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 ✍️
Claire Moran	Teacher Leader	cemoran2@cps.edu
Brianne Rosales	Teacher Leader	bmmesch@cps.edu
Josue Contreras	Teacher Leader	jcontreras58@cps.edu
Margarita Ramirez-Skupien	Teacher Leader	myramirez3@cps.edu
Jennifer Rocha	Teacher Leader	jrocha7@cps.edu
Susan Porter	Teacher Leader	saporter@cps.edu
Jordan Deahl	Teacher Leader	jadeahl@cps.edu
Francine Ponce	Teacher Leader	flponce@cps.edu
Wendy Miranda	AP	WMiranda1@cps.edu
Jimmy Lugo	Principal	jalugo6@cps.edu
Jennifer Jones	Teacher Leader	jajones62@cps.edu
Diana Barrera	Teacher Leader	dbarrera38@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	4/13/23	4/13/23
Reflection: Curriculum & Instruction (Instructional Core)	4/13/23	4/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	4/26/23
Reflection: Connectedness & Wellbeing	4/20/23	4/26/23
Reflection: Postsecondary Success	4/20/23	4/26/23
Reflection: Partnerships & Engagement	4/20/23	4/26/23
Priorities	4/20/23	5/18/23
Root Cause	4/20/23	5/18/23
Theory of Acton	5/18/23	6/12/23
Implementation Plans	6/13/23	6/14/23
Goals	6/14/23	6/15/23
Fund Compliance	6/14/23	6/15/23
Parent & Family Plan	6/14/23	6/15/23
Approval	9/6/23	9/6/23

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	09/21/2023
Quarter 2	11/17/2023
Quarter 3	02/08/2024
Quarter 4	05/03/2024

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](#)	Based on our school review, Stowe will implement Skyline math, science and social studies curriculums. In addition, we will need to provide professional development on small group instruction, differentiation, as well as, Skyline social studies, math and science. Modifications for the scope and sequences will need to be made to all of the Skyline curriculums and make necessary adjustments to our current reading curriculum to better fit our school needs. ✏️	[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?** Math: Identify a curriculum Eureka or Skyline Will need PD Instruction Focus: Small Group Instruction Differentiation" "Social Studies: Skyline scope and sequence in progress Will need PD" "Amplify Science: create scope and sequence Will need PD" ✏️	[STAR (Math)](#) [iReady (Reading)](#) [iReady (Math)](#) [Cultivate](#)
Partially	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?** Curriculums have been adopted and professional development is ongoing. Surveys provided to engage teachers and offer support with new curriculum. ✏️	

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

Based on coach observations, core walk data, student assessment outcomes and REACH ratings; small group instruction and differentiation were not implemented with fidelity. ✏️

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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
No	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](#)	Based on the observation that there was positive tier movement through the use of interventions, the MTSS team began developing the problem solving process, but was not implemented because it was the end of the school year. Therefore there is a need to implement the MTSS problem solving process at a school wide level, to achieve higher success with interventions in reading and math. Observations in the classroom show that WIDA standards and can-do descriptors are not being used, and ACCESS scores over the last four years have been declining. Therefore, it was determined that there is a need to implement WIDA standards ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) [MTSS Continuum](#) [Roots Survey](#) [ACCESS](#)
		[MTSS Integrity Memo](#)		

		References		Metrics
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.		...and can-do descriptors.	MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Partially	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	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
				EL Program Review Tool

What is the feedback from your stakeholders?

Tiers Movement Report (9/22-4/23):
Reading: Less students are in tier 3, more students in tier 1 (triangle flipped)
Math: Less students are in tier 3, more in tier 1 but change was not significant"
Tutor corps reading was available to grades 3-5 and those grades had more downward tier movement (good)
"MTSS team is developing procedural guidelines for tiered interventions
Branching Minds intense training will be needed--After school work sessions will lead to tier movement Intervention ""menu"" is in development"
iReady math intervention resources are better than reading resources SRA intervention kits are available and teacher friendly
Explore the Roots Survey and its recommendations
"LRE concerns--not enough staff for push-in services for DL student, review over IEP LRE minutes
Bilingual DL teachers are needed"
Can do decriptors and WIDA standards need to be implemented across all grades
DL Teachers meeting for them to collaborate or support on ideas
Will need Branching Minds PD/work sessions
WIDA Modules Training for Teachers with additional professional develop on instructional strategies for developing language proficieny

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual

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 MTSS team has already developed the Stowe Problem Solving Process. Teachers are being supported by coaches in improving instructional practices, curriculum implementation and differentiated instruction.

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
Partially	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.

Student ACCESS scores are declining. Students are not receiving interventions with fidelity.

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	Student cultivate data, as well as, Supportive Environment component of the 5 Essentials survey indicated that students felt unsafe throughout the school. Discipline referral data suggest there was no consistent plan for managing behaviors at the school wide level. Although there was an established Tier 2 & 3 process, the data indicated a need to establish a Tier 1 behavior process. It was also observed that student absenteeism was tied to behavior concerns stemming from safety issues in Tier 1 settings.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Creating a student voice committee-Providing surveys for students to complete but also taking action after we get the responses. tying legacy work done by the student voice to the physical outcomes of their work. Creating a video by former members explaining their accomplishments and why it is worth joining student voice.	Cultivate (Belonging & Identity)

other student interests and needs.

Establish a PBIS system - Wolf paws, school wide expectations, teacher training
Creating belonging with wolfpack memorabilia, merchandise & events
Joining Chicago Score to rally around our sports teams

Establish a system to document tardies/ chronic absences

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

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.

There was not a common set of behavior expectations across different school settings for students and teachers to follow, which negatively impacted classroom and school environments. This led to students and teachers feeling unsafe and disconnected.

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's Culture & Climate team began revising the behavior matrix in order to present to teachers and staff. The team also developed a plan to provide professional development to teachers and roll out the behavior expectations for students at the start of the new school year.

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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)	Students need exposure to college and career paths, especially n the non-traditional routes such as CTE and Trades. 6th grade student trips to high schools to begin acclimating them to selective enrollment offerings. 7th & 8th grade students need to have a better understanding of the selective enrollment criteria. Work to establish a culture of college and career by expanding College and Career Week to have all staff represent their colleges. Students need to be differentiated for in Success Bound lesson presentations.	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| 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 | | |
| No | 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?**

Ensure middle school students have access and exposure to new postsecondary exploration platform. Coordinate with teachers and counselors to update calendar to reflect pacing guide of the Success Bound curriculum. Schedule field trips to colleges & universities, as well as, trade programs availabe to students. | |
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	Success Bound curriculum planning has been in place and will have greater emphasis. Counselors are coordinating with teachers to ensure scheduling of postsencondary activities do not conflict with other events.	

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 need exposure to college and career paths, especially n the non-traditional routes such as CTE and Trades. 6th grade student trips to high schools to begin acclimating them to selective enrollment offerings.

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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
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	Inconsistent establishment of Student Voice or Student Council committees. Parents/community need additional optons for meeting participation such as streaming options for virtual attendance. Parent communication preferences need to be clearly understood by school stakeholders. Offer parents family engagement events, possibly sponsored by community/business. Provide teachers and staff with guidance on organizing school family events. Parents need to be engaged in survey data results for better understanding and improved completion rates.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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) |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | | Formal and informal family and community feedback received locally.
 (School Level Data) |

What is the feedback from your stakeholders?

Creating a student voice committee/ Student council

Teacher/Grade-level representatives to run student voice committees per grade bands (Scheduling similar to BAM, Meetings similar to LSC). Grades 5-8; target students with younger siblings

Virtual options for parents/community members to attend LSC, PAC, and/or BAC meetings

Parent surveys to determine how each parent would like the school to communicate

Training for teachers on communication (ex. how much communication on remind).

Encourage LSC, PAC, and BAC members be proactive during the day

School/Family nights sponsored by community/businesses

Marketing Staff for school communication

Structure Events to make each events easier (Checklist/schedule)

Reach out to additional community/businesses to incorporate into the building/support/sponsor

Social Media for the School (Twitter, Facebook)

Parent 5 Essential Survey Outreach/event

Stowe School Friends (parent organization)

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.

Teachers and Students share in the 5Essentials data that they have very little parent engagement in their school related activities. This gap in engagement doesn't maximize the parents as a powerful lever for student success.

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?

A parent involvement committee has been established. Student voice committee has been established.

| 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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Based on our school review, Stowe will implement Skyline math, science and social studies curriculums. In addition, we will need to provide professional development on small group instruction, differentiation, as well as, Skyline social studies, math and science. Modifications for the scope and sequences will need to be made to all of the Skyline curriculums and make necessary adjustments to our current reading curriculum to better fit our school needs.

What is the feedback from your stakeholders?

Math: Identify a curriculum
Eureka or Skyline
Will need PD
Instruction Focus:
Small Group Instruction
Differentiation"
"Social Studies: Skyline scope and sequence in progress
Will need PD"
"Amplify Science: create scope and sequence
Will need PD"

What student-centered problems have surfaced during this reflection?

Based on coach observations, core walk data, student assessment outcomes and REACH ratings; small group instruction and differentiation were not implemented with fidelity.

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?

Curriculums have been adopted and professional development is ongoing. Surveys provided to engage teachers and offer support with new curriculum.

Determine Priorities

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

Students...

Students are not making adequate growth on benchmark and/or standardized assessments, nor are they able to meet grade level standards.

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...

Stowe teachers are not:
Preparing students to achieve the standard
Connect learning objectives to learning tasks
Delivering core curriculum with fidelity.
Differentiating across tiers
Providing an opportunity for students to engage with peers or groups.

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

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What is your Theory of Action?

If we....

If we provide professional development and coaching on the literacy block components; Skyline math, science and socical studies curriculum, as well as adapt content area scope and sequences to fit our school needs;

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

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.

then we see....

Then we see teachers enhance their understanding and intentional implementation of the curriculum and data informed small groups/differentiation,

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...

which leads to student understanding of standards, greater classroom rigor and improved student academic performance and growth on standardized assessments.

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	09/21/2023	Q3	02/08/2024
Q2	11/17/2023	Q4	05/03/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	100% of teachers complete professional development across content areas and implement the curriculums with fidelity	SLT	06/07/2024	In Progress
Action Step 1	Initial PD for literacy components and Skyline Math, Science, SS	Rocha/Rosales, Moran, Ramirez, Contreras	08/18/2023	Completed
Action Step 2	Provide at least opportunites for 4 teacher check ins with SLT members	Classroom Teachers & SLT	10/20/2023	In Progress
Action Step 3	Teachers engage in ditrict provided Skyline PD	Classroom Teachers	10/20/2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Scope and Sequences - 100% of teachers will implement Stowe School Scope & Sequence by end of year	SLT / ILT	06/07/2024	In Progress
Action Step 1	First five weeks of scope and sequences across all content areas are complete	Rocha/Rosales, Moran, Ramirez, Contreras	08/18/2023	In Progress
Action Step 2	Establish teams of teachers to complete and submit the second five weeks of the scope and sequences	TBA	09/22/2023	In Progress
Action Step 3	Teacher teams will complete full year Scope & Sequences for the full school year	TBA	05/03/2024	In Progress
Action Step 4	Teachers will use the scope and sequences to plan lessons			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

SY25 Anticipated Milestones	Co-Labs Use of complete scope and sequence; 100% of teachers are making adjustments to implement school scope and sequence, implement curriculums with fidelity and use data to inform instruction.	✍️
SY26 Anticipated Milestones	100% of teachers implement school scope and sequence, implement curriculums with fidelity and use data to inform instruction.	✍️

Curriculum & Instruction

Goal Setting

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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.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
By the end of the school year, 40% of students will increase a proficiency level in reading (i-Ready & Star 360)	Yes	Other	Overall	16	40		
			African American	11	40		
By the end of the school year, 40% of students will increase a proficiency level in math (i-Ready & Star 360)	Yes	Other	Overall	27	40		
			African American	21	40		

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.	Classroom observational data from SLT, tracking of teachers professional development, and Lesson plan planning and reviews	Classroom observational data from SLT, tracking of teachers professional development, and Lesson plan planning and reviews	Classroom observational data from SLT, tracking of teachers professional development, and Lesson plan planning and reviews
C&I:2 Students experience grade-level, standards-aligned instruction.	classroom observasational data, lesson plan reviews, student assessment and On-Track performance.	classroom observasational data, lesson plan reviews, student assessment and On-Track performance.	classroom observasational data, lesson plan reviews, student assessment and On-Track performance.
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of the year, we will see 80% of teachers using the Scope & Sequence with fidelity for all subjects measured by classroom visits.	By the end of the year, we will see 80% of teachers using the Scope & Sequence with fidelity for all subjects measured by classroom visits.	"By the end of the year, we will see 80% of teachers using the Scope & Sequence with fidelity for all subjects measured by classroom visits. "

SY24 Progress Monitoring

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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 the end of the school year, 40% of students will increase a proficiency level in reading (i-Ready & Star 360)	Other	Overall	16	40	Select Status	Select Status	Select Status	Select Status
		African American	11	40	Select Status	Select Status	Select Status	Select Status
By the end of the school year, 40% of students will increase a proficiency level in math (i-Ready & Star 360)	Other	Overall	27	40	Select Status	Select Status	Select Status	Select Status
		African American	21	40	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

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.	Classroom observational data from SLT, tracking of teachers professional development, and Lesson plan planning and reviews	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	classroom observasational data, lesson plan reviews, student assessment and On-Track performance.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of the year, we will see 80% of teachers using the Scope & Sequence with fidelity for all subjects measured by classroom visits.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
Partially	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Based on the observation that there was positive tier movement through the use of interventions, the MTSS team began developing the problem solving process, but was not implemented because it was the end of the school year. Therefore there is a need to implement the MTSS problem solving process at a school wide level, to achieve higher success with interventions in reading and math.

Observations in the classroom show that WIDA standards and can-do descriptors are not being used, and ACCESS scores over the last four years have been declining. Therefore, it was determined that there is a need to implement WIDA standards and can-do descriptors.

What is the feedback from your stakeholders?

Tiers Movement Report (9/22-4/23):
Reading: Less students are in tier 3, more students in tier 1 (triangle flipped)
Math: Less students are in tier 3, more in tier 1 but change was not significant"
Tutor corps reading was available to grades 3-5 and those grades had more downward tier movement (good)
"MTSS team is developing procedural guidelines for tiered interventions
Branching Minds intense training will be needed--After school work sessions will lead to tier movement Intervention ""menu"" is in development"
iReady math intervention resources are better than reading resources SRA intervention kits are available and teacher friendly
Explore the Roots Survey and its recommendations
"LRE concerns--not enough staff for push-in services for DL student, review over IEP LRE minutes
Bilingual DL teachers are needed"
Can do decriptors and WIDA standards need to be implemented across all grades
DL Teachers meeting for them to collaborate or support on ideas
Will need Branching Minds PD/work sessions
WIDA Modules Training for Teachers with additional professional develop on instructional strategies for developing language proficieny

What student-centered problems have surfaced during this reflection?

Student ACCESS scores are declining. Students are not receiving interventions with fidelity.

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 MTSS team has already developed the Stowe Problem Solving Process. Teachers are being supported by coaches in improving instructional practices, curriculum implementation and differentiated instruction.

Determine Priorities

Return to Top

Resources: 🚀

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

Students...

Students are not receiving interventions with fidelity. In addition, EL students are not making adequate progress on ACCESS.

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

Return to Top

Resources: 🚀

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

As adults in the building, we...

Stowe teachers are not:
implementing reading and math interventions with fidelity
writing language objectives with WIDA standards
using can-do descriptors to make content accessible to EL students

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 srpresented 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?

| 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

Resources: 🚀

If we....

TOA #1: If we provide training to teachers on how to support EL students ✍️

TOA #2: If we create an MTSS Problem Solving Process

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....

TOA #1: Then we see a variety of EL language supports in instruction and EL students accessing grade level content ✍️

TOA #2: Then we see teachers implementing tier 2 & 3 interventions with fidelity

which leads to...

TOA #1: Which leads to EL students accessing grade level Common Core Standards and higher ACCESS scores ✍️

TOA#2: Which leads to positive tier movement or identificaton of students in need of Special Education Services

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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

Dates for Progress Monitoring Check Ins

Q1	09/21/2023	Q3	02/08/2024
Q2	11/17/2023	Q4	05/03/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — All teachers of ELs complete all four OLCE ELD modules led by ELPT during SY24	ELPT	06/2024	In Progress
Action Step 1 — ELPT will provide module 1 PD to teachers of EL students and develop minilessons to support learning	Teachers of EL students and ELPT	10/22/2023	Completed
Action Step 2 — ELPT will provide module 2 PD to teachers of EL students and develop minilessons to support learning	Teachers of EL students and ELPT	12/21/2023	Select Status
Action Step 3 — ELPT will provide module 3 PD to teachers of EL students and develop minilessons to support learning	Teachers of EL students and ELPT	03/22/2024	Select Status
Action Step 4 — ELPT will provide module 4 PD to teachers of EL students and develop minilessons to support learning	Teachers of EL students and ELPT	06/07/2024	Select Status
Action Step 5			Select Status
Implementation Milestone 2 — MTSS team will create a menu of interventions for reading and math	MTSS Team	06/07/2024	Select Status
Action Step 1 — MTSS team will review, modify and approve a reading and math intervention menu	MTSS Team	09/15/2023	Select Status
Action Step 2 — MTSS team will present the intervention menus to the staff	MTSS Team and Teachers	09/22/2023	Select Status
Action Step 3 — Teachers will use the intervention menu when planning small group lessons and interventions	Teachers	10/22/2023	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — MTSS team will implement the problem solving process with fidelity	MTSS Team and Teachers	06/07/2024	Select Status
Action Step 1 — MTSS team will review, modify and approve the Stowe Problem Solving Process	MTSS Team	09/15/2023	Select Status
Action Step 2 — MTSS team will lead staff training to define MTSS, the problem solving process, and present a calendar where teachers can request a meeting with the MTSS team to begin the Problem Solving Process	MTSS Team and Teachers	09/22/2023	Select Status
Action Step 3 — MTSS Team will create a schedule of grade level check-ins for support with data	MTSS Team	09/22/2023	Select Status
Action Step 4 — Ms. Rosales will provide a calendar for office hours for support with Branching Minds	Ms. Rosales	09/22/2023	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

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	1.) EL students will demonstrate greater proficiency in ACCESS testing results as compared to SY23 & SY24. 2.) Teachers will begin SY25 with a plan for Tier 2 & Tier 3 students as determined by prior year EOY assessment data.
SY26 Anticipated Milestones	1.) EL students will demonstrate greater proficiency in ACCESS testing results as compared to SY25. 2.) Vertical teacher colloboration lead to an efficient transition of Tier 2 & Tier 3 students taking into account prior year prior EOY assessment data.

Goal Setting

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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.

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Tier 2 and Tier 3 Interventions will be delivered with fidelity in Reading through K-8 by numerical target percentages based from Intervention usage report (BrM).	Yes	Other	Overall	SY23 Tier 2- 75%, Tier 3- 71%	Tier 2- 80%, Tier 3- 80%	Tier 2- 90%, Tier 3- 90%	Tier 2- 95%, Tier 3- 95%
			Select Group or Overall				
Tier 2 and Tier 3 Interventions will be delivered with fidelity in Math through K-8 by numerical target percentages based from Intervention usage report (BrM).	Yes	Other	Overall	SY23 Tier 2- 75%, Tier 3- 71%	Tier 2- 80%, Tier 3- 80%	Tier 2- 90%, Tier 3- 90%	Tier 2- 95%, Tier 3- 95%
			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: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.	Tier 2 and Tier 3 Interventions will be delivered with 80% fidelity in both Reading & Math through K-8 by numerical target percentages based from Intervention usage report (BrM)	Tier 2 and Tier 3 Interventions will be delivered with 90% fidelity in both Reading & Math through K-8 by numerical target percentages based from Intervention usage report (BrM).	Tier 2 and Tier 3 Interventions will be delivered with 95% fidelity in both Reading & Math through K-8 by numerical target percentages based from Intervention usage report (BrM).
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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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

Tier 2 and Tier 3 Interventions will be delivered with fidelity in Reading through K-8 by numerical target percentages based from Intervention usage report (BrM).	Other	Overall	SY23 Tier 2- 75%, Tier 3- 71%	Tier 2- 80%, Tier 3- 80%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Tier 2 and Tier 3 Interventions will be delivered with fidelity in Math through K-8 by numerical target percentages based from Intervention usage report (BrM).	Other	Overall	SY23 Tier 2- 75%, Tier 3- 71%	Tier 2- 80%, Tier 3- 80%	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: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.	Tier 2 and Tier 3 Interventions will be delivered with 80% fidelity in both Reading & Math through K-8 by numerical target percentages based from Intervention usage report (BrM)	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

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.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Student cultivate data, as well as, Supportive Environment component of the 5 Essentials survey indicated that students felt unsafe throughout the school. Discipline referral data suggest there was no consistent plan for managing behaviors at the school wide level. Although there was an established Tier 2 & 3 process, the data indicated a need to establish a Tier 1 behavior process. It was also observed that student absenteeism was tied to behavior concerns stemming from safety issues in Tier 1 settings.

What is the feedback from your stakeholders?

Creating a student voice committee-Providing surveys for students to complete but also taking action after we get the responses. tying legacy work done by the student voice to the physical outcomes of their work. Creating a video by former members explaining their accomplishments and why it is worth joining student voice.

Establish a PBIS system - Wolf paws, school wide expectations, teacher training
Creating belonging with wolfpack memorabilia, merchandise & events
Joining Chicago Score to rally around our sports teams

Establish a system to document tardies/ chronic absences

What student-centered problems have surfaced during this reflection?

There was not a common set of behavior expectations across different school settings for students and teachers to follow, which negatively impacted classroom and school environments. This led to students and teachers feeling unsafe and disconnected.

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's Culture & Climate team began revising the behavior matrix in order to present to teachers and staff. The team also developed a plan to provide professional development to teachers and roll out the behavior expectations for students at the start of the new school year.

Determine Priorities

Return to Top

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

Students...

Lacking a clear behavior matrix, Tier 1 student behaviors are being referred to the office instead of being managed by staff, creating an inconsistent response to behaviors.

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...

do not use a systemic school-wide approach to managing tier 1 behaviors.

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

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What is your Theory of Action?

If we....

implement multi tiered PBIS program with fidelity that also helps promote a sense of school connectedness for students and adults in the school

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Connectedness & Wellbeing

then we see....

a safe, positive, and productive environment for all stakeholders ✍️

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.

which leads to...

overall improvements in the 5 Essentials score in the section of Supportive Environment. ✍️

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 ✍️

Culture & Climate Team

Dates for Progress Monitoring Check Ins

Q1	09/21/2023	Q3	02/08/2024
Q2	11/17/2023	Q4	05/03/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	School Wide Expectations	Culture Climate Team	06/2024	In Progress
Action Step 1	Admin & CCT communicate expectations and provide training to staff (week 0) and students (week 1)	All staff	09/22/2023	Completed
Action Step 2	CCT posts Expectations Posters throughout the buildings (week 0)	CCT	09/01/2023	In Progress
Action Step 3	School Staff models expectations and re-teach when necessary (Weeks 1-4)	All staff	09/22/2023	In Progress
Action Step 4	Admin & CCT Recommunicate expectations at MOY & after Spring Break	All staff	01/2024 & 04/2024	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Classroom Implementation	Culture Climate	06/2024	In Progress
Action Step 1	CCT will provide a Rubric/ list for classroom implementation	All Staff	09/22/2023	Completed
Action Step 2	CCT will create a implementation survey	All Staff	09/22/2023	In Progress
Action Step 3	SEL Curriculum used weekly	Classroom Teachers	weekly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Restorative Practices	All Staff	06/2024	Select Status
Action Step 1	OSEL/TIERSS provide BOY/MOY/EOY trainings	CCT	BOY/MOY/EOY	Not Started
Action Step 2	Teachers will model restorative practices with students	All staff	Ongoing	In Progress
Action Step 3	Teachers & Students will be able to participate in Restorative conversations when needed	Staff and students	Ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Rewards System	All staff	06/2024	In Progress
Action Step 1	School Wide Wolf Paw Design Contest	All staff	09/2023	In Progress
Action Step 2	Create classroom PBIS stores	All staff	09/2023	In Progress
Action Step 3	Quarterly Incentive Activities	All staff	Quarterly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of the 25-26 school year, all teachers and staff will implement school-wide PBIS strategies with fidelity as evidenced by an increase in the 5 Essentials Survey "Supportive Environment" section.	✍️
SY26 Anticipated Milestones	With the implementation of a school wide PBIS program, We will have an established process to analyze student surveys on activities put in place that continuously inform any need for adjustments.	✍️

Goal Setting

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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.

Resources: 🚀

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
The 5 Essential metric of Student Safety in the Supportive Environment measure will show improvement over prior year.	Yes	Other	Overall	Safety Metric score of 12 in 5Essentials Survey	36	50	65
			Overall	School Connectedness metric of 27 SY23, up from 3 in SY22	50	75	90
	Select Answer	Select Metric	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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	65% of behavior interventions will be addressed via Tier 1 teacher responses	75% of behavior interventions will be addressed via Tier 1 teacher responses	85% of behavior interventions will be addressed via Tier 1 teacher responses
Select a Practice			
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
The 5 Essential metric of Student Safety in the Supportive Environment measure will show improvement over prior year.	Other	Overall	Safety Metric score of 12	36	Select Status	Select Status	Select Status	Select Status
		Overall	School Connectedness metric	50	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
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	65% of behavior interventions will be addressed via Tier 1 teacher responses	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
Required Math Goal	**Other: By the end of the school year, 40% of students will increase a proficiency level in math (i-Ready & Star 360)**	Overall	27	40		
		African American	21	40		
Required Reading Goal	**Other: By the end of the school year, 40% of students will increase a proficiency level in reading (i-Ready & Star 360)**	Overall	16	40		
		African American	11	40		
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.**
No action needed		**(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.

Title 1 Parent & Family Engagement funds will support all three of our priorities. Workshops will provide parents with guidance on how Stowe will review student performance and respond with differentiated and tiered support. Parents will be gain an understanding of their student's academic performacne levels, such as percentile rankngs and how it relates to grade level performance. In addition, we will support parents in fully understanding the MTSS process in order to help them navigate the supports their student is to receive. Lastly, workshops also provide opportunities for parents to engage with teachers, staff and other parents as we work to build school community.

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