal in person discuss their travel plans in detail. They must also provide written documentation of their planned return date. During this conversation, parents and students are informed that extended abseneces may also have a negative impact on students' grades. ✍️	

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially — 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)	Stone students are applying for and getting into a variety of different high school types each year. Over the past 5 years, an average of around 30-40% of Stone students attend Selective Enrollment high schools. ✍️	Graduation Rate
Partially — 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		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
Partially — 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?** Parents and caregivers have reported wanting more information about the high school admissions process earlier in their child's academic tenure (I.e. before 6th and 7th grade). There is a need for more parent-focused high school application process education (our work now is primarily student-focused). ✍️	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).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
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	**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?**	
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	Our school counselor facilitates high school planning lessons regularly in 7th and 8th grade Advisory. In 2020, Stone adopted the Success Bound curriculum , which has embedeed high school planning lessons throughout the curriculum. The school counselor meets individually with each 8th grader to discuss the high school application process and plan their application selections based on the students' indiviudal needs, wants and academic qualifications. ✍️	

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.

Although support is offered, not all families receive adequate counseling support for the high school application and selection process. Stone's advisory curriculum does not provide high school counseling early enough (i.e. before 7th grade). ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Stone has struggled in recent years to benefit from meaningful, representative partnership with parents and community groups. We proactively foster relationships with families but tend to have "frequent fliers" that do the majority of volunteer projects and are the most visible/vocal within the community. As is the case with many schools, a small group of well-intentioned, often overworked parents make up the vast majority of the team that consistently volunteers, plans events etc. These parents tend to be more white and more middle class than the "average" Stone community member. At Stone, there is a cultural element to this problem in that many of the cultural groups represented in our community have a different understanding of school as an institution than many native-born Americans. American schools request much more involvement than schools in other parts of the world and our high immigrant population is not used to this. There is also some concern about parent/family availability for working parents, and discussion about how we can meet parents where they are to help them feel more comfortable about involvement.	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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	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?

Students appreciate having a voice through the Student Advisory Committee. We gathered data from parents/families during the Festival of Cultures in June 2023. These data revealed that parents/families would like to be involved but there are barriers such as childcare needs, expectations for volunteers, language barriers. In one-on-one discussions with Stone parents, the Stone admin team has solicited ideas and feedback from parents around a new parent engagement strategy that is responsive to the cultural, linguisitic and religious backgrounds of the school populaton.

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.

Not all Stone students' families are consistently represented in decision-making around key aspects of the school such as curriculum initiatives, fundraisers, school events, parent education and community partnerships.

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?

Students utilize the Student Advisory Committee to address their concerns. Most recently, students presented thoughts about adjusting the dress code to make the language more gender neutral and requested allowances for certain types of clothes.

Stone is actively searching for a Parent Outreach Coordinator who can foster cross-cultural connections among the parent community at Stone and coordinate parent engagement efforts at the school. x

Stone also partnered with the Indo-American Center to write a grant application for the Illinois Parent Mentorship Program. This program trains and mentors parent volunteers that work in schools up to 8 hours per week and receive a stipend when they have completed 100 volunteer hours. Unfortunately, Stone did not fit the profile for the grant's target groups because our low-income percentage was not high enough. Stone is continying to explore options with the Indo-American Center for how to implement a similar model, despite not receiving state funding.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Teachers have access to quality curricular materials, but not all are standards-aligned or culturally responsive. Some grade levels or subject areas do not have set curricula, so teachers are creating their own materials. Some instruction is not standards-aligned. This may be due to several factors, including inexperienced teachers, unfamiliarity with standards, curriculum that is not aligned, curriculum that is out-of-date, and, perhaps most commonly, students' academic levels post-COVID pandemic learning loss.

What is the feedback from your stakeholders?

The CIWP team gathered feedback from the Stone ILT and from the teachers as a whole (via teacher survey and informal conversations). Feedback was also collected from students via small-group focus groups facilitated during the 2022-2023 school year. Data from the 5Essentials and Cultivate Surveys also indicated that some students were not feeling consistently challenged by their classwork and were eager to engage in more challenging work. Finally, feedback from Network learning walks during the 2022-2023 school year indicated that standards-based instruction was not consistently being implemented across all grade levels and subjects.

What student-centered problems have surfaced during this reflection?

Students are not consistently exposed to and engaged with standards-based instructional materials and tasks. Students' grades do not always accurately represent their level of mastery of grade-level content. Student performance varies across racial groups and grade levels.

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?

Classroom libraries have recently been audited for culturally responsive books. Recent focus on Culturally Responsive Teaching in PD sessions has made teachers more aware of providing learning materials and opportunities that reflect our student population. It takes a lot of time for teachers to review and vet materials and resources to make sure they are culturally responsive and appropriate. Sometimes "respected" sources don't include diverse perspectives.

Determine Priorities

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

Students...

Students are not consistently exposed to and engaged with standards-based instructional materials and tasks.
Students' grades do not always accurately represent their level of mastery of grade-level content. Student performance varies across racial groups and grade levels.

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.

Root Cause

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

As adults in the building, we...

1 - Have not invested adequate time and resources in developing and reviewing/refining curriculum (post-pandemic)
2 - Require additional support with developing and implementing a culturally responsive curriculum that is highly engaging for all students
3 - Have not yet built a sufficiently strong system for evaluating grading practices and their impact on student performance/grades

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.

Theory of Action

What is your Theory of Action?

If we....

a) Provide planning time for teachers to develop comprehensive curriculum maps and unit plans for all grade levels and subjects, AND
b) Create and implement collaborative routines for teachers to review and reflect on standards-based curriculum implementation and provide feedback to teachers on

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

curriculum quality and implementation fidelity AND
c) Refine existing systems for reviewing gradebooks and student performance data disaggregated by priority groups and engage teachers in differentiated professional learning based on trends we see in student performance and grading practices AND d) Build teachers' capacity to identify, develop and implement culturally-responsive curriculum that is highly engaging for all students

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

then we see....

a) Fully articulated curriculum maps and unit plans that are standards-aligned and implemented with fidelity in all subjects, AND
b) Teachers reflecting on curriculum on an ongoing basis and refining practice in response to student, colleague and administrator feedback AND
c) Teachers using more consistent and equitable grading practices across grade levels and subject areas AND
d) Students engaging in more engaging, culturally- relevant content in the classroom.

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

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

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

which leads to...
All students being exposed to grade level/standards-based content on a consistent basis, improved performance on the IAR in both ELA and Math, and a reduction of disparate outcomes among different race and gender groups AND grades that more accurately represent students' mastery of grade-level content and a reduction of disparate outcomes among different racial groups.

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

Dates for Progress Monitoring Check Ins
| Q1 | 9/22/23 | Q3 | 4/1/24 |
| Q2 | 12/22/23 | Q4 | 6/7/24 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	* All teachers complete one-subject/one-grade level curriculum map which is grade level standards aligned * All teachers complete standards-aligned unit plans for Q1	Teachers, Admin, ILT	End of Q1	*Select Status*
Action Step 1	Conduct PD to support teacher understanding grade level/subject standards	Teachers	Week 0	*Select Status*
Action Step 2	Create and comminicate checklist for a curriculum audit/curriculum map	ILT	Week 0	*Select Status*
Action Step 3	Complete a curriculum audit/curriculum map	Teachers	Week 0	*Select Status*
Action Step 4	Create unit plans for Q1	Teachers	End of Q1	*Select Status*
Action Step 5	2x per quarter, review grades and assessment data with regards to race and gender	Admin, Teachers	2x per quarter	*Select Status*
Implementation Milestone 2	* All teachers complete standards-aligned unit plans for Q2 * Complete gradebook and assessment data analysis cycles	Teachers, Admin, ILT	End of Q2	*Select Status*
Action Step 1	Create unit plans for Q2	Teachers	End of Q2	*Select Status*
Action Step 2	2x per quarter, review grades and assessment data with regards to race and gender	Admin, Teachers	2x per quarter	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	* All teachers complete standards-aligned unit plans for Q3 * Review grading and data with regards to race and gender * Create PD cycle/reflection process for reflecting on and evaluating implementation of standards-based instruction	Teachers, Admin, ILT	End of Q3	*Select Status*
Action Step 1	Create subject-based unit plans for Q3	Teachers	End of Q3	*Select Status*
Action Step 2	2x per quarter, review assessment data with regards to race and gender	Admin, teachers	2x per quarter	*Select Status*
Action Step 3	Develop process for reflection and evaluation of instruction in grade level teams	ILT	End of Q3	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	* Creating unit plans which are standards aligned for Q4 * Review grading and data with regards to race and gender * Complete at least one reflection and evaluation cycle of implementation of standards-based instruction	Teaches, Admin, ILT	End of Q4	*Select Status*
Action Step 1	Create subject-based unit plans for Q4	Teachers	End of Q4	*Select Status*
Action Step 2	2x per quarter, review assessment data with regards to race and gender	Admin, Teachers	2x per quarter	*Select Status*
Action Step 3	Teacher teams engage in a refelction and evaluation protocol on standards-based instruction implementation	ILT, Teachers	End of Q4	*Select Status*
Action Step 4	Review and revise Curriculum Maps ahead of SY25	ILT, Teachers	End of SY24	*Select Status*

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

Select Status

Action Step 5

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Administration and teachers meet to reflect on curriculum maps, unit plans, and instruction.
Revise and refine curriculum maps at start of SY25 and every year going forward.
Revise and refine unit plans throughout SY25.
Peer observations are implemented for providing feedback on implementation of standards-based instruction
Feedback protocol with administration and teachers on unit plans
Teachers engge in professional learning around culturally reponsive practice

SY26 Anticipated Milestones
Administration and teachers meet to reflect on unit plans and instruction.
Peer observations are implemented for providing feedback on implementation of standards-based instruction
Teachers engge in professional learning around culturally reponsive practice

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| 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**
By June 2026, at least 45% of 3rd-8th grade students will meet or exceed grade level standards in Math, as measured by the Illinois Assessment of Readiness.	No	IAR (Math)	Overall	37%	40%	43%	45%
			FRL Eligble	TBD	TBD	TBD	TBD
By June 2026, at least 61% of 3rd-8th grade students will meet or exceed grade level standards in ELA, as measured by the Illinois Assessment of Readiness.	No	IAR (English)	Overall	52%	55%	58%	61%
			FRL Eligble	TBD	TBD	TBD	TBD

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.	By June 2024, all Stone teachers will have a comprehensive year-long curriculum map for at least one subject/grade level and fully articulated unit plans for each instructional unit outlined in their curriculum map.	By June 2025, all Stone teachers will have refined and revised their comprehensive year-long curriculum map in response to administrator, peer and student feedback. In addition, core content teachers will have fully articulated curriculum maps for all grade levels/subjects that they teach. Essentials teachers will have created curriculum maps for at least two grade bands (K-2, 3-5, 6-8).	TBD
C&I:2 Students experience grade-level, standards-aligned instruction.	By June 2024, data from school-wide learning walks will show evidence of grade-level, standards-aligned instruction as measured by Network learning walk "look-fors" checklist in >80% of classrooms.	TBD	TBD
C&I:4 The ILT leads instructional improvement through distributed leadership.	By June 2024, 100% of ILT members will have led at least one and 50% of ILT members will have led TWO collaborative learning activities with the teachers in their grade band. These learning activities will be connected to one of our CIWP priorities and will focus on deprivatizing practice through artifact sharing and feedback protocols	By June 2025, 100% of ILT members will have led at least four collaborative learning activities with the teachers in their grade band. These learning activities will be connected to one of our CIWP priorities.	By June 2026, the Stone ILT will develop the school-wide PD plan and lead 85% of teacher professional learning activities (Week 0, PD Days, Flex Time, Grade level meetings)

| Return to Top | **SY24 Progress Monitoring** |

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

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
By June 2026, at least 45% of 3rd-8th grade students will meet or exceed grade level standards in Math, as measured by the Illinois Assessment of Readiness.	IAR (Math)	Overall	37%	40%	Select Status	Select Status	Select Status	Select Status
		FRL Eligble	TBD	TBD	Select Status	Select Status	Select Status	Select Status
By June 2026, at least 61% of 3rd-8th grade students will meet or exceed grade level standards in ELA, as measured by the Illinois Assessment of Readiness.	IAR (English)	Overall	52%	55%	Select Status	Select Status	Select Status	Select Status
		FRL Eligble	TBD	TBD	Select Status	Select Status	Select Status	Select Status

Practice Goals

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.	By June 2024, all Stone teachers will have a comprehensive year-long curriculum map for at least one subject/grade level and fully articulated unit plans for each instructional unit outlined in their curriculum map.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	By June 2024, data from school-wide learning walks will show evidence of grade-level, standards-aligned instruction as measured by Network learning walk "look-fors" checklist in >80% of classrooms.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	By June 2024, 100% of ILT members will have led at least one and 50% of ILT members will have led TWO collaborative learning activities with the teachers in their grade band. These learning activities will be connected to one of our CIWP priorities and will focus on deprivatizing practice through artifact sharing and feedback protocols	Select Status	Select Status	Select Status	Select Status

(Progress Monitoring header spans Quarter 1–Quarter 4 columns of Practice Goals.)

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Partially | 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. |

| Yes | 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?

There were structural issues with MTSS implementation regarding scheduling and communication between MTSS providers, Gen ed teachers, and students. EL students are over-represented in MTSS and Diverse Learners. EL students do not consistently receive all available or appropriate supports in Tier 1 instruction. Because there is some inconsistency in available diagnostic assessments, not all MTSS students receive appropriate intervention based on learning needs.

What is the feedback from your stakeholders?

Some teachers have reported feeling like ELs are being flagged for MTSS because of language needs, not because of learning support needs or remediation. Teachers need more support and/or time to plan with co-teachers for Tier 1 instruction and differentiation. Communication needs to improve between MTSS providers and teachers so there is an understanding that MTSS isn't meant to "fix" students. In SY2022-2023, established MTSS systems for implementation and communication were not consistently followed due to some unexpected turnover in providers and new leadership on the MTSS team.

What student-centered problems have surfaced during this reflection?

English Learners are being flagged for MTSS at a disproportionate rate. Tier 1 instruction is not appropriately differentiated for English Learners across all classrooms and grade levels.

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?

Ongoing co-teaching structure for EL and DL student support. General framework is a push-in model with support for students so they don't miss instruction. We have made additional investments in ESL support (beginning in 2021) and MTSS providers in SY23-24.

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Determine Priorities

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

Students...

English Learners are being flagged for MTSS at a disproportionate rate. Tier 1 instruction is not appropriately differentiated for English Learners across all classrooms and grade levels.

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...

a) Have an MTSS infrastructure that is underdeveloped and needs to be refined and improved.

b) Are not providing appropriate differentiated instruction for EL students with consistency and fidelity.

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.

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Theory of Action

What is your Theory of Action?

If we....

a) Increase capacity of the MTSS intervention team AND
b) Refine Stone's existing MTSS infrastructure to codify referral, diagnostic and intervention implementation systems AND
c) Maintain investments in ESL specialist staff AND
d) Use ESL specialist staff to coach teachers in instructional practices that support English

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

d) Use ESL specialist staff to coach teachers on instructional practices that support English language development AND
e) Establish protected collaborative time for teacher teams to plan instruction for and monitor the progress of their EL students

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

then we see....

The "right" students identified for MTSS intervention and receiving appropriate tiered intervention services AND
All teachers implementing more instructional strategies that support their EL students' needs and routinely evaluating the effectiveness of their EL supports

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 on "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

which leads to...

More efficient and effective implementation of MTSS services and an increase in the percentage of students exiting MTSS services over three years. A decrease in the % of English Learners (ELs) identified for MTSS intervention and an increase in the % of ELs making "Sufficient Annual Progress" (at or above 60th percentile growth) on the ACCESS.

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

Implementation Plan 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 ✏️

MTSS team, EL Specialists

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	* All stakeholders will know and understand their role within the MTSS system * Teachers review BOY data and identify students in Tier 2 and Tier 3 * MTSS Calendar created and shared with all staff * Teachers and EL specialists will have met to discuss co-teaching expectations (as applicable) and Tier 1 strategies	MTSS team, Teachers, EL Teachers	End of Q1	Select Status
Action Step 1	Tier 3 cycle begins	MTSS providers		Select Status
Action Step 2	Teachers meet with EL specialists 2x per quarter to discuss EL students' progress	Teachers, EL teachers		Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	* All grade levels will have 1 meeting to review MTSS data * All grade levels will have 1 meeting to review EL data		End of Q2	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	* Teachers attend PD to understand Branching Minds (Star Custom, if applicable) * All GLT will complete MOY data review. * All grade levels will have 1 meeting to review MTSS data * All grade levels will have 1 meeting to review EL data		End of Q3	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	* All teachers have completed Branching Minds training * All grade levels will have 1 meeting to review MTSS data * All grade levels will have 1 meeting to review EL data * 1 observation cycle focused on EL, with feedback * ELPT will lead 2 sessions of PD to related to best practices for ELs in the classroom		End of Q4	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

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Inclusive & Supportive Learning Environment

SY25 Anticipated Milestones
Implementation of strategies for Tier 2 instruction and in general classroom
Documentation of Tier 2 instruction and progress by gen ed teachers

SY26 Anticipated Milestones
Implementation of strategies for Tier 2 instruction in general classroom
Documentation of Tier 2 instruction and progress by gen ed teachers

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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 ✍	SY24	SY25	SY26
The % of English Learners (ELs) making "Sufficient Annual Progress" (at or above 60th percentile growth) on the ACCESS will increase over 4 years.	No	ACCESS	English Learners	TBD	TBD	TBD	TBD
			Select Group or Overall				
By June 2024, the percentage of students recieving Tier 3 intervention that exit Tier 3 services will increase from 43.8% to 50%.	Yes	MTSS Academic Tier Movement	Overall	43.80%	50%	55%	60%
			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.	By June 2024, the MTSS team will have held regular weekly meetings, facilitated by the AP, and led all teacher teams in the MTSS problem-solving process at least once (at MOY).	By June 2025, the MTSS team will facilitate their own weekly meetings. The team will also lead teacher teams through the MTSS problem-solving process at least twice.	TBD
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	By June 2024, Stone will increase the percentage of ESL certified teachers on staff from 35% to 39%.	By June 2025, Stone will increase the percentage of ESL certified teachers on staff to 42%.	By June 2026, Stone will increase the percentage of ESL-certified teachers on staff to 45%

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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

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

Inclusive & Supportive Learning Environment

The % of English Learners (ELs) making "Sufficient Annual Progress" (at or above 60th percentile growth) on the ACCESS will increase over 4 years.	ACCESS	English Learners	TBD	TBD	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2024, the percentage of students recieving Tier 3 intervention that exit Tier 3 services will increase from 43.8% to 50%.	MTSS Academic Tier Movement	Overall	43.80%	50%	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
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.	By June 2024, the MTSS team will have held regular weekly meetings, facilitated by the AP, and led all teacher teams in the MTSS problem-solving process at least once (at MOY).	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	By June 2024, Stone will increase the percentage of ESL certified teachers on staff from 35% to 39%.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	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).

What are the takeaways after the review of metrics?

Stone has struggled in recent years to benefit from meaningful, representative partnership with parents and community groups. We proactively foster relationships with families but tend to have "frequent fliers" that do the majority of volunteer projects and are the most visible/vocal within the community. As is the case with many schools, a small group of well-intentioned, often overworked parents make up the vast majority of the team that consistently volunteers, plans events etc. These parents tend to be more white and more middle class than the "average" Stone community member. At Stone, there is a cultural element to this problem in that many of the cultural groups represented in our community have a different understanding of school as an institution than many native-born Americans. American schools request much more involvement than schools in other parts of the world and our high immigrant population is not used to this. There is also some concern about parent/family availability for working parents, and discussion about how we can meet parents where they are to help them feel more comfortable about involvement.

What is the feedback from your stakeholders?

Students appreciate having a voice through the Student Advisory Committee. We gathered data from parents/families during the Festival of Cultures in June 2023. These data revealed that parents/families would like to be involved but there are barriers such as childcare needs, expectations for volunteers, language barriers. In one-on-one discussions with Stone parents, the Stone admin team has solicited ideas and feedback from parents around a new parent engagement strategy that is responsive to the cultural, linguisitic and religious backgrounds of the school populaton.

What student-centered problems have surfaced during this reflection?

Not all Stone students' families are consistently represented in decision-making around key aspects of the school such as curriculum initiatives, fundraisers, school events, parent education and community partnerships.

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?

Students utilize the Student Advisory Committee to address their concerns. Most recently, students presented thoughts about adjusting the dress code to make the language more gender neutral and requested allowances for certain types of clothes.

Stone is actively searching for a Parent Outreach Coordinator who can foster cross-cultural connections among the parent community at Stone and coordinate parent engagement efforts at the school. x

Stone also partnered with the Indo-American Center to write a grant application for the Illinois Parent Mentorship Program. This program trains and mentors parent volunteers that work in schools up to 8 hours per week and receive a stipend when they have completed 100 volunteer hours. Unfortunately, Stone did not fit the profile for the grant's target groups because our low-income percentage was not high enough. Stone is continying to explore options with the Indo-American Center for how to implement a similar model, despite not receiving state funding.

Determine Priorities

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

Students...

Not all Stone students' families are consistently represented in decision-making around key aspects of the school such as curriculum initiatives, fundraisers, school events, parent education and community partnerships.

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.

Root Cause

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

As adults in the building, we...

have not built a system to support parent engagement that can overcome the practical and cultural barriers to school involvement that exist within our school community.

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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

a) Hire a Parent Outreach Coordinator to foster positive connections between families and the school
AND
b) Partner with a community organization to develop a Parent Volunteer Mentor program

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Partnership & Engagement

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....

a school environment that is more supportive of parent involvement across cultural lines ✍️

which leads to...

A larger and more representative group of parents becoming more directly involved in school activities and decision-making processes ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️
Admin and PAC

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Recruit and train a Parent Outreach Coordinator			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 2 — Launch a Parent Volunteer Mentorship Program			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 — Establish a Parent Advisory Committee (PAC)			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

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?] ✍️

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

Partnership & Engagement

Goal Setting

Return to Top

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
By June 2024, Stone will increase the number of parents involved in Stone's four key parent organizations (CAFE, Friends of Stone Academy, BAC, PAC) by 25%.	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall				
			Select Group or Overall				
By June 2025, representation of historically under-represented racial and ethnic groups in Stone's in parent organizations (CAFE, FOSA, BAC and PAC) will increase by at least 20% over two years.	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Select Group or 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
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By June 2024, Stone will increase the number of parents involved in Stone's four key parent organizations (CAFE, Friends of Stone Academy, BAC, PAC) by 25%. Stone will also begin monitoring and tracking data related to parent involvement by race/ethnicity to monitor progress in diversity and equity in parent leadership at Stone	TBD	TBD
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By June 2024, Stone will have a functioning PAC that meets regularly.	By June 2025, Stone will establish a Parent Volunteer Mentoring program to train and suport parents who would like to volunteer in the school.	TBD
Select a Practice			

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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
By June 2024, Stone will increase the number of parents involved in Stone's four key parent organizations (CAFE, Friends of Stone Academy, BAC, PAC) by 25%.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2025, representation of historically under-represented racial and ethnic groups in Stone's in parent organizations (CAFE, FOSA, BAC and PAC) will increase by at least 20% over two years.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Partnership & Engagement

Progress Monitoring

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By June 2024, Stone will increase the number of parents involved in Stone's four key parent organizations (CAFE, Friends of Stone Academy, BAC, PAC) by 25%. Stone will also begin monitoring and tracking data related to parent involvement by race/ethnicity to monitor progress in diversity and equity in parent leadership at Stone	*Select Status*	*Select Status*	*Select Status*	*Select Status*
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By June 2024, Stone will have a functioning PAC that meets regularly.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

| If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | ☑ | **Our school is a Title I school operating a Schoolwide Program**
This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| If Checked:

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Stone has been awarded $1,302 in Title 1l Parent Involvement funds for SY23-24. Since Stone did not have Title I funding or a PAC in SY22-23, the final budget for these funds will be determined in consultation with Stone's PAC, once it convenes in SY23-24. In the mean time, the proposed budget is as follows:

Parent Education Seminars, Guest Speakers and Workshop Fees - $600
Parent/Family Outreach Activities - $300
Supplies for PAC Meetings - $135
Printing Services - $135
Contingency - $132

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