

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Peter Rutkowski	Principal	parutkowski@cps.edu
Judith Martin	AP	jcgulan@cps.edu
Carrie Frieswyk	Teacher Leader	cspfaendtner@cps.edu
Lia Berezka	Teacher Leader	lberezka@cps.edu
Jessica Nieves	Teacher Leader	jnieves26@cps.edu
Amy Vecchioni	Teacher Leader	alvecchioni@cps.edu
Ana Maria Rivadeneira	Teacher Leader	eyoung14@cps.edu
Hadley Bricker	Connectedness & Wellbeing Lead	hbricker@cps.edu
Nathan Hunter	LSC Member	waters@rightatschool.com
Stuart Lange	LSC Member	
Kristin Quinn	LSC Member	
Nancy Beza	Teacher Leader	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/20/23	4/27/23
Reflection: Curriculum & Instruction (Instructional Core)	4/20/23	6/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/20/23	6/7/23
Reflection: Connectedness & Wellbeing	4/20/23	6/7/23
Reflection: Postsecondary Success	4/20/23	6/7/23
Reflection: Partnerships & Engagement	4/20/23	6/7/23
Priorities	6/8/23	8/31/23
Root Cause	6/8/23	8/31/23
Theory of Acton	6/8/23	8/31/23
Implementation Plans	6/8/23	8/31/23
Goals	6/8/23	8/31/23
Fund Compliance	9/1/23	9/30/23
Parent & Family Plan	9/1/23	9/30/23
Approval	9/1/23	9/30/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
 As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/16/2023
Quarter 2	12/18/2023
Quarter 3	03/18/2024
Quarter 4	05/20/2023

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>A possible reason for the drop in student growth is a switch in curriculum from Trailblazers to Connected Math after 5th grade. New students transitioning in Waters need time before showing academic growth. The data may also reflect the jump from Reading St to My Perspectives in middle school. </p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>STAR (Math)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Cultivate data shows students want for more choice in learning objectives and learning pathways. </p>	<p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Interim Assessment Data</p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Increase in DL staff and use of curriculum with fidelity, Increased Talking circles for student voice, creation of data protocol, peer observations and rigor walks, guided math in some classes, Professional Development in Branching Minds, Increase staffing with interventions and case management </p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>It's unclear if students know what the learning standards are and it is unclear if the standards responsive to student needs. </p>			

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>There is an opportunity for great expansion in EL programming, increase in staffing opportunities. There are attainable goals like the implementation of language walls and dedicated budget resources to addressing the need. </p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
No	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Students who are Diverse Learners are making progress and are moving to less restrictive environments. Service minutes are being converted from separate setting to inclusion </p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

setting, when appropriate for individual students.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

The implementation of Branching Minds began this year. Starting in SY24, the school will have a full time interventionist and full time Case Manager. 🍌

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students do have consistent access to interventions with fidelity, particularly to English Language Learners and Diverse Learners 🍌

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>There is a lot of data supporting student opportunities in these areas because of the variety of programs to which students have access. Enrollment in all of these programs is very strong, over 50% of Waters students enroll in an after school program throughout the school year. 🍌</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>		
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Some rooms have calm corners, not all students have access. Students enjoy Lunch Bunches and other lunch activities, like the GSA for students grades 4+, There was strong turnout for the Student council. There are structures are available for teachers, that are not necessarily used in all rooms. 🍌</p>	
Yes	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Every student needs access to tier 1 SEL supports and behavior management. 🍌</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>The implementation of Second Step as a schoolwide curriculum, the use of Talking Circles for both students and staff, expansion of Calm Corners and flexible seating. The Behavioral Health Team Form is used to gather data on student behaviors and is used by the BHT to plan responses to student needs. 🍌</p>	

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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Students feel affirmed in their identities (eg. cultural, gender,..) but are looking for more choice in what they are learning in their classes. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		
Partially	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders?</p> <p>Glow - Affirming Identities 🍌</p> <p>This teacher accepts me for who I am as a person. This teacher makes sure all students are valued and supported, no matter what their backgrounds or identities are. I see positive examples of people like me in the things we learn in this class. This teacher uses examples from different races, cultures, and communities to teach this subject.</p> <p>Glow - Well-Organized Classroom</p> <p>It's always clear what we're supposed to be doing in this class. This teacher does a good job keeping track of and returning our work. The way this class is organized helps me do well. This teacher makes sure students get work they miss when they are absent.</p> <p>Grow - Student Voice</p> <p>This teacher asks for our input about what we want to learn. I have the opportunity to make choices in this class. In this class, my ideas are taken seriously. This teacher responds to student suggestions to make our class better.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Hands on learning experiences connected to careers are brought to students through the Pilot Light Food Education program and the Environmental Science program. 🍌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students do not have access to a comprehensive college & career readiness plan. 🍌</p>			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Spectrum of Inclusive Partnerships</p> <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Collaboration with parents is very strong and is vital to providing the programming students receive and school operations. Parent collaboration not only manifests itself in fundraising, but also the people-power to make unique Waters events and programs happen. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	<p>Reimagining With Community Toolkit</p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		

Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>

What is the feedback from your stakeholders?


Students seeking more ownership of their learning in terms of what and how they choose to learn 

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)


Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students need consistent structures for developing and engaging their voice throughout the school. 

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Creation of student council, LSC student rep reports activities of student council to broader LSC. Establishing relationships with counseling centers to support students who have suffered a death in the family or with a close one. 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

A possible reason for the drop in student growth is a switch in curriculum from Trailblazers to Connected Math after 5th grade. New students transitioning in Waters need time before showing academic growth. The data may also reflect the jump from Reading St to My Perspectives in middle school.

What is the feedback from your stakeholders?

Cultivate data shows students want for more choice in learning objectives and learning pathways.

What student-centered problems have surfaced during this reflection?

It's unclear if students know what the learning standards are and it is unclear if the standards responsive to student needs.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Increase in DL staff and use of curriculum with fidelity, Increased Talking circles for student voice, creation of data protocol, peer observations and rigor walks, guided math in some classes, Professional Development in Branching Minds, Increase staffing with interventions and case management

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Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

It's unclear if students know what the learning standards are. Unclear if standards responsive to student needs.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

need to make sure objectives are visually present are communicated through multiple means and that we assesses students understanding of objective.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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What is your Theory of Action?

If we....

ensure student understanding of the purpose of learning by providing routine, intentional structures for student discussion and reflection



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

increased student capacity to understand, articulate and create learning goals



which leads to...
student growth on both quantitative and qualitative assessments.



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Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins
ILT	Q1 10/16/2023 Q3 03/18/2024 Q2 12/18/2023 Q4 05/20/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	80% of Waters teachers will have students reflect on the Language and Content objectives prior to and throughout the lesson by the end of Q4	Teachers & Administration	EOY SY24	In Progress
Action Step 1	Teachers will post objectives visibly in the classroom	Teachers	Class Time	In Progress
Action Step 2	Grade level review of Common Core State Standards, NGSS and WIDA standards being taught in classes	Teachers & Administration	Staff Development Days, FLEX PD Days, Grade Band Meetings	In Progress
Action Step 3	Unit Planning review of scheduling and structures for students to reflect on language acquisition and content area objectives.	Teachers & Administration	Staff Development Days, FLEX PD Days, Grade Band Meetings	In Progress
Action Step 4	Teacher peer observation of lessons to inventory implementation of student reflection of objectives.	Teachers & Administration	Grade band meeting time dedicated to peer observation	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By the end of the school year, the gap between EL and non-EL students will narrow by 5% school-wide on their benchmark assessment scores (Star360, iReady, IAR).	Administration & Bilingual Coordinator	EOY SY24	In Progress
Action Step 1	Quarterly data analysis in teams of EL performance on benchmark assessments and on-track data.	Administration & Bilingual Coordinator	Monthly Bilingual Collaboration Meetings	In Progress
Action Step 2	Coaching teachers on support of EL's based on data analysis	Administration & Bilingual Coordinator	Grade band meetings	In Progress
Action Step 3	Weekly Collaboration between Bilingual Coordinator, Interventionist & Classroom Teachers in developing Tier 2 supports for ELs	Interventionist, Bilingual Coordinator & Classroom Teachers	Grade band meetings	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of quarter 3, K-5th classrooms will have implemented a new standards and research-based math curriculum with specific supports included for DLs & ELs.	Teachers & Administration	End of Q3 SY24	In Progress
Action Step 1	Staff Attends PD on the three candidate curricula (Bridges, Illustrative Math & Envisions)	Teachers & Administration	Week 0 PD, After School, Staff Development Days	In Progress
Action Step 2	Staff engages in collaborative process to select a new math curriculum to implement in SY24	Teachers & Administration	Staff Development Days, FLEX PD Days, Grade Band Meetings	In Progress
Action Step 3	Professional development provided to teachers to support implementation of the new math curriculum	Teachers & Administration	Staff Development Days, FLEX PD Days, Grade Band Meetings	In Progress
Action Step 4	Administration will secure instructional materials needed for new math curriculum	Administration	Continual	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Complete implementation of new math curriculum with fidelity for the entire school year for SY25

SY26 Anticipated Milestones A 5% point schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
A 5% point schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year	Yes	IAR (Math)	English Learners	53%	60%	65%	70%
			Select Group or Overall				
A 5% point schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year	Yes	IAR (English)	English Learners	57%	60%	65%	70%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

Identified Practices	Practice Goal	SY24	SY25	SY26
		C&I:2 Students experience grade-level, standards-aligned instruction.	100% of Students will have access to standards-aligned curriculum in all subjects. The ILT will evaluate and use independent reviews of curriculum to assess whether each curriculum is standards-based.	100% of Students will have access to standards-aligned curriculum in all subjects. The ILT will evaluate and use independent reviews of curriculum to assess whether each curriculum is standards-based.
Select a Practice				
Select a Practice				

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Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
A 5% point schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year	IAR (Math)	English Learners	53%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
A 5% point schoolwide increase of students meeting or exceeding expectations on End of Year assessments from the previous school year	IAR (English)	English Learners	57%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of Students will have access to standards-aligned curriculum in all subjects. The ILT will evaluate and use independent reviews of curriculum to assess whether each curriculum is standards-based.	Select Status	Select Status	Select Status	Select Status

Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

There is an opportunity for great expansion in EL programming, increase in staffing opportunities. There are attainable goals like the implementation of language walls and dedicated budget resources to addressing the need.

What is the feedback from your stakeholders?

Students who are Diverse Learners are making progress and are moving to less restrictive environments. Service minutes are being converted from separate setting to inclusion setting, when appropriate for individual students.

What student-centered problems have surfaced during this reflection?

Students do have consistent access to interventions with fidelity, particularly to English Language Learners and Diverse Learners

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

The implementation of Branching Minds began this year. Starting in SY24, the school will have full time interventionist and full time Case Manager.

Return to Top Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

Students...
Students do have consistent access to interventions with fidelity, particularly to English Language Learners and Diverse Learners

[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities
Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...
have not created and implemented a school-wide MTSS protocol, previous years did not have FT interventionist or ELPT, not built into team meetings and planning, need for explicit plan for combo DL and EL students

[5 Why's Root Cause Protocol](#)

Resources:

Indicators of a Quality CIWP: Root Cause Analysis
Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

Return to Top Theory of Action


What is your Theory of Action?

If we...
build structures for consistent, collaborative analysis of assessment data, best practices and appropriate language supports

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

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.
Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:




which leads to...
 structures for DLs and ELs aligned with tier 1 instruction that have clear, explicit criteria for Tier II & III interventions leading to increased inclusivity for all students. 

[Return to Top](#) **Implementation Plan**



Resources: 

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 	Dates for Progress Monitoring Check Ins	
	Q1 10/16/2023	Q3 03/18/2024
	Q2 12/18/2023	Q4 05/20/2023

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	By the end of SY24, students performing above grade level will increase their benchmark assessment scores schoolwide or maintain (if already 99th percentile).	Administration & Teachers	End of SY24	In Progress
Action Step 1	Monthly data analysis of benchmark and on track data	Administration & Teachers	Grade band meetings	In Progress
Action Step 2	Professional Development for teachers in accelerated instruction	Administration & Teachers	Teacher-chosen PD, Grade Band Meetings	Not Started
Action Step 3	Provide differentiated opportunities for extension of Depth of Knowledge Level of units	Administration & Teachers		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	80% of Waters teachers will have a Language (WIDA) and Content Objective posted visibly and color coded by the end of Quarter 2. (Green- Spanish, Blue- English)	Teachers & Administration	End of Quarter 2 SY24	Select Status
Action Step 1	Grade level review of WIDA standards being taught in response to student need	Teachers & Administration	Staff Development Days, FLEX PD Days, Grade Band Meetings	Select Status
Action Step 2	Teacher peer observation of lessons to inventory implementation of student reflection of objectives.	Teachers & Administration	Grade band meeting time dedicated to peer observation	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of Waters teachers will have a Language (WIDA) and Content Objective posted and color coded starting with Quarter 1 and will maintain throughout the year. (Green- Spanish, Blue- English) 
SY26 Anticipated Milestones	100% of units will include one activity or project at Level 4 according to DoK 

[Return to Top](#) **Goal Setting**

Resources: 

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
By the end of SY24, students performing above grade level will increase their benchmark assessment scores schoolwide or maintain (if already 99th percentile).	Yes	Interim Assessment Data	Overall	65%	70%	75%	80%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌

Specify your practice goal and identify how you will measure progress towards this goal. 📌

Identified Practices	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	80% of Waters teachers will have a Language (WIDA) and Content Objective posted visibly and color coded by the end of Quarter 2. (Green- Spanish, Blue- English) progress will be monitored by direct observation.	90% of Waters teachers will have a Language (WIDA) and Content Objective posted visibly and color coded by the end of Quarter 2. (Green- Spanish, Blue- English) progress will be monitored by direct observation.	100% of Waters teachers will have a Language (WIDA) and Content Objective posted visibly and color coded by the end of Quarter 2. (Green- Spanish, Blue- English) progress will be monitored by direct observation.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 📌

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24, students performing above grade level will increase their benchmark assessment scores schoolwide or maintain (if already 99th percentile).	Interim Assessment Data	Overall	65%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	80% of Waters teachers will have a Language (WIDA) and Content Objective posted visibly and color coded by the end of Quarter 2. (Green- Spanish, Blue- English) progress will be monitored by direct observation.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

There is a lot of data supporting student opportunities in these areas because of the variety of programs to which students have access. Enrollment in all of these programs is very strong, over 50% of Waters students enroll in an after school program throughout the school year.

What is the feedback from your stakeholders?

Some rooms have calm corners, not all students have access. Students enjoy Lunch Bunches and other lunch activities, like the GSA for students grades 4+, There was strong turnout for the Student council. There are structures are available for teachers, that are not necessarily used in all rooms.

What student-centered problems have surfaced during this reflection?

Every student needs access to tier 1 SEL supports and behavior management.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

The implementation of Second Step as a schoolwide curriculum, the use of Talking Circles for both students and staff, expansion of Calm Corners and flexible seating. The Behavioral Health Team Form is used to gather data on student behaviors and is used by the BHT to plan responses to student needs.

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Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

Every student needs access to tier 1 SEL supports and behavior management.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

need to have a comprehensive plan for teaching SEL with a vertically-aligned, research-based curriculum.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

build supportive teaming structures (BHT, grade band, content area...) and strategic professional development for all staff in tier 1 SEL



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

teachers engaging in peer visits, reflective dialogue and fostering a collaborative culture that promotes schoolwide continuous improvement



Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

which leads to...

every student having access to consistent tier 1 SEL instruction enabling students to self-manage, manage relationships with others and thrive in a community.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
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 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/16/2023	Q3	03/18/2024
Q2	12/18/2023	Q4	05/20/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All K-8 students will use Second Step to help navigate student behavioral awareness, resulting in a reduction from 43% to 13% in "Lock of Student Awareness or Skill" as a root cause for incidents on the BHT form.	Administration & Teachers	EOY SY24	In Progress
Action Step 1	All teachers engage in Second Step professional development	Administration & Teachers	Week 0	Completed
Action Step 2	Expand BHT to include Interventionist, Bilingual Coordinator and an Essentials Teacher	Administration & Teachers	Week 1	Completed
Action Step 3	Monthly check-in for teachers in implementation of Second Step that includes behavior data from the BHT form.	Behavioral Health Team & Administration	Bi-Weekly Behavioral Health Team Meeting	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	New EL students will show comparable levels of involvement to a typical Waters student by the end of the year, by being supported both culturally and social emotionally throughout the school day.	Teachers, Administration and Students	EOY SY24	In Progress
Action Step 1	Create and update "Newcomer Support Collaboration Log" that includes student strengths, opportunities for growth and biographical information for newcomer students.	Teachers, Bilingual Coordinator & Administration	Ongoing	In Progress
Action Step 2	Actively recruit newcomers for after school programs	Teachers, Bilingual Coordinator & Administration	During Class Time, Announcements	In Progress
Action Step 3	Engage parents of newcomer students through the Bilingual Advisory Committee	Teachers, Bilingual Coordinator & Administration	Bilingual Advisory Committee Meetings	In Progress
Action Step 4	Include intentional structures and use of technology to make school events accessible to families of newcomers	Teachers, Bilingual Coordinator & Administration	School Events	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	10% reduction in misconducts from SY24	
SY26 Anticipated Milestones	10% reduction in misconducts from SY25	

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting
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 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
All K-8 students will use Second Step to help navigate student behavioral awareness, resulting in a reduction from 43% to 13% in "Lack of Student Awareness or Skill" as a root cause for incidents on the BHT form.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 📌

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All K-8 students will use Second Step to help navigate student behavioral awareness, resulting in a reduction from 43% to 13% in "Lack of Student Awareness or Skill" as a root cause for incidents on the BHT form.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status