

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
Ann McNally	Principal	almcnally@cps.edu
Jessica Spangler	AP	jspangler@cps.edu
Marysol Villacis	Para Leader	mvillacis@cps.edu
Kelly Hinds	Teacher Leader	Kahinds@cps.edu
Rebecca O'Hearn	Teacher Leader	ROhearn@cps.edu
Kate Cochrane	Teacher Leader	Keholland@cps.edu
Elizabeth Gschwind	Para Leader	ehgschwind@cps.edu
Maureen Griffin-Richardson	Teacher Leader	mhgriffin-richard@cps.edu
Hattie Krick	Teacher Leader	hrkrick@cps.edu
Jeannette Ruiz	Para Leader	jmruiz@cps.edu
Amy Volpert	Teacher Leader	asvolpert@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/22/23	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	3/22/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/22/23	5/24/23
Reflection: Connectedness & Wellbeing	3/22/23	5/24/23
Reflection: Postsecondary Success	3/22/23	5/24/23
Reflection: Partnerships & Engagement	3/22/23	5/24/23
Priorities	5/24/23	5/24/23
Root Cause	5/24/23	5/24/23
Theory of Acton	5/24/23	9/5/23
Implementation Plans	9/5/23	9/12/23
Goals	9/9/23	9/12/23
Fund Compliance	9/12/23	9/12/23
Parent & Family Plan	8/22/23	8/22/23
Approval	9/15/23	9/15/23

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	10/20/23
Quarter 2	12/21/23
Quarter 3	03/22/24
Quarter 4	06/06/24

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	CPS High Quality Curriculum Rubrics	Walk-through—reduced student discourse seen during the Rigor Walk	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Teaching Strategies Gold—Students began the school year lower in all developmental areas, especially in the Social/Emotional domain. Growth was seen in mid-year review using Teaching Strategies Gold (TSG), Social Emotional Learning (SEL) remained lower than expected at mid-year reflection point. We feel that much of this is due to the outcomes of the pandemic & isolation. Also, the growth of our students in our Intensive “Cluster” programs is difficult to capture using the TSG tool, because the TSG criteria is too steep to represent small growth. What has changed with teaching/what has been done differently? 65% of students began the school year meeting or exceeding widely held expectations in social emotional learning. We have had to progress more slowly with instruction and dive deeper to increase student knowledge. We must safeguard the developmental learning of preschoolers and not succumb to the pressure of the elementary school learning gap. We must remain focused on developmentally appropriate practice and create opportunities for students to learn. The staff would benefit from CLASS training—link to instruction. We’ve noticed a disconnect between parent knowledge of our curriculum and the supporting assessment model. A stronger partnership with receiving Kindergarten teachers for vertical planning while staying true to our early childhood philosophies would be beneficial.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Parents will be asked to take a survey. Some example questions may be: <i>What is the area you have seen the biggest growth (list Social-Emotional learning, Cognitive, Literacy, Math Language)?</i> <i>Where would you like to see more growth?</i> <i>Was your preschooler exposed to a structured PK type of experience prior to coming to Stock?</i> <i>Are there older siblings in the house?</i>	STAR (Math) iReady (Reading) iReady (Math)
Yes	Continuum of ILT Effectiveness Distributed Leadership	Staff: Students entered school with a gap in learning due to the pandemic, growth seen in SEL immaturity and increased use of Creative Curriculum. TSG is not as meaningful nor reflective of the work that is occurring in classrooms. It isn't capturing the growth student's are making due to the high quality instruction in the classroom.	Cultivate Grades ACCESS
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	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?	TS Gold Interim Assessment Data
Yes	Assessment for Learning Reference Document	Since focusing on 1C, the curriculum and instruction conversation has been brought back to the forefront. We have a culture of analyzing data. We have had specific coaching around Creative Curriculum and CLASS, as well as worked with District on the ILT distributive leadership model. We have also engaged in coaching around an inclusion program, aiding in the development of a Student Success Team. A focus of this team is coaching around behaviors and a focus on scheduling, as well as material access for students.	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

We do not consider this a problem, although we did see a decrease by year's end. In November, 65% of students at our first checkpoint were meeting Widely Held Expectations in SEL. Due to the fact that so many students needed tier 2 interventions, which targeted their specific needs, learning experiences were slowed and instruction was repeated to acquire specific skill sets. This resulted in a slower pace of progressing toward end of year Widely Held Expectations.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	Metrics
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Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

We have identified that we need a more structured and consistent way of identifying and referring students who are in need of interventions. Different classrooms may have different levels of tolerance/acceptance for behaviors and needs. We also need to consider the expertise, talents and values of classroom staff when developing interventions. In addition to looking at metrics of MTSS/BHT data, Second Step pre/post assessments, SS Grin pre/post assessments, rigor walk data, and IEP compliance, ASQ and ESI-R should be considered as relevant metrics as well as Integrative team meeting data.

What is the feedback from your stakeholders?

It can be difficult to manage data and determine which support may be needed to collect and analyze specific data, including what interventions have been attempted that were not effective prior to referral. Staff feels a need for time to collaborate on the importance of inclusive and supportive learning ideas, such as how to include intensive students in blended classrooms and how we may further enrich these experiences.


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?

Newly created SST structures are being implemented. SS Grin w



- [Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.

Students may receive supports and services at a different rate and intensity depending on the classroom providers. 

[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	BHT Key Component Assessment SEL Teaming Structure	A large percentage of students receiving Tier 2/3 interventions are meeting their targets. 	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Stock's 5 Essentials shows the highest rate of parent satisfaction. 100% of parents that should attend IEP meetings are attending the meetings. Parents attend fundraisers and classroom activities. We need to re-establish our Parent University because we are post pandemic and we need to provide opportunities for parents/caregivers to strengthen their knowledge about early	Cultivate (Belonging & Identity) 

	Other student interests and needs.	parents/caregivers to strengthen their knowledge about early childhood education.	Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

	<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.</p> <p>This year, we saw students began the school year significantly lower in the Social/Emotional Learning domain. We expect the trend to continue, so they will need as much support as possible to transition into the school setting and acclimate to learning expectations.</p>		<p>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?</p> <p>We typically spend the first eight weeks of school focused on Social Emotional Learning, with targeted supports provided by the school counselor. The impact is that children feel safe being at school, safe to take risks, are more self-regulated, and are better able to manage emotions.</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
N/A	College and Career Competency Curriculum (C4)	N/A Stock is an Early Childhood Center and we are not currently focused on Post Secondary.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Individualized Learning Plans		9th and 10th Grade On Track
N/A	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>N/A Stock is an Early Childhood Center and we are not currently focused on Post Secondary.</p>	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A		<p>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?</p> <p>N/A Stock is an Early Childhood Center and we are not currently focused on Post Secondary.</p>	
N/A	ECCE Certification List		
N/A	PLT Assessment Rubric		
N/A	Alumni Support Initiative One Pager		

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.

N/A We currently do not have a student-centered problem in the Post Secondary domain. 🍌

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	<p>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.</p>	<p>Spectrum of Inclusive Partnerships</p>	<p>Stock has a very high 5 Essential parent participation rate which reflects a highly involved family & supportive environment. Additionally, Stock builds in many high-quality opportunities/workshops for students, staff and families to explore curricular targets. Families are supported when entering and exiting Stock's program to ensure overall student success. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>		
No	<p>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).</p>	<p>Student Voice Infrastructure Rubric</p>		

What is the feedback from your stakeholders?

Typically, stakeholders are pleased with the level of instruction and Stock's attention to detail when it comes to getting to know their family and preschooler. When students are struggling, parents are part of the team as partners in problem-solving. 🍌

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Some of the parents of our students that utilize transportation, as well as our working parents, have a more difficult time connecting with in class instructional opportunities and those students may feel less of a home-school connection in that regard. 🍌

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?

We are utilizing virtual platforms to bring caregivers & extended family members into the classroom to foster strong connections for students. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	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.
Yes	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Walk-through—reduced student discourse seen during the Rigor Walk

Teaching Strategies Gold—Students began the school year lower in all developmental areas, especially in the Social/Emotional domain. Growth was seen in mid-year review using Teaching Strategies Gold (TSG), Social Emotional Learning (SEL) remained lower than expected at mid-year reflection point. We feel that much of this is due to the outcomes of the pandemic & isolation. Also, the growth of our students in our Intensive "Cluster" programs is difficult to capture using the TSG tool, because the TSG criteria is too steep to represent small growth.

What has changed with teaching/what has been done differently?
65% of students began the school year meeting or exceeding widely held expectations in social emotional learning. We have had to progress more slowly with instruction and dive deeper to increase student knowledge.

We must safeguard the developmental learning of preschoolers and not succumb to the pressure of the elementary school learning gap. We must remain focused on developmentally appropriate practice and create opportunities for students to learn. The staff would benefit from CLASS training--link to instruction. We've noticed a disconnect between parent knowledge of our curriculum and the supporting assessment model. A stronger partnership with receiving Kindergarten teachers for vertical planning while staying true to our early childhood philosophies would be beneficial.

What is the feedback from your stakeholders?

Parents will be asked to take a survey. Some example questions may be:
What is the area you have seen the biggest growth (list Social-Emotional learning, Cognitive, Literacy, Math Language)?
Where would you like to see more growth?
Was your preschooler exposed to a structured PK type of experience prior to coming to Stock?
Are there older siblings in the house?

Staff: Students entered school with a gap in learning due to the pandemic, growth seen in SEL immaturity and increased use of Creative Curriculum. TSG is not as meaningful nor reflective of the work that is occurring in classrooms. It isn't capturing the growth students are making due to the high quality instruction in the classroom.

What student-centered problems have surfaced during this reflection?

We do not consider this a problem, although we did see a decrease by year's end. In November, 65% of students at our first checkpoint were meeting Widely Held Expectations in SEL. Due to the fact that so many students needed tier 2 interventions, which targeted their specific needs, learning experiences were slowed and instruction was repeated to acquire specific skill sets. This resulted in a slower pace of progressing toward end of year Widely Held Expectations.

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?

Since focusing on IC, the curriculum and instruction conversation has been brought back to the forefront. We have a culture of analyzing data. We have had specific coaching around Creative Curriculum and CLASS, as well as worked with District on the ILT distributive leadership model. We have also engaged in coaching around an inclusion program, aiding in the development of a Student Success Team. A focus of this team is coaching around behaviors and a focus on scheduling, as well as material access for students.

Return to Top Determine Priorities

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

Students...
As a direct outcome of the pandemic, students are entering pre-kindergarten (PK) with a significant gap in their skills and experiences compared to what is typically expected of three or four-year-olds. Due to isolation from the pandemic, parents' exposure to developmentally appropriate instruction and materials was limited because of a shift in their access to classrooms and our Stock's parent educational programming. Parents/Caregivers have a limited scope of understanding regarding what is developmentally typical. The home-school connection shows students that their parents prioritize and value education. This supports social and emotional development and helps build a safe and supportive community around a child. These interconnected environments, which allow parents to reinforce and extend learning opportunities at home, have been diminished over the past three years.

[Determine Priorities Protocol](#) Resources:

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...
are considering these causes have played a role in the student-centered problem:
Developmental delays or disabilities: some students may have underlying developmental delays or disabilities that affect their learning and development. These conditions might not have been identified or addressed before entering preschool, resulting in a skills gap compared to their peers.
Limited parental involvement or support: the level of parental involvement and support during early childhood greatly influences a child's development. Limited engagement from parents or caregivers in supporting their child's learning and providing educational opportunities, can contribute to the skills gap.
Trauma or adverse experiences: students who have experienced trauma or adverse life events may exhibit developmental delays or challenges in their socio-emotional well-being. These experiences can impact their readiness for pre-K and require additional supports. Students encountered trauma due to the outcomes of COVID and the pandemic.
Transitions: Frequent transitions from various caretakers due to parents' responsibilities (work), supporting older children in virtual school during Covid, and additional transitions can disrupt a child's educational continuity and lead to gaps in learning experiences.
Language and cultural factors: students from diverse language backgrounds, or cultural contexts, may face challenges in acquiring language, skills or adapting to the educational systems' expectations. Limited exposure to the language of instruction or cultural differences can impact their readiness for pre-K.
Technology usage: Increased usage of technology often took the place of high-quality, hands-on learning experiences for children.

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

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...
consider literacy, holistically, as a propellant of success, and uphold the different factors that impact instruction, such as differentiation, developmentally appropriate practice, authentic assessment, inclusion, instructional setting (small group), peer collaboration/supportive environments, wrap around services, and parent partnerships

[Indicators of a Quality CIWP: Theory of Action](#) Resources:
Theory of Action is grounded in research or evidence based practices.

then we see...
 a comprehensive picture of each student's skills, knowledge, and developmental level in literacy. We will see targeted supports, accommodations, and services provided to students who need extra assistance. We will also see increased family engagement by creating a reciprocal relationship when collecting funds of knowledge about families, involving families in our learning, sharing information about students' progress and offering resources for home support.

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

which leads to...
 individualized instruction in literacy that promotes improved student outcomes, students who feel safe to take risks and ask questions, a strong home-school connection that fosters a sense of identity, belonging, collective responsibility for a student's education, and the development of well-rounded, confident learners.

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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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	03/22/24
Q2	12/21/23	Q4	06/06/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	By the end of SY24, the Stock staff will participate in professional learning and continuously improve our teaching practices in literacy, through play, as evidenced by self reflection journals and positive changes in student outcomes, which is measured by Teaching Strategies Gold. Our literacy focus is on listening.	All Staff	End of SY24	In Progress
Action Step 1	Attend at least three relevant workshops/conferences	All Staff	End of SY24	Not Started
Action Step 2	Participating in monthly peer observations and feedback session	All Staff	End of SY24	Not Started
Action Step 3	Implement one new evidence based literacy strategy specific to comprehension (listening)	All Staff	End of SY24	Not Started
Action Step 4	Engage in literature reviews	All Staff	End of SY24	Not Started
Action Step 5	Program visits to calibrate our instructional practices	All Staff	End of SY24	Not Started
Implementation Milestone 2	By the end of SY24, Stock staff will enhance family engagement in literacy practices through play by implementing a comprehensive literacy program. The goal is to increase the family participation in literacy activities by 25% as measured by pre and post surveys, completed by families, and to improve students literacy outcomes measured through TSG & progress monitoring.	ILT, Admin, Teachers	End of SY24	In Progress
Action Step 1	Monthly workshops on promoting literacy at home	ILT, Admin, Teachers	End of SY24	Not Started
Action Step 2	Provide take-home literacy resources & materials	ILT, Admin, Teachers	End of SY24	In Progress
Action Step 3	Engage in literacy reviews	ILT, Admin, Teachers	End of SY24	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 By the end of SY25, the Stock staff will participate in professional learning and continuously improve our teaching practices in literacy, through play, as evidence by self reflection and positive changes in student outcomes, as measured by Teaching Strategies Gold. Our literacy focus will be on emergent reading skills. We will continue to enhance family engagement in literacy practice through play.

SY26 Anticipated Milestones
 By the end of SY26, the Stock staff will participate in professional learning and continuously improve our teaching practices in literacy, through play, as evidence by self reflection and positive changes in student outcomes, as measured by Teaching Strategies Gold. Our literacy focus will be on emergent writing. We will continue to enhance family engagement in literacy practice through play.

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Resources:

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

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

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.

-The CIWP includes a multi-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 Widely Held Expectations in Li	Yes	TS Gold	Overall	SY24 data unavailable, SY 23 data indicates BOY 3 year old 62.1% meets/exceeds WHE in Social Emotional Learning, BOY 4 year olds 67.8% meets/exceeds WHE in Social Emotional Learning,			
			Other [Specify]	SY24 data unavailable, SY 23 data indicates that for BOY 3 & 4 year olds needing Intensive Supports, 100% are below WHE in Social Emotional Learning,			
25% Increase in family engagement opportunities specifically around literacy practices	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Specify]	Pre-Survey will serve as baseline data Date: TBD			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	The Instructional Leadership Team will facilitate and lead teachers in reflective practice focused on listening, as related to literacy, through journaling and Teaching Strategies Gold Assessment data dives.	The Instructional Leadership Team will facilitate and lead teachers in reflective practice focused on listening, as related to literacy, through journaling and Teaching Strategies Gold Assessment data dives.	As a direct outcome of the pandemic, students are entering pre-kindergarten (PK) with a significant gap in their skills and experiences compared to what is typically expected of three or four-year-olds. Due to isolation from the pandemic, parents' exposure to developmentally appropriate instruction and materials was limited because of a shift in their access to classrooms and our Stock's parent educational programming. Parents/Caregivers have a limited scope of understanding regarding what is developmentally typical. The home-school connection shows students that their parents prioritize and value education. This supports social and emotional development and helps build a safe and supportive community around a child. These interconnected environments, which allow parents to reinforce and extend learning opportunities at home, have been diminished over the past three years.
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	In order to measure family engagement, we will use attendance data from family workshops & Friends of Stock events, as well as the 5 Essentials Survey.	In order to measure family engagement, we will use attendance data from family workshops & Friends of Stock events, as well as 5 Essentials Survey.	In order to measure family engagement, we will use attendance data from family workshops & Friends of Stock events, as well as 5 Essentials Survey.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	We will use the MTSS Continuum to ensure effective practices for the School Success Team (MTSS team). We have identified areas of growth and in turn, identify areas of success for our team.	We will use the MTSS Continuum to ensure effective practices for the School Success Team (MTSS team). We have identified areas of growth and in turn, identify areas of success for our team.	We will use the MTSS Continuum to ensure effective practices for the School Success Team (MTSS team). We have identified areas of growth and in turn, identify areas of success for our team.

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 Widely Held Expectations in Literacy using Teaching Strategies Gold assessment	TS Gold	Overall	SY24 data unavailable, SY 23 data indicates BOY 3 year old 62.1% meets/exceeds WHE in Social Emotional Learning, BOY 4 year olds 67.8% meets/exceeds WHE in Social Emotional Learning,		Select Status	Select Status	Select Status	Select Status
		Other [Specify]	SY24 data unavailable, SY 23 data indicates that for BOY 3 & 4 year olds needing Intensive Supports, 100% are below WHE in Social Emotional Learning,		Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
 Reflection [Root Cause](#) [Implementation Plan](#)

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

Curriculum & Instruction

25% Increase in family engagement opportunities specifically around literacy practices	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Other [Specify]	Pre-Survey will serve as baseline data Date: TBD		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	The Instructional Leadership Team will facilitate and lead teachers in reflective practice focused on listening, as related to literacy, through journaling and Teaching Strategies Gold Assessment data dives.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	In order to measure family engagement, we will use attendance data from family workshops & Friends of Stock events, as well as the 5 Essentials Survey.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	We will use the MTSS Continuum to ensure effective practices for the School Success Team (MTSS team). We have identified areas of growth and in turn, identify areas of success for our team.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have identified that we need a more structured and consistent way of identifying and referring students who are in need of interventions. Different classrooms may have different levels of tolerance/acceptance for behaviors and needs. We also need to consider the expertise, talents and values of classroom staff when developing interventions. In addition to looking at metrics of MTSS/BHT data, Second Step pre/post assessments, SS Grin pre/post assessments, rigor walk data, and IEP compliance, ASQ and ESI-R should be considered as relevant metrics as well as Integrative team meeting data.

What is the feedback from your stakeholders?

It can be difficult to manage data and determine which support may be needed to collect and analyze specific data, including what interventions have been attempted that were not effective prior to referral. Staff feels a need for time to collaborate on the importance of inclusive and supportive learning ideas, such as how to include intensive students in blended classrooms and how we may further enrich these experiences.

What student-centered problems have surfaced during this reflection?

Students may receive supports and services at a different rate and intensity depending on the classroom providers.

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?

Newly created SST structures are being implemented. SS Grin will be a part of the referral process to ensure more consistent data/outcomes are being tracked. Additionally, individualized inclusion schedules have been implemented this year, including students from the intensive classrooms visiting blended classrooms as well as including blended classroom students in the intensive classrooms. This has been mutually beneficial for all learners. We should continue to consider ways to enhance inclusion opportunities for all involved.

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Determine Priorities

Resources:

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

Students...
are being referred for interventions & supports due to staff variance in values, experience and knowledge.

[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.

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Root Cause

Resources:

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

As adults in the building, we...
may have different skills and expectations for what warrants a referral for additional interventions.

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

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

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Theory of Action

What is your Theory of Action?

If we....
identify students that need interventions, implement Multi-Tiered Systems of Supports (MTSS), track interventions with fidelity, analyze the data, and, if appropriate, use the structures in place to refer to the Student Success Team (SST)

then we see....
consistent and responsive interventions that we can implement and analyze

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.

which leads to...

data-based decisions regarding interventions and supports, which promotes academic progress and fluidity in every student's least restrictive environment (LRE)



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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

All Staff

Dates for Progress Monitoring Check Ins

Q1 10/20/23
Q2 12/21/23

Q3 03/22/24
Q4 06/06/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	Description	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of SY24, Stock will normalize the established comprehensive process to identify students in need of interventions, implement a range of systems and supports, track interventions with fidelity, and analyze the data collected. Using the Integrative Agenda/Notes forms, the MTSS Fidelity of Implementation Rubric, and the SST tracking system, continuously monitor and evaluate the effectiveness of the interventions, making adjustments as needed.	All Staff	Continuously throughout SY 24	In Progress
Action Step 1	Set Integrative meeting schedule, agenda and protocols	Case Manager, Admin	30 days after school begins	In Progress
Action Step 2	Normalize the use of data trackers and data analysis thru Data Dives	Data Manager, ILT, Case Manager, Admin	9.22.23	In Progress
Action Step 3	Establish a database of best practice strategies, designating peer experts for support during implementation	Case Manager, Admin, SpEd teachers	1.15.24	Not Started
Action Step 4	Designate staff who will attend Behavioral Health Team and Culture & Climate team meetings offered by the District	Admin	9.15.23	In Progress
Action Step 5	Investigate Conscious Discipline as an additional SEL support	Admin & Staff	10.27.23	Not Started
Implementation Milestone 2	Throughout SY24, 100% of preschool students that are struggling academically and/or socially, and who are not progressing after receiving supports from the classroom team, will be referred to the Student Success Team (SST) in order to provide the students with intensive wraparound supports.	All Staff	Throughout SY24	In Progress
Action Step 1	Re-establish the referral process to the Student Success Team	Admin, SST Co-Leads	9.22.23	In Progress
Action Step 2	Establish staff roles as members of the SST	Admin, SST Co-Leads	9.22.23	In Progress
Action Step 3	Establish meeting schedule for SST	Admin, SST Co-Leads	9.22.23	Not Started
Action Step 4	Establish vision, scope of SST	Admin, SST Co-Leads	9.22.23	Not Started
Action Step 5	Design tracking system as it relates to referred students' LRE	Admin, SST Co-Leads	9.22.23	Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones By the end of SY25, Stock staff will enhance our implementation practices for Multi-Tiered Systems of Supports and the referral process by incorporating evidence-based strategies, attending professional development workshops, and collaborating with colleagues resulting in a 20% reduction in students referrals for academic and behavioral interventions.

SY26 Anticipated Milestones By the end of SY26, Stock staff will enhance our implementation practices for Multi-Tiered Systems of Supports and the referral process by incorporating evidence-bc

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

[IL-EMPOWER Goal Requirements](#)

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.

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
Staff will use data based decisions regarding interventions and supports, which promotes academic progress and fluidity in every student's least restrictive environment (LRE)	Yes	MTSS Academic Tier Movement	Overall <i>Select Group or Overall</i>	Progress data from TSG			
100% of preschool students that are struggling academically and/or socially, and who are not progressing after receiving supports from the classroom team, will be referred to the Student Success Team (SST)	Yes	MTSS Academic Tier Movement, Integrative Note Catcher, SST referral form	Overall <i>Select Group or Overall</i>	MTSS Data collected in Integrative Meetings & SST meetings			

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.	Consistent and responsive interventions will be implemented and analyzed	Consistent and responsive interventions will be implemented and analyzed	Consistent and responsive interventions will be implemented and analyzed
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	All teaming systems will be refined and normed for common understanding staff-wide	Analyze teaming systems, using SY24 data, to identify areas of improvement...then collaboratively work to improve identify deficit areas.	Analyze teaming systems, using SY25 data, to identify areas of improvement...then collaboratively work to improve identify deficit areas.
<i>Select a Practice</i>			

[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
Staff will use data based decisions regarding interventions and supports, which promotes academic progress and fluidity in every student's least restrictive environment (LRE)	MTSS Academic Tier Movement	Overall	Progress data from TSG		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
100% of preschool students that are struggling academically and/or socially, and who are not progressing after receiving supports from the classroom team, will be referred to the Student Success Team (SST)	MTSS Academic Tier Movement, Integrative Note Catcher, SST referral form	Overall	MTSS Data collected in Integrative Meetings & SST meetings		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.	Consistent and responsive interventions will be implemented and analyzed	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	All teaming systems will be refined and normed for common understanding staff-wide	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

[Jump to...](#) [Priority](#) [IOA](#) [Goal Setting](#) [Progress](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Select a Practice

Select Status

Select Status

Select Status

Select Status

Parent and Family Plan

If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)



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....

Choose a PL Pathway

Resources

[PL Plan Pathways Overview](#)

[SY24 School Professional Learning Plan Calendar](#)