

Rudolph's 2020-2022 Continuous Improvement Work Plan (CIWP)

Framework Priorities

Multi-Tiered System of Supports (MTSS)

Instruction

Transition

Strategies	If we...	Then we see...	Which leads to...
MTSS	Analyze school-level and grade-level data to inform Tier 1 instruction and determine Tier 2 and 3 interventions (from a clearly defined menu of Tier 2 and Tier 3 interventions), including both Academic & SEL	<p>Students receiving Tier 2 and 3 supports based on their needs identified in the SANDI assessment results and other diagnostic tools</p> <p>Teachers creating Tier 1 instruction based on student achievement data</p> <p>SECAs and RSPs supporting students by working alongside teachers to provide access and support to instruction so that all students are receiving instruction based on their individual needs.</p>	100% of students receiving individualized supports based on their needs and 100% of teachers using progress monitoring/ assessment results to design Tier 1 units and lessons that target the diverse needs of every student.
Instruction	Create a <i>team</i> approach to curriculum planning & instructional strategies, along with common grading practices	<p>Students accessing grade level appropriate materials that are significantly modified to the CCSS for every content/ enrichment area, and receiving equitable grades through increased student engagement during instructional time.</p> <p>Teachers identify a leader amongst their planning team and run 100% of team meetings to craft a Rudolph Grading Policy & Procedural Handbook by the end of SY 2022.</p> <p>SECAs self identify 1-2 areas within either academics or behavioral strategies to receive more professional development throughout both SY 2021 and 2022 to implement in classrooms.</p> <p>RSPs self identify either a classroom team or teacher planning team to collaborate with on a monthly basis throughout both SYs 2021 and 2022.</p>	An increase in student engagement in work tasks to 100% by the end of SY 2022, as evidenced by the students' individual grades for the "student engagement" (i.e. participation) category.

<p>Transition</p>	<p>Implement transition planning and curriculum into instruction, utilizing data to support self-determination and advocacy</p>	<p>Students participate in a transition curriculum with a focus on postsecondary training, education, career awareness/experiences and independent living, participate in IEP process (including attending meetings), participate in Reading Buddies, schools visits to different LREs</p> <p>Teachers provide transition instruction (coordinate academics and functional skills with postsecondary plan), participate in visits to high school cluster programs, provide team members with skills and strategies in supporting LRE changes and improve advocacy skills, utilize assessments to make informed decisions regarding transition planning</p> <p>SECAs support students in development of skills (academic and functional) that are coordinated with postsecondary goals through direct instruction, community experiences, high school visits</p> <p>RSPs support access to transition curriculum, visits to other schools, transition related activities (school store, coffee cart, etc)</p> <p>Parents participate in high school visits, attend informational sessions on transitions, support student at home in acquisition of necessary postsecondary skills, collaborate with the team in order to best support student in transition to highschool/postsecondary life</p>	<p>100% of 6-8th graders participate in transition activities such as visits to high school cluster programs, school/classroom jobs, and self-determination curriculum, including student participation in IEP meetings evidenced by instructional activities in Transition plans, sign-in sheets and notes page in annual IEP meetings.</p>
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