

## CIWP Team & Schedules

Resources 

### Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.




The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.



All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Titia Kipp	Principal	tmkipp@cps.edu
Nilsa Alvarez	AP	nalvarez13@cps.edu
Joyce Hampton	Inclusive & Supportive Learning Lead	jahampton@cps.edu
Sophia Queroz	Connectedness & Wellbeing Lead	srcelio@cps.edu
Teresa Shin	LSC Member	tyshin@cps.edu
Cynthia Vega	Parent	caguilar28@cps.edu
Jody Fisher	Curriculum & Instruction Lead	jdfisher1@cps.edu
Omayra Nieves	Curriculum & Instruction Lead	onieves@cps.edu
Charise Roldan	Inclusive & Supportive Learning Lead	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/10/23	4/14/23
Reflection: Curriculum & Instruction (Instructional Core)	5/11/23	5/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	5/1/23
Reflection: Connectedness & Wellbeing	5/1/23	5/1/23
Reflection: Postsecondary Success	6/8/23	6/29/23
Reflection: Partnerships & Engagement	6/8/23	6/29/23
Priorities	7/13/23	7/24/23
Root Cause	7/14/23	7/25/23
Theory of Action	7/31/23	8/11/23
Implementation Plans	8/14/23	8/29/23
Goals	8/14/23	8/29/23
Fund Compliance	8/29/23	9/8/23
Parent & Family Plan	8/29/23	9/8/23
Approval	9/12/23	9/12/23

## 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	10/11/23
Quarter 2	12/13/23
Quarter 3	3/5/24
Quarter 4	5/29/24

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p>All students in General Education and Dual Language Education have access to high quality, standards-aligned curricular resources: SAVVAS, Eureka Math Squared, Skyline for Science and Social Studies. SAVVAS and MyPerspectives are culturally relevant. Different members of Barry's ILT were responsible for explaining and leading various elements of the SY23 rigor walks. The members also were responsible for evaluating the classrooms based on the rubric and coming to a consensus regarding the overall score. The ILT identified future commitments that would lead to further improvement in the specific areas of accountable talk and rigorous lessons.                      School level data shows:                      - I-Ready math increased from 4% at BOY to 33% at EOY in the percentage of students that were on early on grade-level and mid or above grade-level. There was also a decrease in the percentage of students that were 2 grade levels below from 41% to 14% at EOY.                      - i-Ready reading increased from 4% at BOY to 20% at EOY in the percentage of students that were on early on grade-level and mid or above grade level. There was also a decrease in the percentage of students that were 2 grade levels below from 37% at BOY to 15% at EOY.                      - STAR360 math (English) increase of 1.25% of students that were at or above benchmark from BOY to EOY. There was also an increase of 2.2% in the percentage of students that were at urgent intervention from BOY to EOY.                      - STAR360 reading (English) there was a decrease in the percentage of students that were at or above benchmark of 1.67% from BOY to EOY and an increase of 4.94% in the percentage of students that were at urgent intervention from BOY to EOY.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p> <p>Our rigor walks from SY23 based on the Marzano rubric showed that instruction was standards-aligned. The school also demonstrated vast improvement in having students engage in rigorous tasks, the area of student-to-student interactions and student ownership and responsibility for their learning.</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p> <p>Our rigor walks from SY23 based on the Marzano rubric showed that instruction was standards-aligned. The school also demonstrated vast improvement in having students engage in rigorous tasks, the area of student-to-student interactions and student ownership and responsibility for their learning.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>	<p><b>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?</b></p> <p><i>[impact on most students; impact on specific student groups]</i> </p> <p>K-6 SAVVAS ELA/SLA curriculum for was purchased ....</p> <p>We have obtained student licenses from Imagine Learning for our EL newcomers. We will also have an MTSS specialist on staff this year and have a growing number of parents enrolled in our Parent Mentor program to provide additional targeted supports. Also, students were highly engaged in academic and social-emotional enrichment programs after-school and during the summer. We had over 170 students enrolled in various summer programs.</p>	

**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.

*[problems experienced by most students; problems experienced by specific student groups]*

Students need more accessibility to the curriculum.

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**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups] 📌</p> <p>We familiarized ourselves with the key principles and guidelines outlined in the memo to ensure that implementation aligns with its goals and prioritized equity as the foundation of our MTSS framework. We developed a collaborative team that included a diverse group of professionals that met regularly to discuss student data, interventions, and progress.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>	<p>Our Root Survey shows that our meeting quality is at 0%, and our supplemental interventions for Tier 2 &amp; Tier 3 progress monitoring is at 46%</p> <p>Branching Minds data showed that there is a need to increase logging interventions to help support strengthening our MTSS practices.</p> <p>Based on the data, we identified areas in which our practices need to be strengthened. We are currently between the pre-foundational and foundational levels of the MTSS continuum.</p> <p>Within our control, we created an environment that optimizes learning and promotes growth while minimizing unnecessary barriers or limitations for our Diverse Learner community.</p> <p>We provided ongoing training on language objectives across contents; a subset of teachers engaged in this activity with fidelity.</p>	<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 📌</p> <p>Teachers have requested more technical training for BrM and capturing PM and interventions.</p> <p>As a staff we need to delve in deeper into SAVVAS - intervention support</p> <p>Root survey indicates that we need more structures and frequent meetings to discuss MTSS supports school wide.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p><b>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?</b></p> <p>[impact on most students; impact on specific student groups] 📌</p> <p>All teachers are engaging in professional development to strengthen our schoolwide MTSS practices by engaging in the following sessions : MTSS practices and protocols, assessment and progress monitoring, implementation of Branching Minds, in addition to engaging in pd to effectively utilize the following intervention and progress monitoring tools - Amira, Freckle, STAR CBM for math and reading, Imagine Learning . We established a plan to utilize Tutor Corps to support students in Tier 2 and Tier 3.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students are not receiving consistent and effective Tier 2 and Tier 3 supports.. 📌</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>[takeaways reflecting most students; takeaways reflecting specific student groups] 📌</p> <p>While there is a BHT and Climate and Culture team that meets consistently, we still continue to work towards providing behavior supports for our students (small group counseling, individual counseling, parent conferences, safety plans, and teacher collaboration). There is still an on going need for behavior health at Barry as many students have experience trauma that may impact thier academic learning. Tier 1 SEL is captured through morning meetings, restorative practices, second step curriculum, calm classroom. Our overall attendance in the school year of 2022-2023 has increased by 2% (87% to 89%) due to the ongoing attendance prevention supports (attendance nudge letters, attendance parties, home phone calls, home visits, classroom incentives. etc).</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
			<p><a href="#">Access to OST</a></p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			<a href="#">Increase Average Daily Attendance</a>
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.		<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>Open house attendance increased from prior year to 94%.</p> <p>BHT team has expressed that they want to continue the cadence of meetings as last year. Emphasis on new cluster program.</p> <p>Interventionist is now full time and will be working with BHT and MTSS team to develop structures.</p>	<a href="#">Increased Attendance for Chronically Absent Students</a> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<a href="#">Student Voice Infrastructure</a> <a href="#">Reduction in number of students with dropout codes at EOY</a>

<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>Social conflict, trauma, self control are student centered problems that are observed at Barry School as we reflect on Tier 1 SEL.</p>	<p><b>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?</b></p> <p><i>[impact on most students; impact on specific student groups]</i></p> <p>Systems and structures on MTSS and BHT will ensure that we will have a more cohesive system of supports.</p> <p>Climate and culture team has established school wide expectations in the classroom and common areas.</p>
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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
No	<a href="#">College and Career Competency Curriculum (C4)</a>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>School Counselors and Case Manager are currently enrolled for a professional development in Success Bound. 6th grade will be targeted for post secondary lessons/activities and career/interest assessments. Barry School also host an annual Career Week in April where there are different college and career focused activities planned for each grade level and Career Day Speakers share their experiences with different classrooms.</p>	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a>
No	<a href="#">Individualized Learning Plans</a>		<a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Work Based Learning Toolkit</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>There was a need to establish and continue a relationship with neighboring feeder schools.</p> <p>Stakeholders requested onsite informational sessions with feeder schools.</p> <p>Parents have requested training on navigating GoCPS process and understanding the CPS process.</p>	<a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
N/A	<a href="#">ECCE Certification List</a>		
	Industry Recognized Certification Attainment is		



N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**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?**

*[impact on most students; impact on specific student groups]* 🍌

Feeder school information sessions on site will be held in early fall.

5-6th students will be attending an options session to apply for middle school and understand the process.

Parent information session will be offered to support with the GoCPS process and admissions process for middle school and high school.

**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.

*[problems experienced by most students; problems experienced by specific student groups]* 🍌

Although Barry School goes up to 6th grade, after reflecting on post secondary education, there is a need to expose our students more on College and Career readiness.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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.  <a href="#">Spectrum of Inclusive Partnerships</a>	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 🍌  We continue to work on family and community engagement through various ways such as parent newsletters, annual school calendar, outside bulletin, and emails. Upon reflection, our school will work on communicating with families in a timely manner where parents have time to plan while providing an array of perspective to engage and collaborate. Student voice is heard through cultivate surveys, climate and culture surveys and specifically through the summer mural project with collaboration from C.A.P.E.	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.  <a href="#">Reimagining With Community Toolkit</a>		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).  <a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 🍌  Parents have expressed difficulties with attending school meetings due to work schedules and recommended possible virtual in the future.	Formal and informal family and community feedback received locally. (School Level Data)

**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.

*[problems experienced by most students; problems experienced by specific student groups]* 🍌

In the past, students have expressed safety concerns in the bathrooms specifically. We are currently working on new policies and protocols for the bathrooms.

**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?**

*[impact on most students; impact on specific student groups]* 🍌

As a school we hope to bring in more resources to support the needs of all of our students in regards to safety, social emotional, and in mental health.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

All students in General Education and Dual Language Education have access to high quality, standards-aligned curricular resources: SAVVAS, Eureka Math Squared, Skyline for Science and Social Studies. SAVVAS and MyPerspectives are culturally relevant. Different members of Barry's ILT were responsible for explaining and leading various elements of the SY23 rigor walks. The members also were responsible for evaluating the classrooms based on the rubric and coming to a consensus regarding the overall score. The ILT identified future commitments that would lead to further improvement in the specific areas of accountable talk and rigorous lessons.

School level data shows:

- I-Ready math increased from 4% at BOY to 33% at EOY in the percentage of students that were on early on grade-level and mid or above grade-level. There was also a decrease in the percentage of students that were 2 grade levels below from 41% to 14% at EOY.
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- STAR360 math (English) increase of 1.25% of students that were at or above benchmark from BOY to EOY. There was also an increase of 2.2% in the percentage of students that were at urgent intervention from BOY to EOY.
- STAR360 reading (English) there was a decrease in the percentage of students that were at or above benchmark of 1.67% from BOY to EOY and an increase of 4.94% in the percentage of students that were at urgent intervention from BOY to EOY.

What is the feedback from your stakeholders?

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*

Our rigor walks from SY23 based on the Marzano rubric showed that instruction was standards-aligned. The school also demonstrated vast improvement in having students engage in rigorous tasks, the area of student-to-student interactions and student ownership and responsibility for their learning.

What student-centered problems have surfaced during this reflection?

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?

*[problems experienced by most students; problems experienced by specific student groups]*

Students need more accessibility to the curriculum.

*[impact on most students; impact on specific student groups]*

K-6 SAVVAS ELA/SLA curriculum for was purchased ....

We have obtained student licenses from Imagine Learning for our EL newcomers. We will also have an MTSS specialist on staff this year and have a growing number of parents enrolled in our Parent Mentor program to provide additional targeted supports. Also, students were highly engaged in academic and social-emotional enrichment programs after-school and during the summer. We had over 170 students enrolled in various summer programs.

Return to Top Determine Priorities

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

Resources:

Students...

Students need more accessibility to the curriculum.

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

Resources:

As adults in the building, we...

Haven't had sufficient time to process how to implement the new curriculum

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

**Indicators of a Quality CIWP: Root Cause Analysis**

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top Theory of Action

**What is your Theory of Action?**

If we...  
provide additional time for professional development and cycles of learning focused on curriculum planning, implementation, monitoring and differentiated instructional practices

then we see...  
Effective implementation of the curriculum, teachers engaging in collaborative planning, differentiated instructional practices and all students having access to the curriculum

which leads to...  
an increase of students meeting their growth targets in i-Ready, STAR360 and IAR and a decrease in students needing urgent intervention and closer to meeting grade level attainment.

Resources:

**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

[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	10/11/23	Q3	3/5/24
Q2	12/13/23	Q4	5/29/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

Implementation Milestone	Description	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Barry teachers understand and effectively implement SAVVAS literacy curriculum with fidelity and provide all students with standards-aligned instructional lessons and tasks, clear learning objectives, and utilize on-going formative assessments to inform their instruction.	All Teachers	September - June	In Progress
<b>Action Step 1</b>	Develop a professional learning calendar that includes ongoing supports for SAVVAS curriculum implementation, assessment practices, and opportunities for teacher collaboration.	ILT/Administration	September - October	In Progress
<b>Action Step 2</b>	Teachers will engage in customized SAVVAS professional learning that is focused on small group instruction, differentiation, and assessment practices to address students' individual needs	All Teachers	October - June	Not Started
<b>Action Step 3</b>	Teachers will be trained in the Marzano Taxonomy to build capacity on instructional strategies that align to taxonomy levels of the lesson learning targets.	Teacher Cohorts 1 & 2	September - June	In Progress
<b>Action Step 4</b>	Barry teachers will engage in peer observations to share and align best practices for small group work strategies and structures.	All Teachers	September - June	Not Started
<b>Action Step 5</b>	Barry ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, quarterly	ILT/Administration/Teachers	September - May	Not Started
<b>Implementation Milestone 2</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status



**SY25-SY26 Implementation Milestones**

- SY25 Anticipated Milestones** We will examine data gathered from SY24 landscape walks, rigor walks and feedback from teachers to further individualize, support and strengthen curriculum expertise, and teaching and learning practices that result in an increase in the taxonomy levels of lesson learning targets and an increase in the number of students meeting and exceeding in iReady Reading, Star360 Reading.
- SY26 Anticipated Milestones** Examine SY25 landscape, rigor walk and student data, reflect, adjust and delve deeper into professional development opportunities and learning cycles that build on teachers expertise in curriculum planning and instructional practices and further improves student outcomes in iReady Reading and Star360 reading.

**Return to Top** **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

**Resources:**

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Increase the percentage of students meeting and exceeding in STAR (Reading) by 2% annually in STAR 360 overall and by 1% annually for students with IEPs	Yes	STAR (Reading)	Overall		2%	2%	2%
			Students with an IEP		1%	1%	1%
Increase the percentage of students meeting and exceeding in iReady (Reading)	Yes	iReady (Reading)	Overall	37%	39%	41%	43%
			Students with an IEP	52%	53%	54%	55%

**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:2 Students experience grade-level, standards-aligned instruction.	Students experience grade level standards aligned instruction as evidenced by the data collected in the rigor walk tool. There will be an increase in the number of teachers that are delivering standards aligned lessons as evidenced by the landscape walk and rigor walk in student based evidence 1 and 4 from the BOY to the EOY.	Barry teachers effectively craft student friendly learning targets that are standards aligned ensuring that all students have equitable access to Tier 1 curriculum and instruction which fosters students' abilities to self-monitor their work, make connections, and demonstrate progress of their learning as evidenced in iReady and Star360 data.	Barry teachers engage all students with lesson learning tasks at higher taxonomy levels as demonstrated by the increase in the number of analysis and knowledge utilization taxonomy levels as evidenced in the landscape and rigorwalk data from BOY to EOY.
Select a Practice			
Select a Practice			

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

**Resources:**

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

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

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percentage of students meeting and exceeding in STAR (Reading) by 2% annually in STAR 360 overall and by 1% annually for students with IEPs	STAR (Reading)	Overall		2%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP		1%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of students meeting and exceeding in iReady (Reading)	iReady (Reading)	Overall	37%	39%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	52%	53%	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Students experience grade level standards aligned instruction as evidenced by the data collected in the rigor walk tool. There will be an increase in the number of teachers that are delivering standards aligned lessons as evidenced by the landscape walk and rigor walk in student based evidence 1 and 4 from the BOY to the EOY.	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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*

We familiarized ourselves with the key principles and guidelines outlined in the memo to ensure that implementation aligns with its goals and prioritized equity as the foundation of our MTSS framework. We developed a collaborative team that included a diverse group of professionals that met regularly to discuss student data, interventions, and progress.

Our Root Survey shows that our meeting quality is at 0%, and our supplemental interventions for Tier 2 & Tier 3 progress monitoring is at 46%

Branching Minds data showed that there is a need to increase logging interventions to help support strengthening our MTSS practices.

Based on the data, we identified areas in which our practices need to be strengthened. We are currently between the pre-foundational and foundational levels of the MTSS continuum.

Within our control, we created an environment that optimizes learning and promotes growth while minimizing unnecessary barriers or limitations for our Diverse Learner community.

We provided ongoing training on language objectives across contents; a subset of teachers engaged in this activity with fidelity.

What is the feedback from your stakeholders?

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*

Teachers have requested more technical training for BrM and capturing PM and interventions.

As a staff we need to delve in deeper into SAVVAS - intervention support

Root survey indicates that we need more structures and frequent meetings to discuss MTSS supports school wide.

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent and effective Tier 2 and Tier 3 supports..

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?

*[impact on most students; impact on specific student groups]*

All teachers are engaging in professional development to strengthen our schoolwide MTSS practices by engaging in the following sessions : MTSS practices and protocols, assessment and progress monitoring, implementation of Branching Minds, in addition to engaging in pd to effectively utilize the following intervention and progress monitoring tools - Amira, Freckle, STAR CBM for math and reading, Imagine Learning . We established a plan to utilize Tutor Corps to support students in Tier 2 and Tier 3.

Return to Top Determine Priorities

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

Students...  
*Students are not receiving consistent and effective Tier 2 and Tier 3 supports..*

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
 have not received sufficient professional learning on MTSS systems and structures.

Resources:

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

**Indicators of a Quality CIWP: Root Cause Analysis**  
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

Resources:

**If we....**  
 provide opportunities for professional learning that build upon our MTSS systems and structures, improved supplemental intervention planning for Tier 2 and Tier 3 students, improved quality of meetings with teachers reviewing and providing data from the Branching Minds intervention report

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

**then we see....**  
 teachers implementing effective MTSS practices for all Tier 2 and Tier 3 students with consistent interventions, progress monitoring, documenting in Branching Minds and on-going data dialogues.

**which leads to...**  
 students receiving consistent and appropriate Tier 2 and Tier 3 supports, meeting grade level targets and moving students towards Tier 1

[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
	Q1 10/11/23      Q3 3/5/24
	Q2 12/13/23      Q4 5/29/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Barry MTSS team meetings are data informed and decisions are routinely evident and grounded on data and team discourse regarding literacy tiered supports for all students.	MTSS Team /Interventionist/ Administration	September - October	In Progress
<b>Action Step 1</b>	Develop a meeting agenda that follows a clear problem solving protocol.	MTSS Team /Interventionist/ Administration	September	In Progress
<b>Action Step 2</b>	Establish the expectations for MTSS meetings to have a positive climate and student centered focus.	MTSS Team /Interventionist/ Administration	September	In Progress
<b>Action Step 3</b>	MTSS team members reinforce team norms that result in increase collaboration and decision making.	All Staff	September	Not Started
<b>Action Step 4</b>	Ensure that teachers attend MTSS review meetings on a regular basis with a BrM intervention report and related data	All Staff	October	In Progress
<b>Action Step 5</b>	Assign all tasks during meetings so that attendees leave with a clear plan for next steps	MTSS Team /Interventionist/ Administration	October	Not Started
<b>Implementation Milestone 2</b>	Barry teachers understand and document literacy student tiered support plans on BrM and utilize the data to determine goal outcomes and inform intervention changes.	MTSS Team/ Interventionist/Administration/ Teachers	August - June	In Progress
<b>Action Step 1</b>	All Barry teachers will be trained on BrM and intervention plans will be documented prior to the start of the intervention.	All Staff	August - September	In Progress
<b>Action Step 2</b>	All Barry teachers will use the PSP to make data informed and culturally responsive decisions regarding interventions and supports for all students, and identify a PM cadance.	All Staff	September - June	In Progress
<b>Action Step 3</b>	Barry teachers will identify a bank of researched based interventions for Math, Literacy and SEL.	MTSS Team/ Interventionist/Administration/ Teachers	September - October	Not Started
<b>Action Step 4</b>	We will ensure that all teachers and relevant staff are aware of and have access to intervention plans for their students.	MTSS Team/ Interventionist/ Administration	September - October	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
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<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** We will assess the health and wellness of Barry's MTSS system to hone in on areas of improvement based on the MTSS continuum. The expectation will be to document interventions and progress monitor tiered supports in BrM for all content areas including Math, Science, Social Studies and SEL. 🍌

**SY26 Anticipated Milestones** We will fine tune systems and structures per our roots survey and reflections from the MTSS continuum. 🍌

[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

**Performance Goals**

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Increase in the rating and percentage of our supplemental interventions for Tier 2 & Tier 3 progress monitoring from the SY23 Roots Survey to SY24	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	46%			
			Select Group or Overall				
	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The Barry ILT, MTSS Lead and Interventionist will create and implement a professional development plan for all teachers to deepen knowledge on MTSS structures and practices. The MTSS Lead, ILT and Interventionist will also develop a cadence of quarterly teacher collaboration and facilitate the PSP focused on student data, inclusive of the BrM intervention report, to identify needs, determine goals, and make informed intervention changes.	All teachers will be able to identify the appropriate intervention resources, create, implement, and progress monitor student intervention plans within the Branching Minds platform bi-weekly. Feedback on the student intervention plans will be provided by the MTSS Lead and Interventionist quarterly.	Barry ILT, MTSS Lead and Interventionist will regularly assess MTSS systems, structures and practices and continue to fine tune to exhibit growth on the MTSS Continuum.
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:** 🚀

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



**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase in the rating and percentage of our supplemental interventions for Tier 2 & Tier 3 progress monitoring from the SY23 Roots Survey to SY24	% of Students receiving Tier 2/3 interventions meeting targets	Overall	46%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The Barry ILT, MTSS Lead and Interventionist will create and imple	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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Selected District Supports

The below lists represent the District supports that your school has opted into that have required registration. If you have not yet filled out the survey, you can do so here: [School names A-G](#), [School names H-O](#), [School names P-Z](#).

	Program Name	Program Description	Start	End
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SY24 Universal Professional Learning Plan

Required for ALL schools

As a district, we are focused on our Instructional Core Vision, and ensuring that every student is actively engaged in culturally responsive, grade-level curriculum and instruction. While all schools will be working towards this unified goal, each will take a different approach based on the unique needs of their school community. To support this, the universal professional learning plan will offer three distinct pathways for schools to impact their highest leverage improvement strategy as identified during the CIWP process. These pathways will focus on supporting schools to:

- Increase student access to high quality, culturally responsive curriculum (*Curriculum Implementation*)
- Increase fidelity of implementation of grade-level curriculum and instruction (*Instructional Practice*)
- Build the ILT's capacity to lead instructional improvement through distributed leadership (*Distributed Leadership*)

Using your Curriculum & Instruction Foundation reflection, please select the pathway most connected to your school's development needs and CIWP. The Universal PL Plan ILT Institutes and Instructional Summits will be differentiated to meet your needs.

Review Curriculum and ILT Ratings to decide which Universal PL Plan pathway is most appropriate for your school. Supports and guidance will be provided at Summer Leadership Institute and Summer ILT Institute to help inform your decision. Selections are due by 7/13

Review your Curriculum and ILT Ratings....

Curriculum Implementation

Resources

PL Plan Pathways Overview

[SY24 School Professional Learning Plan Calendar](#)