

# New Field CIWP 2024-2026 One-Pager

## 2023-2024 Implementation Plan

<b>Priority #1: Curriculum &amp; Instruction Theory of Action</b>			
<b>If we...</b> Use a systematic and explicit vertically aligned foundational skills curriculum (such as Foundations, Estrellitas, or Skyline) with fidelity			
<b>Then we see...</b> Students receiving aligned universal phonics, phonemic awareness, high frequency words, and letter formation instruction, and we see teachers collaboratively planning and monitoring student progress in their foundational skills curriculum.			
<b>Which leads to...</b> 80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words as assessed by iReady, K-2 and STAR360 assessment grades 3-4.			
<b>Implementation Plan and Action Steps, 2023-2024:</b>			
<b>SY24 Implementation Milestones &amp; Action Steps:</b>		<b>Who?</b>	<b>By when?</b>
<b>Implementation Milestone 1</b>	<b>Foundations, SKYLINE &amp; Estrellita on-going professional learning opportunities</b>	<b>PK-4 teachers</b>	<b>04/2024</b>
Action step 1:	Demo lessons for teachers initially launching units (eg Grade 3)	MTSS lead and SY23 literacy committee members	11/2023
Action step 2:	SKYLINE foundational skills, building lead identified	Literacy Committee	09/2023
Action Step 3:	Planning for third grade launch of Foundations (using Second Grade materials)-> drawing out the first two units a little bit longer → just complete second grade as third graders	Third Grade team, Literacy Committee	09/2023
Action Step 4:	Collaborative planning time at grade level meetings for Unit launches and to develop aligned vocabulary instruction (Semester 1: 10/14, 11/15, 12/14)	PK-4	10/2023
Action Step 5:	Transitional Bilingual Education team provided with vertical planning time where teachers are the sole TBE teacher within the grade level team	TBE team	04/2024
<b>Implementation Milestone 2</b>	<b>Monitor schoolwide implementation to check for consistency and fidelity across literacy block</b>	<b>Literacy committee</b>	<b>12/2023</b>
Action Step 1:	All grade levels collaboratively plan, launch, lead and engage in end-of-unit analysis for Unit 1	PK-4 grade levels	12/2023
Action Step 2:	literacy committee engages in an environmental walk through to check for evidence of implementation (posters, word cards, bagnet boards, etc)	Literacy committee	10/2023
Action Step 3:	Literacy committee engages in instructional rounds focused on Tier 1 implementation to identify celebrations and action steps	Literacy committee	03/2024
Action Step 4:	Teachers observe vertically for learning opportunities	2nd & 3rd grade teachers	10/2023

Action Step 5:	Adjust Reading/Writing Units of Study Scope and sequence for current curriculum to account for increase time demands for foundational skills curriculum	Literacy committee	04/2024
<b>Implementation Milestone 3</b>	<b>Develop supplemental resources and supports</b>	<b>Literacy committee</b>	<b>06/2024</b>
Action Step 1:	Sight word implementation: developing our own scope/sequence, by grade level, to fill gaps in Foundations teaching (utilize Geodes too as resource)	K-2 team members	06/2024
Action Step 2:	Develop bank of aligned writing paper	Admin	10/2023
Action Step 3:	Determine implementation plan for Fugaces and Escalera for newcomer TBE students	TBE team, ELPT	12/2023
Action Step 4:	Integrate Geodes decodable texts into literacy block instruction	K-2 teachers	06/2024
<b>Implementation Milestone 4</b>	<b>Differentiation plan for students above and below grade level</b>	<b>Pk-4 Teachers</b>	<b>04/2024</b>
Action Step 1:	Time to analyze student data on foundational skills assessments	PK-4 teachers	12/2023
Action Step 2:	Professional development and access opportunities for online resources from curriculum as well as provided by iready/STAR360 suites	K-4 teachers	02/2024
Action Step 3:	Align Tier 2 and 3 MTSS groups using Foundations and Estrellita practice data.	MTSS team	12/2023
Action Step 4:	Launch Cycle 2 MTSS groups for Foundations and Estrellita	MTSS team	01/2023

**2025-2026 Implementation Milestones**

*What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?*

- Sight word scope/sequence
- New MTSS groups based on foundational skills curriculum
- New high quality reading/writing curriculum
- Implementation of Geodes with fidelity
- Consider adjusting Theory of Action to focus on implementation of high-quality reading/writing curriculum (available in both Spanish & English)



**Priority #2: Curriculum & Instruction  
Theory of Action**

**If we...**  
Use formative assessment and unit-based summative assessment data to collaboratively plan using universal design practices and if we use universally designed unit plans coupled with formative and summative assessment data

**Then we see...**  
targeted and differentiated small group instruction aligned to students' individual language proficiencies and specialized instructional needs (IEPs/504s)

**Which leads to...**  
85% of students achieving 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas

**Implementation Plan and Action Steps, 2023-2024:**

<b>SY24 Implementation Milestones &amp; Action Steps:</b>		<b>Who?</b>	<b>By when?</b>
<b>Implementation Milestone 1</b>	<b>Initiate new math content committee to launch ToA focused on math unit planning</b>	<b>Admin</b>	<b>01/2024</b>
Action Step 1:	Convene new math committee, set meeting dates, nominate one team member per grade level	Admin	08/2023
Action Step 2:	Teachers select math committee lead, admin meets cyclically to collaborate on committee progress and planning	Math committee members	08/2023
Action Step 3:	Math committee lead engaged in collaborative planning for SY24 goals	Math committee lead	01/2024
<b>Implementation Milestone 2</b>	<b>Understand, analyze and leverage benchmarking assessment data, as well as formative assessment/practice data for developing small groups</b>	<b>ISL, K-4 teachers</b>	<b>01/2024</b>
Action Step 1:	Teachers engage in professional development to better understand math benchmarking data	ISL	09/2023
Action Step 2:	Teachers provided with planning time following BOY and MOY benchmark tests to build instructional group goals as aligned to the core standards covered in upcoming units of instruction	ISL, Math committee lead	ISL, Math Committee leads
Action Step 3:	Utilize exit slips as a Friday assessment (was a common trend) → using that data for grouping adjustments, providing CPT at GLM to collaboratively plan using trends in data - work with math committee to ensure that exit slips being used are aligned to core standards.	Math committee	12/2023
Action Step 4:	Provide grade level team for math committee to lead data analysis of student exit slips, mid-module and end-of-module assessments for regrouping students	Admin, math committee	06/2024
<b>Implementation Milestone 3</b>	<b>Ensure alignment to math block guidance and provide coaching/support for creating differentiated math groups (leveraging math centers)</b>	<b>Math committee</b>	<b>02/2024</b>
Action Step 1:	Identify teacher leaders for models of structures for small group time with math center (both for co-taught classrooms and teachers working solo)	Math committee	10/2023
Action Step 2:	Leverage teachers that have strong center practices for others to observe practices, provide consultation time and model how this is rolled out in a systematic way	Admin, math committee lead	11/2023

Action Step 3:	Review time distributions, confirm teachers have 70-90 minutes of math instruction in their schedule. Collaborate with teachers to support with building out the full 70-90 minutes, if missing.	Admin, math committee lead	09/2023
Action Step 4:	Update <a href="#">math block guidance</a> to include new district priorities, provide time for teachers to compare practices and engage in realignment	ISL, math committee, GLTs	02/2024
<b>Implementation Milestone 4</b>	<b>Provide differentiated learning goals, assessments and small group structures to meet the needs of students below a 2.0 on ACCESS as well as for students with IEP goals</b>	<b>LBS team, ELPT, K-4 teachers</b>	<b>04/2024</b>
Action Step 1:	All teachers review ACCESS data and map student progress to "Can do" proficiencies	1-4 teachers	10/2023
Action Step 2:	ELPT leads PD around language accommodations for newcomer students	ELPT	02/2024
Action Step 3:	TBE teachers attend IRC focused on supporting students with a history of interrupting schooling, bring back learning to GLTs and TBE team work flow	TBE team	12/2023
Action Step 4:	LBS team embeds student goal work in Unit Plans by aligning to CCSS identified in each unit	LBS team	12/2023
Action Step 5:	Teachers embed learning goals in unit plans that account for L, S, R, W demands in unit. Teacher develop modified assessment for newcomers below 2.0	K-4 teachers	12/2023
Action Step 6:	Teachers identify key academic vocabulary to explicitly teach using biliteracy strategies and bridging	K-4 teachers	on-going

#### 2025-2026 Implementation Milestones

*What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?*

- Engage in the same process for other content areas, likely prioritizing literacy as the next major area of focus
- Adjust unit plans based on current groups of students
- Provide language accommodations for students between 2.0 - 4.8
- Engage in the same protocol for science, social studies in SY26

**Priority #3: Connectedness & Well-Being  
Theory of Action**

**If we...**

provide Tier 1 behavior protocol within their classroom and are provided with Tier 3 behavior training with uniformed tools/follow-up coaching for students exhibiting repeated frequent challenging behavior

**Then we see...**

Lower instances of Tier 3 behavior needs and consistent function-based intervention and progress monitoring for students needing individualized behavior support

**Which leads to...**

A 50% decrease in targeted behaviors (within the classroom setting and during transitions).

**Implementation Plan and Action Steps, 2023-2024:**

<b>SY24 Implementation Milestones &amp; Action Steps:</b>		<b>Who?</b>	<b>By when?</b>
<b>Implementation Milestone 1</b>	<b>Provide explicit instruction for schoolwide expectations and clear, universal Tier 1 socio-emotional learning and environmental factors within the first 10 weeks of school. Ensure all staff understanding behavioral expectations</b>		
Action Step 1:	Using the current behavior matrices to teach all expectations, revisit and reteach across all settings	All classroom and essentials teachers	10/2023
Action Step 2:	Train all support staff, supervising in non-instructional time, on schoolwide behavior expectations.	Admin, support personnel	09/2023
Action Step 3:	Develop and administer survey to check in on schoolwide routines as aligned to behavior matrix. Identify areas for reteaching, revisiting. Develop Tier 1 lessons to support reteaching and reinforcing expectations.	Counselor, BHT	10/2023
Action Step 4:	Analyze student 5Essentials results to identify areas where student feel are less supportive or unaligned to schoolwide expectations. Provide targeted solutions for addressing these areas.	Culture & Climate team	09/2023
Action Step 5:	Determine if we should relaunch a schoolwide incentive system as aligned to schoolwide matrix	Culture & Climate team / BHT	10/2023
<b>Implementation Milestone 2</b>	<b>Ensure alignment to Tier 1 strategies in all classrooms and supplement current Tier 1 SEL instruction to support increased emotion identification, emotion management and self-regulation.</b>	<b>BHT, social work team, Culture &amp; Climate teams</b>	<b>04/2024</b>
Action Step 1:	Teachbreak space explicitly, provide tools for teaching break space, monitor classrooms for fidelity.	Admin, counselor	09/2023
Action Step 2:	Identify teacher leader models for Tier 1 supports in classrooms (as aligned to BHT recommendations)	BHT	10/2023
Action Step 3:	Launch zones of regulation for all classrooms (sample lessons, visuals common across the classrooms, shared expectations across all classrooms)	Social worker, counselor, BHT	04/2023
Action Step 4:	Create bank(s) of resource for differentiated Tier 1 supports (template social stories, reflection sheets, visual models of expected behaviors)	BHT	12/2023
Action Step 5:	Engage in environmental walk to progress monitor Tier 1 fidelity, determine areas for continued growth and support	BHT	1/2024

Action Step 6:	Ensure all classrooms have access to Arts Enrichment programming through artists-in-residence programs. Add additional Arts partnerships for grades PK, K	Arts Team	12/2023
<b>Milestone Implementation 3</b>	<b>Develop tiering system for Tier 2 &amp; 3 behavioral supports and build capacity to support effective, research-based interventions, as aligned to real time data.</b>	<b>MTSS, BHT</b>	<b>06/2024</b>
Action Step 1:	Utilize ASPEN logs, BHT requests for consultancy and informal radio calls for all students as universal screeners to quantify Tier 2 or Tier 3 supports. Work with MTSS, BHT and LBS lead to determine tiering criteria after collecting 6-8 weeks of schoolwide data.	MTSS Lead, BHT lead, admin	10/2023
Action Step 2:	Provide universal professional development on function of behavior, collecting ABC data and best practices in behavior support plans.	LBS lead, BHT lead	10/2023
Action Step 3:	Consults with SBSS (Specialized Behavior Support Team, ODLSS) regarding students with very dangerous behaviors (extreme self-injury, extreme threat of injury to others)	LBS Lead	04/2024
Action Step 4:	Continue to certify all staff in SafetyCare training and deescalation strategies. Prioritize training for staff members working on Crisis Response team, students with BIPs or students in Tier 3 behavioral supports	AP, BHT	04/2024
Action Step 5:	Expand partnerships with outside organizations to provide therapy and counseling services in native language, where possible, (Spanish high priority)	Counselor, Admin	06/2024