# DAWES CIWP One-Pager for Teams

## Priority: Curriculum & Instruction

| Theory of Action |
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| If we<br>provide teachers with Professional Development around analyzing student data to create individual student goals and support teachers in the execution of delivering high-quality curriculum<br><br>then we see Then we see teachers adopting highly qualified curricula to drive Instruction. Professional development will teach teachers to analyze formative and summative data to plan for the mastery of the standard, leading to differentiated, targeted, explicit instruction and increased student success.<br>which leads to Teachers differentiate small group lessons that give all students the opportunity to interact with the curriculum and reach the content goals in a manner that is suitable to their individual needs. Practice outcome and performance goals increase to students exceeding in IAR  as evidenced by IAR and STAR growth. |

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 |
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| Team/Individual Responsible: Instructional Leadership Team | | | |
| By the end of SY 24 teachers 100 % of teachers will have engaged in professional development with new highly qualified curriculum like | By the end of SY 24 teachers will have participated in learning cycles involving understanding school data, classroom data, and individual goal setting. 50 % of | By the end of SY24 Small Group instruction/ MTSS progress monitoring will occur for greater than 80% of students receiving tiered interventions. | |

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| **Practice Goals** | 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.<br>SY24: All primary teachers have access to Foundational skills which is the districts high quality curriculum. All math teachers have access to Illustrative Math which is also a high quality math curriculum. Science and Social Studies teachers have access to SKYLINE.<br>SY25: All teachers will have members of the ILT team conduct peer observations using the  LSI rigor tool as a highly qualified curriculum is taught.<br>SY26: All students will engage with learning standards allowing teachers to provide rich instruction and curriculum-based on professional learning  to address learning gaps and accelerate learning. |
| | 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.<br>SY24: All benchmark teachers are entering tracking and implementing interventions on the Branching Mind Platform biweekly. MTSS lead will monitor Branching Minds reports.<br>SY25: As teachers provide tier 2 instruction, they will use progress monitoring data to identify students needing additional instruction all while entering interventions on the Branching Mind Platform biweekly.<br>SY26: Interventionist and teachers are analyzing data to individualize and adjust lessons and all while continuously entering interventions on the Branching Minds platform. |
| | C&I:4 The ILT leads instructional improvement through distributed leadership.<br>SY24: Recruited a diverse group of 13  teacher leaders who are continuous learners, collaborative, and have a shared understanding of effective teaching and learning<br>SY25: 50 % of ILT leads ( ELPT, MTSS CONTENT GRADE LEVEL) will lead their own grade-level team through distributive leadership.<br>SY26: 75 % of ILT leads ( ELPT, MTSS CONTENT GRADE LEVEL) The ILT will lead Professional development within the school. |

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| **Performance** | Goal: Using STAR to progress monitor student growth, IAR scores in reading will increase from 18.9% to 28%.<br>Metric: IAR (English)<br>Targeted Student Groups:<br>Overall 0.22 |

# DAWES CIWP One-Pager for Teams

## Priority: Connectedness & Wellbeing

| Theory of Action |
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| If we If we implement tiered SEL/MTSS supports that are progress monitored, fund an additional social worker and assistant principal to provide oversight and support for both discipline and SEL needs, provide professional development on SEL/ Classroom management/ Deescalation strategies, include planning/cross collaboration time with staff members, continue to partner with organizations such as CHIMES, Mindful Practices and Metropolitan Family Services,  offer an array of programs to meet student interests in the areas of fine and performing arts, sports, academic, and SEL programming and continue to provide check-in support then we see then we see stronger classroom communities being built, providing feedback for growth both socialemotionally and academically and enabling more opportunities for academic success which leads to which leads to an increased daily attendance rate and improved supportive environment for students. |

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 |
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| **Team/Individual Responsible: Instructional Leadership Team** | | | |
| By the end of SY 24 as measured by the 5E survey students in the supportive environment will increase by  10 % | By the end of SY 24, we will see a decrease of 5% in student infractions as result of building community within the classroom through the implementation of the | By the end of SY24, 75% or more of referred students will receive tier 2 and tier 3 interventions and supports. | By the end of SY24 chronic absenteeism will have improved and decreased by 2.5% from 31.5 % to 29.% . |

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| **Practice Goals** | 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.<br>SY24: All teachers have access to the schools MTSS/BHT referal form to request assistance. The leadership team has access to all of the documents and are reviewed once a week as a team. Data is taken and teachers are offered a menu of interventions to correct challenging behaviors/academic all supports will be documented in the Branching Minds platform.<br>SY25: All teachers will be given a menu of recommendations of intervention for individual students and documention will be added in the Branching Minds Platform.<br>SY26: All teachers will have successfully built a positive learning community with tiered structures in place. |
| | C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.<br>SY24: All clinicians will facilitate SEL curricula Second Step once a week within the classroom studnets will be learning words for feelings, emotions, and interpersonal dynamics. Classroom teachers will then use the same vocabulary throughout the day.<br>SY25: All teachers will facilate community-building circles, norm setting, community circles for content, and restorative conversation within the classroom settings.<br><br>SY26: All teachers will be responsible for level 1 SEL curricula along with restorative conversations. |
| | C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.<br>SY24: Reinforce the importance of Attendance, using multiple parent positve engagements and connections. Attendace will be tracked daily on Aspen.<br>SY25: Rentry plan will be created for chronic absenteeism students. Students with a plan will be offered OST activities to promote attendance check in check out daily<br>SY26: Build staff capacity to use various strategies like addressing common barriers to attendance (e.g., mental health concerns) among a variety of potential partners. |

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| **Performance** | Goal:  Decrease the rate Chronic Abseentism  from 31.5% to 24.5%<br>Metric: Increased Attendance for Chronically Absent Students<br>Targeted Student Groups:<br>Overall 0.295 |