

Use this document to verify you are meeting the requirements of the online Stepwell submissions.

Step One: Gather and Inquire

1) CIM Team

Required:

- List CIM Team Members, their titles, and their role/expertise on the team.

	Name	Position	Role/Expertise
Superintendent or their cabinet-level designee			
LEA-level General education administration			
LEA-level Special education administration			
Site-level Administration			
Fiscal Administration			
General Education Teacher(s)			
Special Education Teacher(s)			
SELPA representation			
Additional Educational Partners as needed			

- Provide date(s) that the CIM Team met so far.

Recommended:

- Include responses to the following questions in your narrative:
 - How did you incorporate general education and parent input into Step 1?
 - What was the participation like on the CIM Team? Did everyone attend every meeting?
 - How did you divide up the work across the CIM Team?

Additional Guidance:

- Storyboard holds a lot of this information.
- The various perspectives shared by this team should be evident throughout your submissions.

2) Educational Partner Group

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

3) Policy and Procedure Review

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

4) Findings or Revisions

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

5) Public sharing of revised policies and/or procedures

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

6) Internal dissemination of revised policies, practices, and procedures

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

7) Parent Input

Required:

- Of all parents who have students with disabilities, what percentage responded to the Seeds of Partnership Survey? (should be at least 20 percent)
 - If you do not get 20 percent, you must answer all of the recommended questions below and explain how additional parent input will be collected in Step 2 and Step 3 (i.e. empathy interviews, focus groups, etc.).
- List consolidated findings including themes that developed that were both strengths and areas of weakness as reported by the parents.

Recommended:

- Include responses to the following questions in your narrative:
 - How many surveys were sent out? How were they sent out? What kind of follow up was there if a parent did not respond?
 - What kind of language support was embedded into the process to ensure parents who do not speak English as their first language understood?
 - How were surveys sent out so that parents who have low tech skills were more likely to participate?
 - What systems/structures do you already have in place where you receive regular input from all parents?
 - Why was it difficult for your LEA to reach a 20 percent parent participation rate? (if

- applicable)
- Which areas of weakness do you plan to address?

Additional Guidance:

- Your System Improvement Lead (SIL) will work with you to make this qualitative data (the parent survey feedback) meaningful, and in this process, they will help you consolidate your findings and document it in Storyboard (copy and paste those findings here).
- This qualitative data is hugely important in guiding your plan as parent voice is paramount in making effective systemic change.
- Even if you do meet the 20%, but you have particular wonderings after receiving the results, follow-up interviews/phone calls always help to clarify feedback given and can lead to a more successful implementation down the line if this feedback is crystal clear. The additional clarifying feedback you get from these interviews/phone calls can be recorded/notated in Step 2.
- The Seeds of Partnership Survey, with a 20 percent participation rate, is the minimum requirement. You are encouraged to include other parent input data here collected within your LEA by other means..

8) Infrastructure Analysis

Required:

- Identify the CIM Team members who participated in the Infrastructure Analysis. If staff outside of the CIM Team participated, identify them and their role in the district.
- Outline the areas that the team considers to be strengths.
- Explain which components were identified as areas that need to be improved and provide the specifics of what those needs are.

Recommended:

- Include responses to the following questions in your narrative:
 - What was your team's process in completing the Analysis Tool?
 - How were evidence and artifacts utilized to support your decisions in this analysis?
 - Which areas of weakness did you identify?

Additional Guidance:

- The Infrastructure Analysis activity focuses on Special Education. CIM Teams should extend their analysis to the General Education infrastructure to ensure that the district is improving components that benefit all students.
- There should be a vertical representation from the district level to the classroom level present in this discussion to ensure processes are in-practice.
- When deciding which High Leverage Strategies to implement in Step 3, the CIM Team may look to develop the components identified as "Not Yet" or "Partial".

9) Educational Benefit Review

Required:

- List the commendations and recommendations found during the Education Benefit Review.
- List areas of focus (if any) that may be appropriate to address in your CIM or through other district improvement processes.

Recommended:

- Include responses to the following questions in your narrative:

- How was the Education Benefit Review process conducted and who participated in the review?
- What clerical or administrative errors did you find throughout this process?
- What systemic errors did you find throughout this process?

Additional Guidance:

- The commendations and recommendations and areas of focus may be taken directly from the Education Benefit Trends in Practice worksheet that was utilized for the review.

Commendations and recommendations may be qualitative data that will be used in the Step 1 consolidation of data into problem areas.

10) Data Drill Down

Required:

- List findings/trends (both positive and negative) from the Historical Data activity.
- List findings/trends (both positive and negative) from the Data Drill Down activity.
- List findings/trends (both positive and negative) from all other sources of data your team decided to analyze.
- **IF you completed the [Data Quality Toolkit \(DQT\)](#) self-assessment, you must include relevant findings in this box, including strengths and weaknesses. The DQT is required for Dispro year 1 LEAs and LEAs selected for Restraint and Seclusion.**

Recommended:

- Include responses to the following questions in your narrative:
 - Which areas of weakness did you identify?
 - Who was present at these activities? How did the make-up of the team improve or hinder the activities?
 - How did your team stay on track to ensure these activities were centered around “noticings and wonderings” not “solutions”?

Additional Guidance:

- It is helpful to address all weaknesses found. Either “this will be addressed in our plan” or “this will be addressed outside of the plan via...”
- Consider the strengths you found in these activities and how you can leverage them (to be included in the Consolidation Strengths section below).

Much of this information can be taken directly from the LEA's CIM Storyboard.

11) Student Record Review

Required

- List the findings from the Student Record Review.
- If corrective actions were needed, summarize the noncompliance and identify areas of improvement that need to be addressed.

Additional Guidance

- Look for Student Record Review findings from your FMTA consultant.

12) Student Case Study

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

13) Consolidation - areas of strength and data to support

Required:

- Consolidate the LEA's data from the Parent Input, Infrastructure Analysis, Education Benefit Review, Data Drill Down, and Student Record Review activities to identify key findings/themes of strength in the LEA. List those key findings/themes and the quantitative and qualitative data that supports them.
- Describe the process that the team used to consolidate the data into the key findings/themes.

Recommended:

- Include responses to the following questions in your narrative:
 - What specific tools were utilized in the consolidation process?
 - What team members participated in the process?

Additional Guidance:

- The primary goal of the Consolidation areas of strength activity is to use the information from the activities in CIM Step 1 to identify specific areas of strength the LEA may be able to leverage in their improvement plan in CIM Step 3.
- This information can be taken directly from the LEA's CIM Storyboard.

14) Consolidation - areas of weakness and data to support

Required:

- Consolidate the LEA's data from the Parent Input, Infrastructure Analysis, Education Benefit Review, Data Drill Down, and Student Record Review activities to identify key findings/themes of areas of weakness in the LEA. List those key findings/themes and the quantitative and qualitative data that supports them.
- Describe the process that the team used to consolidate the data into the key findings/themes.

Recommended:

- Include responses to the following questions in your narrative if you did not include them in the above narrative:
 - What specific tools were utilized in the consolidation process?
 - What team members participated in the process?

Additional Guidance:

- The primary goal of the Consolidation areas of weakness activity is to identify key findings/themes from the activities in CIM Step 1 which may be specific problem areas the LEA can later prioritize in CIM Step 2, followed by Root Cause Analysis of the selected problem areas.

This information can be taken directly from the LEA's CIM Storyboard.

15) Consolidation - data-supported and quantified problem areas

Required:

- List the specific problem areas (areas of weakness) identified in the Consolidation above that will be important for the LEA to prioritize and possibly further explore in CIM Step 2.

Recommended:

- Include responses to the following questions in your narrative:
 - Why are these areas important to prioritize and further explore?

Additional Guidance:

The prioritized problem areas in the CIM Step 2 should be taken directly from this list.

Step Two: Investigate

16) Prioritized Problem Areas

Required:

List all problem areas from the Step 1 Consolidation activity (Box 15 in Step 1).

17) Problem areas to explore for Root Causes

Required:

- List which problem areas to explore for root causes (1-3 problem areas) and explain why you prioritized these problem areas above all others.

Recommended:

- Include responses to the following questions in your narrative:
 - Why do you feel the areas selected will have a big impact on other areas?
 - What tools, urgency, importance, effort, and resources will be required for each problem area?

What was the process used to prioritize the problem areas?

18) Indicator(s) of Significant Disproportionality

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

19) Root Cause #1 and supporting data

Required

- Describe the team's process in determining the root causes (first root cause only).

- Identify the CIM team members that participated in this process. (first root cause only).
- For each root cause:
 - Provide a root cause that is within the LEA's control to address to improve student outcomes.
 - List the prioritized problem area that the CIM team analyzed for root causes.
 - Outline the most relevant quantitative data that contributed to the team's findings and include the specific CIM activities when it was gathered.
 - Share the relevant qualitative data that the team considered and how it was gathered, including the specific CIM activity.

Recommended

- Include responses to the following questions in your narrative:
 - How did the CIM team ensure that all team members' perspectives were considered in determining root causes?

Additional Guidance

- There should be a clear through-line connecting the data that was gathered in Step 1 and the root causes.
- The prioritized problem areas analyzed come from an earlier Step 2 activity which synthesizes the findings in the Consolidation activity of Step 1.

20) Root Cause #2 and supporting data

Same as Root Cause #1

21) Root Cause #3 and supporting data

*Same as Root Cause #1, if necessary.
Write N/A in this box if not necessary.*

22) Root Cause #4 and supporting data

*Same as Root Cause #1, if necessary.
Write N/A in this box if not necessary*

23) Initiative Inventory

Required:

- Describe the themes related to the strengths and challenges that were identified in the Initiative Crosswalk.
- Describe any gaps in the initiatives related to the identified root causes.

Recommended:

- Include responses to the following questions in your narrative:
 - What team members participated in the process?

Additional Guidance:

- Existing strengths in the initiatives might possibly be leveraged or extended to address the identified root causes allowing the creation of an action plan greater aligned with overall district initiatives.

24) Target Population

This section is not applicable to CIM Intensive LEAs. Write N/A in this box.

25) Theory of Action

Required:

- Write your Theory of Action.
 - Must include the potential strategies that will be used and expected outcomes.

Recommended:

- Include responses to the following questions in your narrative:
 - Who was included in developing the Theory of Action?
 - How did the team narrow the focus on the Theory of Action? What kinds of activities were used to find consensus?

Additional Guidance:

- Your Theory of Action should provide a clear path for specific activities to be written in Step 3 and implemented in Step 4.
- The Theory of Action may look something like this: *If (the LEA does...), then (the immediate impacts will be...), which will (change student outcomes in this way...).*
- More is not always better. The more specific and pinpointed you can be, the better it will guide you in developing a plan of action.

This information can be taken directly from the LEA's CIM Storyboard.

26) Additional Relevant Data

Required:

- If your Step 1 was accepted, but had conditions, this is the place to include the information that was required of Step 1. If you have no additional relevant data to share, type N/A into box.

Recommended:

- Include responses to the following questions in your narrative:
 - What other kinds of qualitative or quantitative data was gleaned throughout Step 1 and Step 2? (i.e. discussions in CIM team meetings, informal conversations with staff/students/parents, observations of classrooms, empathy interviews, focus groups, additional surveys, etc.)

Additional Guidance:

- Any information that you believe is important to include, but that you did not have a place for, should go here - especially if that information was a guiding force in the development of your

Theory of Action.

- All activities in the next Step (Step 3) must be connected to existing data in the plan. The plan must be data-driven. So, if the data guiding an activity does not have a place in the narrative so far, it should go here.

Step Three: Plan for Results

27) Plan for Improvement link

Required:

- Provide the link to the Plan for Improvement document or the date the Plan for Improvement document was provided to the CDE Consultant.

Additional Guidance:

The Plan for Improvement document is provided on <https://caltan.info/monitoring>.

28) Submission

Enter your name and then click the SUBMIT button below.