

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	Henry W. Cowherd Middle School	Principal Name:	Dr. Jacqueline Gibson
Mission:	At H.W. Cowherd Middle School, we work together to ensure an inclusive community where everyone is safe, valued, supported, empowered, and learning.	Vision:	H.W. Cowherd Middle School is a joyful, thriving place where teachers, families, and community partners unite to celebrate diversity, personalize learning and nurture confident, compassionate learners ready to lead and succeed in a dynamic world.

School Improvement Team	Name:	Jacqueline Gibson	Name:	Leslie Braunshausen	Name:	Amy Maldonado
	Role:	Administrator (Principal)	Role:	Teacher (Science)	Role:	Teacher (Social Studies)
	Name:	Anastasia Heimberger	Name:	Rachel Gerhard	Name:	Eric Nielsen
	Role:	Administrator (Assistant Principal)	Role:	Instructional Coach (Mathematics)	Role:	Counselor
	Name:	Veronica Zamora	Name:	Kaitlyn Gonzalez	Name:	Payton Plunkett
	Role:	Administrator (Assistant Principal)	Role:	Teacher (Mathematics)	Role:	SpEd Resource (ELA)
	Name:	TBD	Name:	Carol Hekhuis	Name:	
	Role:	Administrator (Dean of Students)	Role:	SpEd Instructional (Math/Science)	Role:	
	Name:	Marinel Betancourt	Name:	Timothy Hollins	Name:	
	Role:	Front Office - Attendance Clerk	Role:	PPA & Support Staff; Union Rep	Role:	

School Designation and Priorities

School Designation	Targeted	Report Card Year:	2025
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Report Card general findings and focus areas:

Targeted Support Designation: The school is under federal accountability because the Children with Disabilities (Students with IEPs) subgroup performs at or below the level of the state's lowest-performing schools.

IAR Academic Growth:

ELA Growth (42.90): Well below the state baseline average of 50.0, indicating students are falling behind state growth trends.

Math Growth (48.30): Scoring closer to the state average but still reflecting a net growth deficit.

Chronic Absenteeism (28.4%): More than a quarter of the student body misses 10% or more of the school year, severely limiting instructional seat time.

Student Mobility (9.3%): Moderate student churn that requires adaptive onboarding and immediate baseline assessments.

Teacher Retention (91.2%): A major institutional strength. An exceptionally stable teaching staff means the school does not suffer from high turnover and can invest in long-term professional development.

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

By the end of the 2026-2027 school year, H.W. Cowherd Middle School will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific: Focused on mathematics achievement

Measurable: A 6% increase using IAR data

Achievable: Based on current trends & targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	21.2%	6.9%	11.5%	21.2%	20.8%	22.2%	37.5%	33.3%	28.1%	19.9%	22.5%
Math Achievement (MAP 25-26*Spring)	21.2%	6.9%	11.5%	21.2%	20.8%	22.2%	37.5%	33.3%	28.1%	19.9%	22.5%
Math Growth (MAP 25-26 *Fall to Spring)	59.0%	53.0%	55.0%	54.0%	59.0%	72.0%	57.0%	100.0%	53.0%	59.0%	60.0%
Math Proficiency (IAR) 25-26	10.4%	0.8%	3.8%	8.5%	10.5%	11.8%	11.1%	0.0%	9.8%	11.3%	9.4%
Math Growth (IAR) 24/25-25/26	18.9%										
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	69.3%	73.8%	66.3%	64.0%	70.0%	73.1%	62.9%	55.7%	65.1%	67.5%	71.4%
iReady (K-8) *Winter 25-26	4.4%	3.4%	3.1%	5.2%	4.2%	11.1%	0.0%	0.0%	7.1%	5.4%	3.2%

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. Example: We will implement structured academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...

Cowherd Middle School staff will use class discussion routines in order to strengthen students' ability to articulate ideas, support claims with evidence, and engage in meaningful academic discourse.

(Student Friendly: Cowherd Middle School staff will provide students with regular opportunities to discuss, collaborate, and share their thinking with peers in order to strengthen communication skills, critical thinking, and the ability to support ideas with evidence.)

Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement district curriculum with fidelity across all content areas.	Aug - Sept	Math - MyPath report All - Walk through data	Monthly	Implement : Classroom teachers Monitor : Admin (bi-weekly)	\$0 (Existing district curriculum resources)	
Establish and implement school-wide numeracy routines - Which One Doesn't Belong?, Notice & Wonder, and Number Talks - utilizing a shared digital resource repository to support consistent implementation, and dedicating the first 10 minutes of each math block to these routines to strengthen mathematical thinking and discourse across all classrooms.	Aug – Sept	Math Talk resources	Monthly	Implement : Math Instructional Coach, Math PLC Facilitators and Math Instructional Staff Monitor : Math Instructional Coach & Admin	\$0 (Uses existing internal digital storage and core instructional time)	
Strengthen academic conversation in mathematics by designing, displaying, and consistently utilizing anchor charts and integrating Math Language Routines to promote mathematical discourse, reasoning, and equitable student participation in every classroom.	October/ November (Quarter 2 rollout)		Monthly	Implement : Math Instructional Staff Monitor : Math Instructional Coach & Admin		
Build teacher capacity for facilitating high-quality mathematical discourse by providing professional learning on Stein & Smith's 5 Practices for Orchestrating Productive Mathematics Discussions , collaboratively planning and analyzing discourse-rich tasks during weekly PLC meetings, and conducting quarterly peer observation rounds to strengthen instructional practices and promote continuous improvement.	Sept - May		Monthly	Implement : Math Instructional Coach & PLC Facilitators Monitor : Admin	\$0 (Team/PLC plan time for peer observation rounds)	
- PLCs will utilize semi-monthly common formative assessments to analyze results and adjust instruction and supports. - Run quarterly peer observation cycles. - Utilize VITAL protocol	Sept - May		Monthly	Implement : Math PLCs Monitor : Math Instructional Coach & Admin		

EL Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Teachers will intentionally integrate language targets and structured collaborative learning routines so that EL students can actively participate.	Sept-May	EA Top 10 Strategies Language Targets & Comprehensible Input Slides	Monthly	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	
Teachers will implement structured class discussion routines with intentional language supports (sentence frames, academic vocabulary scaffolds, peer collaboration, wait time, and opportunities for oral rehearsal) to ensure English Learners can actively participate in academic discourse, articulate ideas, support claims with evidence, and engage meaningfully with their peers.	Aug - Sept Through May, as needed, for reinforcement	EA Top 10 Strategies	Monthly	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement structured, scaffolded math discussions with clear modeling and guided practice. Support all students by providing IEP-aligned accommodations (e. g., visual aids, graphic organizers, manipulatives, assistive technology), sentence stems, and multiple ways to communicate (speaking, writing, drawing, hands-on). Regularly incorporate small-group discussions with feedback and reinforcement to build reasoning and participation.	Aug - Sept Through May, as needed, for reinforcement	IEP summary sheet provided to all staff Math Talk Resources	Monthly	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	
Utilize models (particularly station and parallel teaching) and instructional practices (emphasis on content, methodology and delivery) of co-teaching.	Aug - May	Live Binder Password: Cowherd MS Aug 25 - Building PLC Co-Teaching presentation Walk through data	Monthly	Implement: General Education and Special Education Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	

Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

By the end of the 2026-2027 school year, H.W. Cowherd Middle School will increase the **percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics**, as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)**, compared to Spring 2026 results.

Specific: Focused on literacy/reading achievement

Measurable: A 6% increase using IAR data

Achievable: Based on current trends & targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	29.6%	4.5%	11.7%	30.6%	29.1%	50.0%	12.5%	33.3%	3.1%	24.1%	35.5%
Literacy Achievement (MAP 25-26*Spring)	29.6%	4.5%	11.7%	30.6%	29.1%	50.0%	12.5%	33.3%	3.1%	24.1%	35.5%
Literacy Growth (MAP 25-26 *Fall to Spring)	55.0%	38.0%	47.0%	58.0%	54.0%	72.0%	57.0%	33.0%	41.0%	53.0%	57.0%
Spanish Literacy Achievement (MAP 25-26*Spring)	7.2%	0.0%	0.0%	0.0%	7.7%	N/A	N/A	N/A	N/A	3.1%	10.8%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	21.0%	17.0%	18.0%	0.0%	22.0%	N/A	N/A	N/A	N/A	16.0%	25.0%
Literacy Proficiency (IAR) 2025-2026	25.9%	2.4%	11.2%	20.7%	26.4%	29.4%	22.2%	33.3%	12.5%	22.0%	30.3%
Literacy Growth (IAR) 24/25-25/26	19.5%										
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	71.0%	77.1%	63.1%	68.1%	71.2%	76.2%	82.4%	67.0%	62.5%	66.1%	76.7%
ACCESS 2025-2026	1.7%	0%	1.7%	0.0%	1.5%	0.0%	50.0%	0.0%	5.1%	2.0%	1.3%
ACCESS 2026-2027											

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. **Example: We will implement structured academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

Cowherd Middle School staff will use class discussion routines in order to strengthen students' ability to articulate ideas, support claims with evidence, and engage in meaningful academic discourse.

(Student Friendly: Cowherd Middle School staff will provide students with regular opportunities to discuss, collaborate, and share their thinking with peers in order to strengthen communication skills, critical thinking, and the ability to support ideas with evidence.)

Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement district curriculum with fidelity across all content areas.	Aug - Sept	ELA - MyPath report All - Walk through data	Monthly	Implement : Classroom teachers Monitor : Admin (bi-weekly)	\$0 (Existing district curriculum resources)	
Standardize Discussion-based Teaching Routines • Adopt building-wide structured group reading roles and expectations (e.g., The Predictor, The Questioner, The Clarifier, The Summarizer). • Teachers will intentionally implement small group text analysis during each reading block • Continued implementation of discussion routines (talking stems, turn-and-talk, etc.) and introduction to use of Reciprocal Teaching and Jigsaw	Aug — Sept (Pre-service through Q1 launch)	• PLC Minutes • Copy of unified student role cards. • ELA lesson plans featuring scheduled small-group reading rotations. • Learning Visit data from walk-throughs	Monthly	Implement : ELA/Science/Social Studies Teachers Monitor : ELA/Science/Social Studies PLC facilitators and Instructional Coaches & Admin	\$0 (Uses standard curriculum texts and internal instructional time blocks)	
Scaffolding Techniques • Utilizing verbal, procedural, and instructional scaffolds • Design and print anchor charts featuring evidence-based sentence frames. • Teachers will use text annotation strategies to help students actively engage with texts and prepare them to use textual evidence in academic discussions.	October (Quarter 2 rollout & student training)	• Anchor Chart Library • Samples of student-annotated texts. • Scaffolding Documents	Monthly	Implement : ELA/Science/Social Studies Teachers Monitor : ELA/Science/Social Studies PLC facilitators and Instructional Coaches & Admin		

Professional Learning Communities (PLCs) - PLCs will utilize semi-monthly common formative assessments to analyze results and adjust instruction and supports. - Run quarterly peer observation cycles. - Utilize VITAL protocol	Ongoing (August PD days, recurring monthly PLC cycles)	- PD agendas and sign-in sheets. - CFA data collection tool. - Peer observation observation sheets.	Monthly	Implement : ELA/Science/Social Studies PLC facilitators and Instructional Coaches Monitor : ELA/Science/Social Studies PLC facilitators and Instructional Coaches & Admin	\$0 (Team/PLC plan time for peer observation rounds)	
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Bilingual Facilitators demonstrate and model supportive strategies for EL students.	Sept - May	Bilingual Facilitator meetings	Monthly	Implement: Bilingual Facilitators Monitor: Bilingual Facilitators	\$0 (Internal operational alignment)	
Teachers will embed the four language domains in school-wide literacy and discussion routines.	Aug - Sept Through May, as needed, for reinforcement	EA Top 10 Strategies PLC agendas and minutes	Monthly	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Implement structured, scaffolded discussions with clear modeling and guided practice. Support all students by providing IEP-aligned accommodations (e. g., visual aids, graphic organizers, manipulatives, assistive technology), sentence stems, and multiple ways to communicate (speaking, writing, drawing, hands-on). Regularly incorporate small-group discussions with feedback and reinforcement to build reasoning and participation.	Aug - Sept Through May, as needed, for reinforcement		Monthly	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	

Utilize models (particularly station and parallel teaching) and instructional practices (emphasis on content, methodology and delivery) of co-teaching.	Aug - May	Live Binder Password: Cowherd MS Aug 25 - Building PLC Co-Teaching presentation Walk through data	Monthly	Implement: General Education and Special Education Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	
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Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement

Culture of Belonging & Action Plan

Annual Culture of Belonging SMART Goal

By the end of the 2026-2027 school year, Cowherd Middle School's discipline referral rate will decrease 9.3 percentage points from 37.2% to 27.9% through the systematic restructuring of Tier 1 classroom environments and ensuring equitable behavioral outcomes for all student groups as measured by the Synergy SIS discipline dashboard.

Specific: Focused on discipline referral rate

Measurable: 9.3 percentage point decrease from 37.2% to 27.9% as measured by Synergy SIS discipline dashboard

Achievable: Based on current trends & targeted interventions

Relevant: Supports schoolwide behavior performance goals

Time-Bound: To be achieved by Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	91.9%	91.8%	92%	89.8%	92.1%	92.3%	93.9%	92.4%	92.1%	91.9%	91.9%
Chronic Absenteeism (25-26)	26%	28%	23%	34%	25%	22%	13%	33%	22%	27%	27%
Referrals (25-26)	37.2%	42.9%	36.9%	52.4%	35.2%	25%	45.5%	25%	32.6%	47.5%	26%
OSS Incidents (25-26)	7.5%	13%	6.4%	20%	5.2%	12.5%	0%	25%	0%	8.7%	6.2%
ISI Incidents (25-26)	14.5%	23%	12.9%	26.7%	12.6%	8.3%	18.2%	25%	11.6%	20.2%	8.2%

Satchel Pulse Snapshot:

Survey Month	Relationship Skills (#)	Responsible Decision Making (#)	Self Awareness (#)	Self Management (#)	Social Awareness (#)	Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	5.8	5.7	5.8	5.5	6.1	79.0%	16.1%	6.0%
January 26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
May 26	5.9	5.7	5.6	5.3	6.1	78.1%	15.9%	5.3%

5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
25-26 SY	Partially Organized	Neutral	Neutral	Weak	Weak	Neutral

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. **Example: We will implement structured academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

We will utilize culturally responsive proactive circles and de-escalation practices to strengthen student-teacher relationships, creating an inclusive school culture that systematically reduces referrals from 37.2% to 27.9% on our Synergy dashboard.

We will regularly teach, model, and practice building-wide expectations in order to strengthen student and staff culture of belonging, which will impact family engagement, attendance, and behavior referrals.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
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Parent Involvement: Develop a tiered outreach process for families of students with multiple discipline referrals to conduct problem solving conferences, behavior intervention plans that include family input, and connect families with community resources.	Aug - Sept		Monthly	Implement : Grade Level Counselors and Social Workers Monitor : SLT	\$0 (Internal operational alignment)	
Parent Involvement: Establish family partnership focused on supporting the building's attendance, behavior, course performance and safety goals with sessions in the morning and early evening to promote accessibility.	Sept - May	Partnership in Action meetings September 16 October 21 November 18 December 16 January 20 February 17 March 17 April 21 May 19	Monthly	Implement : Parent Liaison and Admin Monitor : SLT	\$X (Refreshments)	
Establish and deploy the Staff-Managed vs. Office-Managed Matrix schoolwide to remove subjectivity from referrals. Ensure 100% of staff receive the matrix and participate in cross-classroom alignment training.	Aug	REVISE - Matrix	End of August (Beginning of Year staff meetings) Monthly (ongoing)	Implement: Admin Monitor: Admin	\$0 (Internal operational alignment)	
Provide focused professional development on restorative practices, heavily centering around student relationships and creating classroom reflection/reset procedures. <u>Fix It in Five</u> 1) Meeting between student and teacher 2) Meeting between student and teacher; Parent contact 3) Meeting with Counselor and/or Social Worker; Parent contact 4) Meeting with Counselor and/or Social Worker; Parent contact 5) Parent-Teacher-Counselor and/or Social Worker meeting 6) Office Referral	Sept - May	Book Study - <u>Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice</u> (Maynard & Weinstein)	Monthly	Implement: Instructional Staff, Grade Level Counselors and Social Workers Monitor: Grade Level Counselors, Social Workers and Admin	\$X (Restorative Justice books)	
Provide focused professional development on de-escalation strategies heavily centering around student relationships.	Sept - May	Admin " <u>Handle with Care</u> " <u>training</u> (6/17/2026)	Monthly	Implement: Instructional Staff, Grade Level Counselors and Social Workers Monitor: Grade Level Counselors, Social Workers and Admin	\$0 (Internal operational alignment)	
Utilize the "Conflict Resolution Plan" with students during classroom push-in visits and staff during monthly Staff meetings	Sept - May		October 2026 (9/28-10/7 window) January 2027 (progress monitoring) May 2027 (5/3-5/14 window)	Implement : Grade Level Counselors Monitor : SLT	\$0 (Using existing digital data infrastructure)	

Counselors will utilize SY 25-26 behavior referral data to identify students with repeated behavior referrals and beginning August 31, 2026 provide targeted SAIG interventions focused on restorative practices, emotional regulation, and culturally responsive relationship-building.	Aug - Sept ongoing through May	SAIG rosters Student goal-setting and reflection forms	Quarterly	Implement : Grade Level Counselors Monitor : MTSS teams, Grade Level Counselors, Admin	\$0 (Internal operational alignment)	
Utilize the 3rd Millennium platform during the ABI period, as needed, for students to complete individualized restorative modules that promote self-reflection, accountability, emotional regulation, conflict resolution, and relationship repair in lieu of or in conjunction with disciplinary consequences.	Aug - May	3rd Millennium module reports	Monthly	Implement : Admin, Grade Level Counselors, Social Workers Monitor : Admin	\$0 (Internal operational alignment)	
Support staff in developing their own social-emotional competencies, strengthen adult relationships, and model the behaviors and mindset that promote a supportive, inclusive school culture through implementation of Second Step for Adults (Module 1: Building Trust)	Sept - May	Second Step for Adults (Module 1: Building Trust)	Quarterly (October, January, March, May) October 2026 January 2027 May 2027	Implement : Admin Monitor : Admin	TBD (estimate: \$4,454.00-\$5,904.00) 60-day trial	
Establish a Principal Student Advisory Board (PSAB) that meets monthly with school administrators to provide feedback on school climate, student belonging, restorative practices, and opportunities to strengthen student-teacher relationships.	Sept - Oct meetings through May	Meeting Agendas	Monthly	Implement : Admin Monitor : Admin	\$0 (Internal operational alignment)	

EL Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Develop and implement supports that are linguistically accessible for English Learners to participate in schoolwide expectations using visual supports, sentence stems, and modeling in the classroom.	Aug - Sept Through May, as needed, for reinforcement		End of Q1 (Walk Through Data) Monthly (ongoing)	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	

CWD Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Strengthen Tier 1 and Tier 2 behavioral supports for students with disabilities through reviewing & modeling building-wide expectations, structured classroom routines, and providing de-escalation strategies in alignment with IEP goals and BIPs (when applicable).	Sept - May		Quarterly (October, January, March, May)	Implement: All Instructional Staff Monitor: Admin	\$0 (Internal operational alignment)	

	45 Day Review- Mid October						45 Day Review- Mid December/January (Winter 2026 - Q2)						45 Day Review- Mid of March (Q3)						45 Day Review- Mid May (Spring 2026 - Q4 Progress)					
Numeracy Goal	IReady Math Proficiency		Math Grades Prof or Higher (Q1)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		Math Grades Prof or Higher (Q3)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Literacy Goal	IReady Reading Proficiency		ELA Grades Prof or Higher (Q1)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		ELA Grades Prof or Higher (Q3)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Culture & Belonging Goal	ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %	
	Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall	
	Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building	
	Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6	
	Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7	
	Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
	OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE	
	Overall		Overall				Overall						Overall		Overall				Overall					
	Building		Building				Building						Building		Building				Building					
	Grade 6		Grade 6				Grade 6						Grade 6		Grade 6				Grade 6					
	Grade 7		Grade 7				Grade 7						Grade 7		Grade 7				Grade 7					
	Grade 8		Grade 8				Grade 8						Grade 8		Grade 8				Grade 8					
	CWD		CWD				CWD						CWD		CWD				CWD					
	EL		EL				EL						EL		EL				EL					

Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Literacy/Math Proficiency (IAR/ACT) 25/26	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT)	Percentage of students who improved at least one performance level from Spring 25 to Spring 26
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading)
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
ACCESS 2026	Percentage of EL scoring 4.8 or higher (proficient) 2026
DRDP (PK)	Percentage of students scoring at or above the benchmark
Additional Measures	Reporting Format
ADA	Average daily attendance (ADA) percentages
Chronic Absenteeism	Percentage of students chronically absent
Behavior Referrals	Percentage of students with one or more behavior referrals
Out of School Suspension	Percentage of students with one or more Out-of-School Suspension (OSS) incidents
In-School Intervention	Percentage of students receiving In-School Intervention (ISI)
Graduation Rate	ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100
FoT	Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) ÷ (Total number of first-time 9th-grade students) × 100
Abbreviations	
MAP	Measures Of Academic Progress (NWEA Assessment)
IAR	Illinois Assessment of Readiness

ACT	American College Test
ACCESS	ACCESS for ELLs or Assessing Comprehension and Communication in English State-to-State for English Language Learners
DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
OSS	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track

Hattie – Staff Survey Results SY 26–27 Progress in Practice, Excellence in Action	1. Differentiation 2. Teacher-Student Relationships 3. Goal Setting
1. Differentiation	BER Co-Teaching LiveBinder (password: Cowherd MS) McCabe & Saadiq Curriculum Writing project from Summer 2025 - "Differentiation" Language Levels (Sheltered ELA classes for ESL students) Differentiation $\neq$ Special Education; Micro vs. Macro Differentiation Scaffolds are meant to support students and be gradually taken away for the student to be more self-sufficient and utilize learned strategies Meeting needs of students – both "High" and "Low" – not more work, but more complex work for higher performing students Scaffolding for Faculty Meeting Feb. '26 – p. 100-101 from Collaboration and Co-Teaching for Dual Language Learners 02/26 Differentiation Slides iReady MyPath lessons to provide individualized, focused instructional support Routines for Math & ELA Lab ("on ramp" students to be prepared for lesson with instructional focus and intention/objective) Math Lab Proposal Gerhard – PLC Agenda
2. Teacher-Student Relationships	CKH Intro & Basics – Greetings, Good News, Classroom Social Contract & Accountability Questions
3. Goal Setting	Instructional coaches to formulate goals with content area teacher to monitor/look for in walk-throughs to help develop "10 Teacher Goals for 2026: A 2026 Roadmap for Teachers Committed to Continuous Growth" Strongly suggested for newer educators to have collaboration with ICs Student goal-setting (short- & long-term) – Becky Wilding Norms – daily focus on one
CWD	Cowherd - Focus on including grade level content for all students; unclear if more emphasis on foundational skills is needed - Magers note: Is there an expectation that all students can make progress? Concern that exposure to grade level content will not be accessible to all students if foundational skills are not addressed, which would reinforce expectations that students cannot access grade level content. - Interest in CoTeaching (supported by Dr. Erlenbaugh) - Phases of the developmental coteaching relationship - Embedding SDI - Effective use of prep time SIP Impact: - Is there sufficient emphasis on foundational skill building? Does this need to be intensified at Tier 1 to allow all students the opportunity for accelerated growth? - Potential to improve Co-Taught sections with embedded SDI that supports all struggling learners with flexible groupings - Note–On the Reporting Format page, 61% was indicated as average. Is this accurate?

Ideas we have	Share SIP with families (i.e. Parent Coffee) Share expectations for staff for how admin visits Plan how to share progress on SIP Social Contract for staff Coordinate/Communicate with SPED coordinator when working with CWD students (discipline) Monthly plan/vision to sustain momentum Town Halls - rep from SEL "homeroom," second half of lunch monthly "Sunshine Club" for birthdays, monthly treats, celebrations, gatherings Clarify of office vs. classroom and major vs. minor referrals; purpose of referrals (documentation?) Define expectations and consequences for tardies Visible Learning Talk Moves Comprehensible Input and Output EA Language Development Strategies
Prep for Day 2	CWD & EL Actions Parent and family engagement actions to support culture of belonging goal Professional development needs of staff to learn/practice in order to execute SIP Plan roll out of SIP to staff - when, how, who (staff meeting, PD day, etc.)
Notes	Kelis - Bossy (Boss vs. Leader; B-O-S-S) ABC Talk Routines (Twitter) ISBE - Numeracy Plan Literacy Plan Caitlyn Tucker video LAD Professional Learning resources and strategies SY 26-27 EL Strategies