

BEARD 2024-2026 CIWP Cycle

BEARD

Grade Levels: PreK-3 CIWP Term: 2024-2026 CIWP Cycle

Priority 1 - Curriculum & Instruction

What is your Theory of Action?

If we implement a high quality Pk-3 math curriculum and intentionally include higher order thinking practices across all grade levels **then we see** teachers actively engaging students in focusing on higher-order thinking skills, teachers implementing new strategies, and expanding student learning to increase student engagement and voice **which leads to** an increase in math scores school wide, high quality practices, and an increase in higher order thinking skills across assessments.

Implementation Plan

Team/Individual Responsible for Implementation Plan

Manda Lukic

Dates for Progress Monitoring Check-ins

Q1:	10/27/2023	Q2:	1/17/2024
Q3:	4/1/2024	Q4:	5/29/2024

SY24 - SY26 Milestones

Milestone 1

Description

Who

Analyze initial data from school year 24-25 to determine if there were impacts made on student learning. Expand higher order thinking practices to another element of the day.

Milestone 2

Follow and implement a science scope and sequence that will be of high instructional quality for the Science K-3rd curriculum - K-3 team ongoing

Milestone 3

Intentionally include higher order thinking practices across all grade levels - All staff ongoing

Milestone 4

Follow and implement a math scope and sequence that will be of high instructional quality for the Math K-3rd curriculum - K-3 Team ongoing

Milestone 5

Intentionally include higher order thinking practices across all grade levels: School-wide, EOY 2023-24

Milestone 6

Follow and implement a math scope and sequence that will be of high instructional quality for the Math K-3rd curriculum: K-3 Team, EOY 2023-2024

 **Performance Goals**

Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY24	SY25	SY26
Students will increase math scores from the BOY to EOY.	Yes	Interim Assessment Data	Students with an IEP				

Teacher's will increase higher order thinking practices during instructional elements of the day.	Yes	Rigorwalk	Overall
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Practice Goals

Identify the Foundation practice(s) most aligned to your practice goals	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will intentionally plan and use strategies to promote higher level thinking during instructional elements of the day. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.	Teachers will intentionally plan and use strategies to promote higher level thinking during an instructional component of the elements of the day. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.	Teachers will intentionally plan and use strategies to promote higher level thinking during an instructional component of the elements of the day. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.

Priority 2 - Inclusive & Supportive Learning Environment

What is your Theory of Action?

If we create and implement effective SEL interventions, curriculum, strategies and communication tools, **then we see** teachers implementing and tracking high quality interventions and curriculum being delivered with fidelity to all students **which leads to** a decrease in students being referred to the MTSS and BHT teams.

Implementation Plan

Team/Individual Responsible for Implementation Plan

Manda Lukic and CIWP team

Dates for Progress Monitoring Check-ins

Q1: 10/27/2023 Q2: 1/17/2024

Q3: 4/1/2024 Q4: 5/29/2024

SY24 - SY26 Milestones

Milestone 1

Description

Analyze initial data from school year 25-26 to determine if there were impacts made on the number of student referrals to the BHT/MTSS team.

Who

Milestone 2

Ensure that all SEL curriculums are being implemented with fidelity - Teachers Ongoing

Milestone 3

Provide communication tools to all students for them to adequately express their wants and needs - school-wide Ongoing

Milestone 4

Research and implement evidence-based behavioral/classroom management strategies and interventions - school-wide EOY 2025-2026

Milestone 5

Use universal data collection tools that are to be used to progress monitor interventions for students referred to MTSS/BHT - BHT/MTSS & Classroom teachers EOY SY25-26

Milestone 6

Ensure that all SEL curriculums are being implemented with fidelity, Ongoing

Milestone 7

Provide communication tools to all students for them to adequately express their wants and needs: School-wide, EOY 2025-2026

Milestone 8

Research and implement evidence-based behavioral/classroom management strategies and interventions: School-wide, EOY 2025-2026

Milestone 9

Develop and use a universal data collection tool that will progress monitor interventions being done in the classroom: BHT/MTSS & Classroom teachers, EOY 2023-24

 **Performance Goals**

Performance Goal	Can this metric be frequently monitored?	Metric	Student Groups	Baseline	SY24	SY25	SY26
Research and attend professional development regarding behavioral interventions and communication. - Number of staff attending	Yes	Other					

Percentage of student referrals will decrease.	Yes	Other	Students with an IEP	NA	2 students so far this year
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Practice Goals

Identify the Foundation practice(s) most aligned to your practice goals

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.

Students will be provided with effective interventions/strategies and communication tools which will be delivered with fidelity within the classrooms. This will be measured by the decrease in percentage of student referrals to the BHT/MTSS

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