

2020-2022 CIWP Updates
Continuous Improvement Work Plan

Thomas J. Waters School

CRITICAL NEED

ROOT CAUSE

THEORY OF ACTION

ACTION STEPS

NWEA Math growth

Variance in delivery of the math scope and sequence across grade levels.

If we do...build structures for consistent teacher collaboration focused on analyzing NWEA

- Expand our current MTSS Committee to include a teacher from all 3 levels-primary, intermediate and middle school. Team will meet monthly to analyze NWEA data, discuss student response to intervention and instructional strategies.

MTSS

Inconsistent use of MTSS planned focus time and progress monitoring

assessment data, globally consistent instructional delivery and MTSS progress monitoring

- Provide a minimum of 125 minutes per week of Focus/MTSS Time in every classroom across all grade levels and inclusive of MTSS for EL's guidelines.

then we see...successful differentiated instruction and focus time

- Assign an MTSS Committee member per teacher to provide support with implementing high quality research based interventions through meetings every other month.

which leads to...effective use of NWEA BOY, MOY and EOY assessment data resulting in improved student growth in reading and math for ALL by 6% annually.

- Purchase and establish a schoolwide reading and math intervention tool. Communicate tool usage with stakeholders (teachers, parents, students).

- Hire a part-time personnel to assist with interventions (sub pay, part-time, possibly retired teacher).

- **Teachers and staff will engage in professional learning focused on how to utilize technology to promote differentiated instructional teaching and learning.**

#1

#2

CRITICAL NEED

ACCESS Growth

ROOT CAUSE

Inconsistent instructional supports and delivery to develop English language proficiency

THEORY OF ACTION

If we do...build structures for consistent teacher collaboration focused on analyzing ACCESS assessment data, English learner instructional strategies, and appropriate language supports for listening, speaking, reading and writing language competencies

then we see...English learner students engaging in complex tasks with appropriate language scaffolds and teachers using assessment data to guide differentiated instruction

which leads to...English learner students making expected individual growth in ACCESS and meeting and/or exceeding their individual NWEA growth targets in a culture for learning where perseverance, rigorous learning and productive struggle are the norm

ACTION STEPS

- Establish a Bilingual Teacher Committee (BTC), (includes one teacher from each grade level cluster and essential team) to facilitate the implementation of high quality programs for Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI).
- Develop a schedule for monthly cycles of learning focused on research based instructional strategies and the analysis of qualitative data.
- Purchase culturally relevant and linguistically appropriate texts, materials and resources per grade level.
- Develop a school wide schedule that accommodates interventions in native language and English as a Second Language (ESL) support.
- **Teachers and staff will engage in professional learning focused on how to utilize technology and instructional strategies to provide appropriate accommodations to promote ACCESS growth for English learners.**

CRITICAL NEED

ROOT CAUSE

THEORY OF ACTION

ACTION STEPS

Collaborative Practices

Lack of fidelity to professional learning plan

If we do...Build structures for supportive leadership team capacity to lead cycles of learning with fidelity and grow professional development

then we see...teachers engaging in peer visits, reflective dialogue and fostering a collaborative culture that promotes continuous improvement

which leads to...the collective responsibility in the learning of every child, and a “Very Strong” rating of Collaborative Teachers on the 5 Essentials Survey.

- Establish an Instructional Leadership Team (ILT) to facilitate cycles of learning, reflective dialogue and collaboration
- Develop a professional learning plan with calendar to effectively utilize all collaborative meeting (GLT, ILT, ALT, STEAM, MTSS, SEL, BTC, etc)
- Establish protocols and norms for all collaborative meetings to promote fidelity to professional learning plan
- Develop tools to guide peer visits and facilitate collaborative teaching practices.
- Establish a Social Emotional Learning (SEL) Committee to collaborate monthly on strategies that promote the emotional health of students, teachers and staff (new student welcoming, new teacher mentor, etc.) and developing an SEL scope and sequence.
- **Teachers and staff will utilize technology to support and enhance collaboration internally, within the CPS network and throughout the greater educational community. This includes using collaborative practices to strengthen remote learning instruction.**

#3

CRITICAL NEED

Design thinking embedded instruction

ROOT CAUSE

Varying levels of innovation embedded in instruction.

THEORY OF ACTION

If we do... build structures that embed the CPS Fine Arts Standards for Success as an essential vehicle for teaching and learning for all students

then we see... students engaged in project-based learning rooted in design thinking and student choice, voice and ownership at all grade levels, in all classrooms

which leads to... an increase in the 5Essentials data in Innovation by 10%.

ACTION STEPS

- Establish an Arts Leadership Team (ALT), as subcommittee within current STEAM Team, to lead Fine and Performing Arts School Standards for Success and CIWP innovation goals
- Grow a variety of STEAM and arts integration opportunities (agency, identity and authority), resources, professional learning and facilities at all grade levels to create design thinking models evidenced in pre, mid and post year surveys
- Develop and grow innovative skills and strategies while practicing project-based learning in the arts and STEAM activities evidenced in data gathered from internal walk through.
- Create and celebrate artworks, designs, projects, performances and multimedia presentations that demonstrate new knowledge to an authentic audience of peers, family, community and world as evidenced in lesson plans, surveys and school performance calendar.
- Demonstrate and share innovative college, career and life opportunities available in fine arts and STEAM fields evidenced in presentations, activities, field trips and "Maker Week"
- **Teachers and staff will engage in professional learning focused on innovative educational technology, and instructional strategies to promote digital art-making.**

#4

