



Thomas J Waters Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Titia Kipp	Principal	tmkipp@cps.edu	Has access
Nilsa Alvarez	Asst. Principal	nalvarez13@cps.edu	Has access
Amy Vecchioni	ILT/Specialized Academic Teacher	alvecchioni@cps.edu	Has access
Hadley Bricker	ILT/DL/Counselor	hbricker@cps.edu	Has access
Olga Johnson	Teacher	oenunez-johnson@cps.edu	Has access
Brandon Orlov	Teacher	bjorlov@cps.edu	Has access
Jessica Collins	Teacher	jcollins64@cps.edu	Has access
Ana Maria Rivadeneira	Teacher	arivadeneir@cps.edu	Has access
Jeannette Aguilar	Teacher	jaguilar122@cps.edu	Has access
Erica Smith	LSC parent rep/CIWP subcommittee	EricaSmithWatersLSC@gmail.com	No Access
Greg Foster-Rice	LSC parent rep/CIWP subcommittee	gregwaterslsc@gmail.com	No Access
Jessica Fuentes	BAC president	j.robles48@yahoo.com	No Access
Kelli Landes	DL parent chair	kelandes@gmail.com	No Access

Reilly Wall	LSC Teacher Rep	rwall1@cps.edu	No Access
Peggy Ballasch	LSC Teacher Rep	mballasch@cps.edu	No Access
Paulina Heilbrunn	Teacher	PRHeilbrunn@cps.edu	No Access

**Team meetings**

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
02/27/2018	Kipp, Alvarez, Bricker, Johnson, Herman, Rivadeniera, Aguilar	CIWP initial meeting to begin review of dimensions, current priorities and strategies. Reconvene on 03/06/18 to identify next steps and create timeline for completion.
03/06/2018	Alvarez, Gil, Collins, Rivadeneira, Bricker, Aguilar, Johnson	Continue SEF priority review and make recommendations, identify next steps
04/20/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman	Incorporate evidence in Framework
04/23/2018	Alvarez, Kipp, Vecchioni, LambeHerman, Aguilar, Rivadeneira, Collins, Orlov, Johnson, Gil, Bricker	Review and update of Framework evidence and scoring
04/24/2018	Alvarez, Kipp, Vecchioni, LambeHerman, Orlov, Gil, Aguilar, Johnson, Collins, Rivadeneira, Fuentes, Smith, Foster-Rice	CIWP progress review
04/10/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar	Internal ILT/CIWP meeting to plan for 4/13 PD day for selection of 3rd priority with all staff.
04/19/2018	Vecchioni, Lambe-Herman	Begin development of professional learning strategy and action steps based on all staff feedback.
04/30/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Collins,	CIWP Planning Meeting to review and update strategies
04/30/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar, Smith, Foster-Rice	CIWP Public meeting to share status of CIWP and gather public feedback and recommendations
05/01/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar, Smith, Foster-Rice	CIWP Planning meeting to review and incorporate public feedback.

05/07/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman	Revision of CIWP language in strategies to ensure they are actionable and measurable. Update goals.
05/08/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Collins, Aguilar, Smith, Foster-Rice	CIWP presentation of final draft at LSC meeting
11/12/2019	Kipp, Alvarez, All Staff	CIWP Tracking Data Collection
01/09/2020	Kipp, Alvarez, Vecchioni	Flex Day Teacher Professional Development CIWP Updates
01/09/2020	Kipp, Alvarez, All Staff	CIWP Updates All Staff Flex Day Presentation
01/10/2020	Kipp, Alvarez, Vecchioni, Ballasch, Raman, Network Colleagues	Strategic Work on CIWP Goals: Rigorous Tasks, Culture for Learning, Professional Development

## School Excellence Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
  - 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
  - 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
  - 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- ⊖ Not scored

## Culture of & Structure for Continuous Improvement (4 of 4 complete) Expand all

### 4

#### Leadership & Collective Responsibility

- 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
- 3 Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).
- 3 Empower others to make or influence significant decisions.
- 3 Employ the skills to effectively manage change.
- 3 Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
- 3 Use the CPS Framework for Teaching to ground instructional guidance and coaching.
- 3 Enable staff to focus and prioritize what matters most.

#### Evidence

Waters School administration and staff champion student voice, community and the whole child. Leadership is responsive to parents, students and staff as it aims for high academic success and positive educational experiences for all children. Our investment in hands-on authentic learning, performance-based assessments and field work combined with our Growth Mindset initiative asks students to have an active voice in their learning experience. Our vision includes the integration of the arts, science/ecology and technology to meet the unique learning needs of all students. It also articulates the commitment of all stakeholders to uphold high expectations and inspire positive social emotional and academic outcomes. We work to back this vision by aligning our resources of budget, time, and staffing, to promote these goals. Our Principal, as the leader of Waters, promotes best practices by supporting opportunities for professional development, teacher collaboration and reflective pedagogy to encourage college and career

readiness and to cultivate students as lifelong learners. Collectively, we aim to foster a nurturing and collaborative learning environment that creates rigorous instruction, a strong culture for learning, and carefully planned aligned professional development for staff to further enrich the lives all students as evidenced in each the following school effectiveness frameworks.

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## 4

### Instructional Leadership Team

- 2 Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
- 3 Share leadership for improving teaching and learning with representative school members.
- 2 Use protocols and ask probing questions.
- 2 Use timely and relevant data/evidence sources.
- 3 Schedule and structure frequent meetings.
- 3 Collaborate effectively, value transparency, and inform and engage stakeholders.
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

#### Evidence

The ILT meets to discuss school-wide data and set priorities, goals and growth targets. In addition, ILT provides professional development to entire teaching staff throughout the school year to lead in the development of literacy scope and sequence with essential questions. ILT works to partner with outside resources to provide staff with additional professional development based on the needs of our staff. ILT has initiated Growth Mindset across the curriculum, analyzed SQRP data, and analyzed our level status. The ILT has created an action plan to address areas in need of improvement based on our SQRP rating which was shared with our school community at a Local School Council meeting. ILT led the discussion that moved us to the implementation of common balanced assessment and grading practices. ILT works together to monitor and keep pace on CIWP goals as evidenced by our CIWP monitoring reports (15 and 30 weeks).

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## 3

### Professional Learning

- 2 Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
- 2 Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)
- 2 Structure time for teachers to collaborate and learn together.
- 2 Make 'safe practice' an integral part of professional learning.
- 2 Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
- 2 Provide induction and support for new teachers.

#### Evidence

Common planning time, professional development and teacher collaboration are a cornerstone of our school community. Our administration is consistently sharing and supporting professional learning opportunities for all staff. All School Improvement Days are carefully crafted for enhanced professional learning and opportunities to share pedagogical knowledge among all staff. Teachers consistently seek out community professional development resources. Partnerships and conferences include: -Scientists for Tomorrow (4-8 Robotics Strand, Columbia College) -Magnet Schools of America National Conference (All Fine Arts Team) -James Dyson Foundation (K-8 Design Thinking curriculum supports) -TESOL 2018 International Conference -Art Institute of Chicago (Arts Integration) -Orton Gillingham (Multi Sensory Approaches to Reading and Writing) -Managing Challenging and Manipulative Student Behavior -SCIRA (Suburban Council of Illinois Reading Association) Additionally, teachers are participating in in-school professional development including: -Smartboard Training -MyPerspectives English Language Arts -Trailblazers -Myon training -BrainPop Suite Products Network and District-wide trainings are also being pursued including -Tech Talk 2018 -Summits -Saturdays with OLCE (Office of Language and Cultural Education) -Teachers Visits to other schools -ELPT (English Language Program Teacher) Trainings

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## 3

### Aligned Resources

- 3 Design a school day that is responsive to student needs.
- 3 Align the budget to the CIWP priorities and the mission of the school.
- 3 Streamline purchase procedures to minimize lapses between ordering and receiving materials.
- 3 Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- 3 Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
- 3 Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
- 3 Effectively utilize Related Service Providers at the classroom level.
- 3 Use data including teacher evaluations and exit interviews to inform a retention strategy.
- 3 Make outreach efforts to engage community members as partners and resources.
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.

## Evidence

The staff at Waters are continually working to align their resources, in order to ensure that every child meets their fullest potential. Before the school year begins administration and staff create schoolwide schedules. The schedules created allow for: -Common planning time within grade level teams - Co-teaching and/or pull out models of instruction based on diverse learner and EL students' needs -A built-in focus time period to target enrichment, support and interventions. -Small group Math Essentials and Art programs The staff and administration dovetail their budget along with community resources in order to meet the needs of all learners. Due to the school's fiscally responsible practices: -Rigorous literacy curriculum has been selected -My Perspectives for grades 6-8 -Reading Street for grades K-5 -Partnerships with Sulzer Library, Old Town School of Folk Music, The Chicago Sinfonietta, NEIU Fine Arts, Chicago Arts Partnership in Education (CAPE) and National Louis University. -Creative School Fund Fine Arts Grants Awarded for Innovation -Teacher Wish List items (including technology, classroom furniture and instructional materials) purchased based off of individual classroom needs -Additional funds raised through building rental on weekends and summer programs to enhance student programming and provide additional materials The school recognizes that high quality staff members are the most valuable resources within the Waters School community and budget accordingly. Staff placement is thoughtfully done in order to align staff certifications, interests, and strengths. School administration has strongly advocated to ensure equitable access to education and appropriate staffing for ALL students. Waters has a very low teacher turnover rate due to supportive community and administration. When the school is hiring new staff there is a rigorous hiring process in place, which encourages staff input.

## Depth & Breadth of Student Learning (4 of 4 complete) Expand all

### 3

#### Curriculum

- 2 Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
- 2 Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.
- 3 Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.
  - 2 Engage all learners in content areas by fully integrating opportunities for all learners, including:
    - 2 Integrate academic and social emotional learning.
    - 2 Connection to real world, authentic application of learning.
    - 2 Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - 2 Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence

All teachers work in teams to align curriculum with the CCSS/NGSS/WIDA standards as evidence in their lesson plans which also include language and content objectives. Formal and informal REACH observations throughout the school year indicate that higher thinking skills are addressed on a daily basis. Conversations around their instructional strategies occur during the pre/post conferences indicate that teachers are intentional in their planning and instruction and focused on differentiation. Teacher created supplementary lessons are tied to the core content. There is an ongoing effort to integrate math and science goals. STEAM initiatives have begun and further promote hands-on and inquiry-based learning. Administration and teacher teams worked collaboratively to examine and select a new literacy curriculum for adoption in the 2018-19 school year. Student work and classroom environments demonstrate an understanding of these objectives. As a school, we develop opportunities to enhance our curriculum to implement more effective ways to differentiate and challenge ALL students. We strive to ensure more focused collaboration to promote curriculum vertical alignment.

### 3

#### Instructional Materials

- 3 Aligned to curricular plans and expectations of the standards.
- 3 Varied and flexible.
- 3 Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
- 3 Equitably available and accessible to all teachers and students.
- 3 Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
- 3 Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
  - 2 Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.

## Evidence

There is a collaborative effort between grade level teams and administration to determine which resources are chosen to teach lessons (New Reading curriculum K-5 has been purchased and will be implemented school year 18-19). My Perspectives reading and writing series has been implemented school year 17-18. Teachers have been very resourceful in seeking supplemental materials. These materials are carefully evaluated to assure that

they align with CCSS, NGSS, and WIDA. In addition, outlined below is a representative sample of supplemental materials utilized at Waters: - Scholastic subscriptions to make connections with current and relevant topics/ events. -Partnership with Scientists for Tomorrow (Columbia College Chicago), for hands-on learning and promoting authentic STEAM learning. -Accessibility to one-to-one devices (iPads or Chromebooks) for students from third to eighth grade. -K to 2nd grade classrooms technology centers for students to use during the day. -Students use Khan Academy which tailors students' learning to their academic level (grades 5-8). -Subscriptions to supplemental resources, such as, Flocabulary, BrainPop, Imagine Learning, and Myon. -New technology has been added for staff members across grade levels to increase access to 21st century learning tools. - Generous monetary support and volunteer hours by our "Friends of" group Waters Today (non profit 501-3c)

### 3

## Rigorous Student Tasks

- 2 Begin with the belief that all students can learn. (see Culture for Learning)
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.
- 3 Tasks reflect the key shifts in literacy.
- 3 Tasks reflect the key shifts in mathematics.
- 3 Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- 3 Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.

### Evidence

Students are presented with a variety of tasks that are rigorous, differentiated, and demonstrate an application to real-world problems and ideas across the content areas. For example, students in Social Studies might perform a performance task demonstrating their ability to synthesize the concepts they have worked on throughout a unit (a fourth grade student utilizing what they have learned about the economy to create their own profitable business). These tasks scale in rigor and complexity as students get older, building on ideas and foundational skills established year by year. The staff of the school are engaged in the construction of a school-wide Scope and Sequence to ensure that the tasks and ideas that students encounter from K through 8th grade are appropriately scaling in rigor and complexity. Teachers collaborate in grade level meetings to review and discuss tasks and assignments, and partial-departmentalization allows for ambitious, thematic units, and instruction across the content areas. Math curriculum has been adapted to fit the "Common Core" standards. This has been a rigorous task for the students undertaking the challenges of being faced with a shift of curriculum. For example, students in the 6th grade are being given the textbooks and curriculum of the 7th grade, and the 7th receives 8th grade, with the 8th grade receiving high school algebra 1. This involves increasing text complexity within the content area and increases their depths of knowledge. -Math Lab enrichment (Essentials programming) is tailored for differentiation and individualized student growth plans. -MyPerspectives is being utilized for middle school encouraging students to develop critical thinking skills by analyzing a text's craft and structure as well as the author's purpose. -Daily 5 in the primary grades specifically targets students reading levels, so that the rigor is ensured by utilizing independent reading levels. -In Science, inquiry-based learning allows students to ask and answer meaningful and thought-provoking questions through hands-on lab activities and experiences. -Ecology Program promotes global stewardship and hands on applications of real world experiences through authentic field work. -Essential Programs (Fine Arts, Digital Media, Mathematics Lab and Physical Education) provide extensions of core curriculum, independent student voice experiences and hands-on student learning. -Social Studies is project-based which allows for the student to create authentic learning opportunities and promote global citizenry. -Health and Wellness curriculum focuses on personal best and physical fitness throughout a variety of tasks and activities -Growth Mindset is interwoven throughout the school day.

### 4

## Transitions, College & Career Access & Persistence

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12.
- 3 READINESS – Ensure equitable access to college preparatory curriculum.
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))

### Evidence

Waters' teachers and staff provide real world experiences for students to build confidence through self-exploration, cooperative learning, and ongoing opportunities that empower student voice throughout the community inside and outside of the classroom including: -The Growth Mindset initiative - STEAM curriculum -Engineering Week -Dyson Collaboration (Engineering Careers) -Naviance activities (Grades 6-8) -High School Informational Session -Collaborative Coffee "Open House" Tour with Amundsen -High School Investigation Day at Amundsen for 8th graders -Fine Arts High School Portfolio Assistance -Individual student meetings with Counselor and 8th graders regarding high school -CRFC-Lawyers in the classroom (Grades 7-8) -Junior Achievement of Chicago partnership focusing on workforce readiness, entrepreneurship, and financial literacy (K to 8)

## Depth & Breadth of Quality Teaching (3 of 3 complete) Expand all

### 4

## Instruction

- 3 Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.

- 3 Effectively communicate with students.
- 3 Use questioning and discussion as techniques to deepen student understanding and challenge.
- 3 Engage students in learning.
- 2 Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
- 3 Foster student ownership.

### Evidence

We have engaged in the constructions of a vertically aligned scope and sequence for core subject areas to further coordinate instruction across grade levels as well as conscientiously plan our instruction with best practices in mind. Instruction is rooted in our philosophy that all children will be successful when given the necessary tools that are consistently practiced and developed. We aim to take a: - "Strategy-based approach" to content areas - Cross-curricular instruction (For example, the Metric system is taught in Math and in Science) - Routines that allow student-centered instruction - Project-based units with student choices - Emphasis on academic vocabulary - Integration of Universal Design for Learning - Weekly Grade level meetings to discuss instruction and strategies - A variety of learning styles are presented within instruction - Flexible and responsive instruction - DOK (Depths of Knowledge) Questioning - Growth Mindset Instruction

## 3

### Balanced Assessment & Grading

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- 2 Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
- 2 Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- 2 Utilize assessments that measure the development of academic language for English learners.
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.
- 2 Improve and promote assessment literacy.
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

### Evidence

Progress in balanced assessment and grading has been a priority for all staff from 2016 to 2018 and was a primary focus during beginning of the school year and flex days throughout the years' professional developments. Rubrics are in place across the grade levels for a variety of project-based and writing tasks. At Waters, we know students need multiple forms of assessment to more fully evaluate their learning to garner a more complete picture of the whole child. We have implemented: -Common grade weights and consistent grading practices have been established across all grade levels as noted on classroom syllabi. -Aligned formative and summative assessments are in place across grade levels. -Authentic tasks are being utilized as assessments -NWEA Measures of Academic Progress (MAP) data is reviewed and used to inform instruction -Individualized student growth plans have been implemented across grade levels to promote growth mindset. -Using data from assessment to determine eligible students for MTSS -Using MTSS data to determine for students who are eligible for additional supports -Students are encouraged to demonstrate their knowledge in various models (orally, visual presentations, written pieces, etc.) We will continue utilize multiple assessments and goal setting techniques in teaching and learning as we move forward.

## 4

### Multi-Tiered System of Supports

- 3 TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)
- 3 TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').
- 3 Tier 1- Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed
- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
- 2 TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.
- 2 TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
- 3 Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

## Evidence

Teachers are well versed in the implementation of Multi-Tiered Systems of Supports (MTSS). Teachers provide flexible learning environments using a multi-modal approach to Tier 1 instruction. Time is embedded into all class schedules to provide Tier 2 and 3 interventions to students in need of additional academic support. The MTSS committee was established and meets monthly to discuss and update the students who are receiving Tier 2 and / or 3 interventions. Useful strategies and MTSS tools are then shared with all teachers. Teachers implement Tier 1 Social Emotional Learning (SEL) supports using a variety of positive reinforcement models. Many implement Tier 2 SEL interventions - such as behavior charts or behavior accommodations - at ease, while others seek the support of other teachers, the counselor, or social worker in the development and implementation of the interventions. When necessary, Tier 3 SEL supports, such as individual counseling, are implemented by the counselor, psychologist, or social worker. Personal Learning Plans (PLP) are monitored consistently by teachers and updated every 5 weeks by the PLP coordinator. Teachers and coordinator collaborate as needed to help each student with a PLP to meet his / her goals. -Positive reinforcement Tier 1 supports are implemented school-wide -MTSS Committee consists of teachers representatives from grade level bands and support personnel and meet regularly / monthly - Have student excited out? -MTSS Committee has been effective in transitioning students to appropriate tiers and referrals to the school based Multi Disciplinary Team as necessary -All classroom schedules have designated focus time to provide their MTSS

## Quality & Character of School Life (6 of 6 complete) Expand all

### 3

#### Culture for Learning

- 3 Create a culture that reflects a shared belief in the importance of learning and hard work.
- 3 Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- 3 Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- 3 Provide students frequent, informative feedback.
- 3 Develop academic mindsets and behaviors.

#### Evidence

A positive culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff and a strong emphasis on growth mindset. It describes the norms that govern the interactions among individuals concerning the mindset (e.g. ability/confidence to grow with effort), academic behavior (e.g. attendance/attending classes, completing assignments), learning strategies and skills and the general ethos of the school. Our classrooms are characterized by high cognitive energy, by a sense that what is happening is important, and that it is essential to "get it right." There are high expectations for all students and a focus on authentic learning and assessments. The classroom is a place where teachers and students value learning and hard work, and students take visible satisfaction in accomplishing their work and a job well done. Staff believe they can make a difference, that their hard work is the fundamental catalyst for student achievement. Our Culture for Learning is not limited to but evidenced in the following: • Student-led conferences, Genius Hour projects, individual growth plan initiatives, problem-based learning, authentic assessments • Waters School sports teams: camaraderie, teamwork and shared responsibility • Middle School Leadership Team: Ambassadors for our school and leaders of all school events including school dances, performances and fundraisers • Generous monetary support and volunteer hours by our "Friends of" group Waters Today (non profit 501-3c) • Collaboration with community as educational resources (Engineering Week, Kindergarten Grandparents Day, Middle School guest speaker opportunities and all-school artist-in-residences including Juan Carlos Perez, Patty Okulinski and Della Wells) • Tremendous parental volunteerism and support throughout the school year • After school programming that supports fine arts enrichment, engineering practices, scholastic supports and fitness, health and wellness experiences • Design Thinking and problem-based learning (4-8) • James Dyson Foundation all-school community resource and curriculum-based collaboration • Multiple fine arts performances, exhibits and presentations throughout the school year celebrating creative thinking, alternative and multicultural perspectives and performance-based assessments • K-8 Makerspace & STEAM Maker Mindset fieldtrip experiences with performance-based assessments throughout Chicago • Genius Hour, Growth Mindset, Agency, Advocacy & Identity initiatives including student-led conferences and personal growth plans • Multicultural celebrations including Cinco de Mayo Big Night (all-school fundraising event), Hispanic Heritage Month presentations and performances, Motown concert and Celebrations Around the World holiday performances, and all-school visual arts exhibits featuring Polynesian and African diaspora artists. • Weekly Community Waters Garden Night to maintain and celebrate Waters School Garden • Imagination Foundation Cardboard Challenge Family Days (Fall & Spring) • Annual Holiday Community Arts Fair • All-School Physical Education Field Day to promote fitness and teamwork • Environment/health/fitness initiatives to support global health including lymphoma and leukemia and Uthando HIV/Aids fundraisers and Girls on The Run after school club • After school programming that supports fine arts enrichment, engineering practices, scholastic supports and fitness, health and wellness experiences throughout the school year • All-school support of fundraising initiatives

### 3

#### Relational Trust

- 2 Develop trusting relationships with students so each student has at least one trusted adult in the school.
- 3 Foster supportive, caring and respectful staff-student interactions.
- 2 Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
- 2 Understand race and equity and its impact on student learning; recognize and support students' diverse social identities.
- 3 Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)

#### Evidence

Waters School continuously works toward improving and maintaining a warm culture and climate that is supportive of a positive community of learners



and a strong relational trust and respect among all stakeholders. Instructional strategies content emphasize soft skills such as collaboration and group work which foster positive interaction between peers. Our growth mindset initiative runs parallel and supports all students. Social emotional learning is first initiated via the collaborative development of student and teacher classroom expectations at the beginning of each school year. It is embedded throughout the school day via Calm Classroom and positive behavior instructional strategies. Through participation in professional development teachers and staff have created common behavioral expectations for students, teachers and school community. These expectations are intended to be followed in the classroom and carried over into common areas (hallways, restrooms, cafeteria, playground, after school, etc.). These action items directly align with our implementation of the Social/Emotional Illinois Learning Standards and our school's mission to develop the whole child. The following examples of relational trust include: -Group work / group projects -Reading Buddies build cross grade level connections and mentorships. -ROAR- school-wide initiative for student behavioral expectations -School-wide Art Exhibits and performances -In Between Friends Program in Middle School -Sports Activities (Basketball, Volleyball, etc.)

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## 4

### Student Voice, Engagement, & Civic Life

- 3 Study politics
- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues.
- 3 Explore their identities and beliefs
- 3 Exercise student voice
- 3 Authentically interact with civics leaders
- 3 Engage with their community
- ⊙ Take informed action where they work together to propose and advocate for solutions.
- 3 Experience a Schoolwide civics culture

#### Evidence

Students are vested in their learning and take ownership of their contributions to the Waters school community as well as the community as a whole. The school provides opportunities for the students to engage in activities that further develop the collaborative relationship with the community. We foster an environment of growth mindset to encourage ALL students to confidently engage in agency, authority, and identity. - Middle School students participate in the ABC Project, (Action Based Communities) through Chicago Constitutional Rights Foundation (CRFC). They design projects to address a problem in their communities and gather shareholders to take part. Students also participate in the Lawyers in the Classroom program through CRFC that brings attorneys into Waters School to discuss and examine Constitutional issues and the impact on student's lives. -Student led conferences and individualized growth plans -Middle School students complete Individual Learning Plans in Naviance - Students work through the Ecology program to learn about and address problems in the environment of the surrounding community. - We have partnered with Chicago Arts Partnership in Education to allow students to showcase their artistic voice. - We offer sports programs that spread school spirit to the students and community. - We offer Leonardo's Workshop to engage the students in our STEAM initiative to reinforce critical and creative thinking. - There are and will continue to be student-led conferences to engage the students in voicing their celebrations and goals moving forward. - Students are given insight and work readiness through a program called Junior Achievement. They learn financial literacy skills and entrepreneurship which fosters them to dream bigger to reach their full potential.

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## 4

### Safety & Order

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
- 3 Provide clear procedures for reporting and responding to safety concerns.
- 3 Manage efficient and orderly transitions between activities.
- 3 Provide a framework for positive behavior throughout the school based on shared values and expectations.
- 3 Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
- 3 Have a voice and take informed action.
- 3 Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
- 3 Clarify criteria for office referrals versus classroom managed behavior.

#### Evidence

Waters School continues to receive a strong safety rankings in the 5Essentials, My Voice, My School Survey. Our data reports 0% out of school suspensions and consistently averages above 95.2% in student attendance. Waters teachers and staff work daily to create a positive school culture and environment built on relational trust. We regularly conduct emergency safety drills for bus evacuation, fire, tornado, earthquake, lockdown, and intruder in the building. These drills help ensure emergency preparedness for all students and staff. These learning opportunities encourage self advocacy, emergency preparedness and promote physical and emotional safety. -Administration hosted a meeting with concerned parents and community members regarding school safety concerns as related to gun violence in our society. -Waters School continues to partner with community organizations to engage our students in programs such as Girls on the Run and Between Friends to build positive self-esteem and awareness. -In addition, our Digital Media class works to address topics related to positive Digital Citizenship.

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## 3

### Restorative Approaches to Discipline

- 3 PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
- 3 INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.

**Evidence**

Teachers recognize the importance of understanding the whole child and that consequences need to be managed sensitively. Waters seeks to understand the underlying reasons (root cause) for the misbehavior in order to effectively address it. Consequences fit the misconduct, and students are given the opportunity to discuss and reflect upon their actions - ultimately minimizing punitive consequences. Students are often rewarded with positive praise. We try to maintain a balance between extrinsic and intrinsic motivators. Evidence demonstrates that we have 0% of out of school suspensions. Teachers, staff and administration utilize: -Self-reflection strategies -Peace circles -In-house counseling opportunities -Goal Contracts - Role-playing good behavior -Calm Classroom -"Teflon" Responses (based on Social Emotional Learning workshop) -School Wide expectations for ROAR -Students and teachers work collaboratively to establish their own classroom rules, management systems, and behavior expectations.

**4  
Parent Partnership**

- 3 Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
- 3 Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
- 3 Frequently communicate with families about class and individual activities and individual student's progress.
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
- 3 Provide proactive communication (e.g. parent handbook and resources).
- 3 Partner equitably with parents speaking languages other than English.

**Evidence**

At Waters, we recognize the important role the whole community plays in the mission and vision of the school. The school encourages parent participation in an extensive offering of after-school activities (Meet the Teacher, Curriculum Night, Pi Night, Literacy Night, Art Exhibitions, Cardboard Challenge, Chicago Sinfonietta Field Trips, Garden Nights, etc). The school encourages parent engagement through an extensive offering of volunteer opportunities for in-school activities (chaperones, school tour docents, room parents, organizing and set-up supports for school events, book fair, annual fundraisers, etc). Parent partnerships include the Local School Council (LSC), Bilingual Advisory Committee (BAC), Diverse Learner Committee(DL), and Waters Today fundraising group. Our mission for all school events is to be diverse, equitable and inclusive of the entire school community and we continue to work on ways to communicate events in a timely fashion with reminders to encourage mass participation. Our Meet the Teacher and Curriculum Night events help familiarize parents with curriculum, schedules and policies. Teacher-led parent workshops are provided to inform parents on new curricular initiatives. Parents are encouraged to maintain home and school communication via parent-teacher conferencing, parent-portal (for current information on grading and attendance), progress reports, report cards, regular email communications, classroom newsletters, web pages, flyers, notes, school marquee, robo-calls and phone calls. The school and community work together to provide various mechanisms for parental involvement as follows: -Utilize the LSC, BAC, Diverse Learner Committee as a forum for state-of-the-school, Continuous Improvement Work Plan (CIWP), budget, information on school/district policies and, educational workshops -Waters Today parent fundraising group - Website with synchronizable google calendar -Weekly Green Notes and blog -Volunteer Coordinator -Frequent community building events (Garden Night, Holiday Fair, Little Night, Big Night, etc)

**School Excellence Framework Priorities**

Score	Framework dimension and category	Area of focus ☐= Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Depth & Breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Depth & Breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Depth & Breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Depth & Breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐

3	Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Depth & Breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
4	Depth & Breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
4	Depth & Breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
4	Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
4	Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

**Goals**

**Required metrics (Elementary)**

**18 of 18 complete**

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
.	70.00	66.00	99.00	72.00	80.00
<b>National School Growth Percentile - Math</b>					
.	75.00	50.00	90.00	65.00	73.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
.	64.70	56.00	85.00	65.00	73.00
<b>African-American Growth Percentile - Reading</b>					
.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
.	60.00	60.00	84.00	68.00	75.00
<b>English Learner Growth Percentile - Reading</b>					
.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					

.	25.00	78.00	50.00	84.00	90.00
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**African-American Growth Percentile - Math**

.	(Blank)	(Blank)	0.00	0.00	0.00
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**Hispanic Growth Percentile - Math**

.	63.00	22.00	72.00	38.00	55.00
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**English Learner Growth Percentile - Math**

.	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

.	16.00	(Blank)	45.00	50.00	55.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

.	94.00	95.00	100.00	100.00	100.00
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**National School Attainment Percentile - Math (Grades 3-8)**

.	81.00	80.00	96.00	90.00	96.00
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**National School Attainment Percentile - Reading (Grade 2)**

.	98.00	98.00	100.00	100.00	100.00
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**National School Attainment Percentile - Math (Grade 2)**

.	86.00	93.00	99.00	100.00	100.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

.	35.20	(Blank)	60.00	66.00	70.00
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**Average Daily Attendance Rate**

Implement "I Count" Attendance Incentive Program	96.20	95.40	98.00	98.00	98.00
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**My Voice, My School 5 Essentials Survey**

Goal: "Well Organized" in all categories	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Custom metrics**

**0 of 0 complete**

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we develop an improved culture for learning	increased agency, authority and identity for all	Describe expected goal...
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that celebrates students voice, promotes growth mindset, and encourages positive social-emotional learning

students and a life-long commitment to learning

**Tags:**

Growth mindset, Student voice, Culture for learning, Social emotional learning, School wide expectations, Life long

**Area(s) of focus:**

1

Action step	Responsible	Timeframe	Status
Support students to set quarterly formal and informal learning goals based on self-reflection to analyze learning	All Teachers	Sep 4, 2018 to Jun 30, 2020	On-Track

**Self assessment, Culture for learning, Student centered, Goals**

Provide a variety of after-school enrichment activities to enhance academic and interpersonal skills.	Classroom Teachers, Coaches, Additional Staff Members	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Enrichment, Culture for learning, Family night events, Afterschool activities**

Incorporate diverse stakeholders when organizing school and community events, to ensure equity and inclusion to create learning opportunities for inclusive cultural experiences.	Admin., BAC, LSC, Arts Teams, and staff members	Sep 3, 2018 to Jun 30, 2020	On-Track
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**Culture of learning, Community events, Inclusion, School wide**

Further develop Social Emotional Learning in classrooms tailored to our school's climate and culture.	School Counselor, MTSS/SEL Committees, Network Support	Sep 4, 2018 to Jun 30, 2020	On-Track
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**School climate, Culture for learning, Social emotional learning**

Provide teacher-led educational workshops for parents and community members during 50% of the LSC meetings.	Diverse Learners Parent Committee, Ecology Specialist, Bilingual Advisory Committee, Other Staff Members, SEL Committee	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Bilingual, Culture for learning, Parent partnership, Community outreach**

Strengthen our communication and expectations of school-wide common behaviors that encourage academic and personal success, at the beginning of each semester.	All staff members, Lunch and Recess Monitors, Security	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Communication, Growth mindset, Culture for learning, School wide expectations**

Beginning of year communication will share curricular goals and expectations around growth mindset, differentiation, rigorous tasks, authentic learning, co-teaching, and balanced assessment.	Classroom Teachers, Ancillary Staff	Sep 4, 2018 to Oct 31, 2019	On-Track
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**Communication, Expectations, Authentic tasks, Culture for learning**

Embed Illinois Social Emotional Learning Standards into all lesson and unit plans.	Classroom Teachers, school counselor	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Standards, Culture for learning, Social emotional learning**

Implement lessons and/or strategies based on the book "Morning Meetings" across grade levels to support social emotional growth.	Classroom Teachers, Social Emotional Learning Network Coordinator	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Culture for learning, Social emotional learning, School wide**

Implement "I COUNT" attendance recognition and incentives to promote growth in attendance ratings.	Administration, Classroom Teachers, Parents, and Students	Sep 4, 2018 to Jun 30, 2020	Not started
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**Attendance, Culture for learning, School wide**

Purchase new, updated technology such as 4 chromebook carts and additional classroom resources to facilitate different learning styles. These resources will allow us to support technology infused lessons, individualized student learning, and standardized test administration.	Administration, Tech Teacher, support of Waters Today	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Technology, Assessment, Differentiation, Learning styles, Culture for learning**

Secure a vendor to provide recess and lunch room supervision to ensure safety and security during students lunch and recess each day to promote social and emotional well being	Administration, support of Waters Today	Jul 2, 2018 to Aug 3, 2018	Completed
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**Culture for learning, Social emotional learning, Safety and security**

Develop a funding plan together with Waters Today to supplement our school budget to ensure adequate resources are in place (such as technology, fine arts positions and materials, ecology program, miscellaneous employees, recess and lunchroom supervision, professional learning opportunities, teacher stipends for after school programming, STEAM Kits, school wide learning, equitable instructional resources for all students including Diverse Learners and English Learners, etc.)	Admin., ILT, Waters Today Board, LSC Members	Jul 2, 2018 to Jul 30, 2018	Completed
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**Professional Learning, Rigorous tasks, Budget, Culture for learning**

Design MTSS Tier 1 instructional units that promote student curiosity and learning beyond the classroom (student agency, identity, and authority).	All teachers	select	On-Track
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**MTSS, Professional Learning, Lesson plans, Culture for learning**

**Strategy 2**

If we do...	...then we see...	...which leads to...
create rich classroom environments with growth mindset principles and strategy based learning	resilient students engaging in authentic tasks with various types of outputs for technology and teachers using authentic based assessment	perseverance, rigorous learning, and productive struggle

Tags:  
Technology, Rigorous tasks, Growth mindset, Authentic tasks, Classroom environment

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Track collaboration among all teachers (General Education, Diverse Learner and Essential) to develop appropriate accommodations and/or modifications for diverse learner students.	Case Manager, DL teachers, All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track

**Diverse Learners, English Learners, Rigorous tasks**

Engage all students in hands-on, authentic ecological tasks in grades K-8	Ecology Specialist / Science Teachers, support of Waters Today	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Rigorous tasks, Ecology, School wide**

Build on arts integration model in STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum within the classroom setting.	Steam Committee, All teachers, Essentials Team	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Steam (science technology engineering arts and mathematics), Rigorous task, Arts integration**

Design science, math, and social studies tasks which allow for students to create authentic work that connects to the world around them.	math and science teachers, STEAM Committee	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Rigorous tasks, Authentic tasks, Global context**

Develop Essentials Programming (Arts, Digital Media, Physical Education, Math, Drama, and Music) for students to create authentic work that engages real audiences	Classroom Teachers / Essentials Teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Rigorous tasks, Fine arts, Authentic tasks**

Utilize DOK (Depths of Knowledge) while planning instruction to allow for multiple pathways for students to demonstrate their knowledge and enhance our Tier 1 instruction.	All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Rigorous tasks, Dok, Agency, authority and identity**

Analyze MAP (BOY, MOY, and EOY) scores and formative data quarterly during grade level team meetings to inform instructional practices and target individual student growth goals.	All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Rigorous tasks, Map, Grade level teams**

Provide math essential skills programming, created to meet individualized math needs, while targeting NWEA math growth.	Math Essential teacher and classroom teachers	Sep 4, 2018 to Jun 30, 2020	Cancelled
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**Math, Differentiated instruction, Rigorous tasks, Fluency**

Align our STEAM initiatives with NGSS-aligned science scope and sequence (including Scientific Method) focusing on student-choice and inquiry-based STEM research projects and exhibition.	Admin, ILT, STEAM team, classroom teachers	Sep 4, 2018 to Jun 30, 2020	Completed
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**Rigorous tasks, Ngss, Scientific method**

Engage in multimodal delivery of Tier 1 instruction that is intentional, meaningful and includes cognitively complex tasks that promote student interaction and appeal to various learning styles.	All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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**Differentiated instruction, Rigorous tasks**

### Strategy 3

If we do...

Create Instructional Leadership Teams (ILT) led grade level weekly team meetings to act as in-school summits to grow professional development and collegial collaboration

...then we see...

5 week professional development modules (led by ILT Committee Members) to address specific areas of emphasis in Growth Mindset, Mathematics, ELA, Science, and Social Studies.

...which leads to...

enhanced, targeted curriculum supports, pedagogical collaboration, peer visits and dissemination of new knowledge

Tags:

Professional Learning, ILT, Pd planning, Grade level teams, Curriculum planning

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Participate in Summer Leadership Retreat for Instructional Leadership Team (ILT) to create a Professional Development plan based on five week modules for the next two school years

Administration, ILT, support of Waters Today

Jul 2, 2018 to Aug 23, 2019

On-Track

#### Professional Learning, ILT, Pd planning

Invite professional trainers in areas of need/focus as identified by the Instructional Leadership Team and Administration

Administration, ILT, support from Waters Today

Jul 2, 2018 to Jun 30, 2020

On-Track

#### Professional Learning, Pd planning, Professional partnership

Schedule semester peer visits to promote collegial sharing, professional growth, and effective instructional practices

All staff members, ILT

Sep 4, 2018 to Jun 30, 2020

Not started

#### Professional Learning, Reflection, Peer observation

ILT will lead data discussions analyzing formative and summative assessments each semester to improve student growth and increase instructional rigor in alignment with school wide goals in CIWP.

ILT, All teachers

Sep 4, 2018 to Jun 30, 2020

On-Track

#### Professional Learning, Rigorous tasks, Grade level meetings, Analyze data

Engage in vertical and horizontal planning for new K to 8 English Language Arts curriculum.

All Teachers, ILT

Sep 4, 2018 to Jun 28, 2019

On-Track

#### Professional Learning, English language arts, Vertical planning, Horizontal alignment

Attend summer training on a multi-sensory research based systemic approach to reading instruction.

Select teachers, Administration

Jul 2, 2018 to Aug 31, 2018

Completed

#### Diverse Learners, Professional Learning, Reading

Engage in professional learning that focuses on the needs of English Learners such as Understanding ACCESS scores, developing language objectives, MTSS for ELs, and WIDA Can-Do descriptors.

ELPT, All Teachers

Jul 2, 2018 to Jun 30, 2020

On-Track

#### English Learners, Professional Learning, Wida

Engage in professional learning that focuses on the needs of diverse learners including topics least restrictive environment, co-teaching training, specific curriculum supports, and behavior management techniques.

All Teachers, Case Manager

Jul 2, 2018 to Jun 30, 2020

On-Track

#### Diverse Learners, Professional Learning, Co-teaching

Engage in quarterly vertical planning for K to 8 mathematics curriculum.

Math teachers

Jul 2, 2018 to Jun 30, 2020

On-Track



**Professional Learning, Math curriculum, Vertical planning**

Provide professional learning focused on MTSS Tier 2 practices and implementation.

Admin., MTSS committee, Case Manager, all teachers

Sep 4, 2018 to Jun 30, 2020

Completed

**MTSS, Professional Learning, Focus time**

**Action Plan**

**Strategy 1**

ON-TRACK APR 03, 2019

+ Support students to set quarterly formal and informal learning goals based on self-reflection to analyze learning

Sep 04, 2018 to Jun 30, 2020 - All Teachers

**Status history**



ON-TRACK Apr 03, 2019  
**Evidence**

ON-TRACK May 21, 2018  
**Evidence**  
examples of documents from student-led conferences such as checklists, reflective narratives, and other such items

ON-TRACK MAY 21, 2018

+ Provide a variety of after-school enrichment activities to enhance academic and interpersonal skills.

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, Coaches, Additional Staff Members

**Status history**



ON-TRACK

May 21, 2018

**Evidence**

Posters, Evaluations, Student Works, Authentic Experiences such as Maker Faire, Fine Arts exhibits, Pi Night, Literacy Night, Rock Band, Science Club, tutoring, Girls in the Know, Girls on the Run, Selective Prep, CAPE, Right at School Aftercare and Enrichment etc.

ON-TRACK MAY 21, 2018

+ Incorporate diverse stakeholders when organizing school and community events, to ensure equity and inclusion to create learning opportunities for inclusive cultural experiences.

Sep 03, 2018 to Jun 30, 2020 - Admin., BAC, LSC, Arts Teams, and staff members

**Status history**



ON-TRACK May 21, 2018

**Evidence**

Flyers, Agendas, Posters, Sign Ins, exit slips

ON-TRACK MAY 21, 2018

+ Further develop Social Emotional Learning in classrooms tailored to our school's climate and culture.

Sep 04, 2018 to Jun 30, 2020 - School Counselor, MTSS/SEL Committees, Network Support

## Status history

May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Informational observations, anecdotal evidence, My School My Voice Survey results, Student Logger, CPS Verify System

**ON-TRACK** **MAY 21, 2018**  
+ Provide teacher-led educational workshops for parents and community members during 50% of the LSC meetings.

Sep 04, 2018 to Jun 30, 2020 - Diverse Learners Parent Committee, Ecology Specialist, Bilingual Advisory Committee, Other Staff Members, SEL Committee

## Status history

May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Calendar and agendas of parent and community workshops, exit slips

**ON-TRACK** **MAY 21, 2018**  
+ Strengthen our communication and expectations of school-wide common behaviors that encourage academic and personal success, at the beginning of each semester.

Sep 04, 2018 to Jun 30, 2020 - All staff members, Lunch and Recess Monitors, Security

## Status history

May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Posters in the building/classrooms, evidence of activities such as Calm Classroom, ROAR, school assemblies

**ON-TRACK** **MAY 21, 2018**  
+ Beginning of year communication will share curricular goals and expectations around growth mindset, differentiation, rigorous tasks, authentic learning, co-teaching, and balanced assessment.

Sep 04, 2018 to Oct 31, 2019 - Classroom Teachers, Ancillary Staff

## Status history

May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Curriculum night agenda, Teacher syllabi, Newsletters, and School Communications and Website, Welcome to Waters Packet

**ON-TRACK** **APR 03, 2019** + Embed Illinois Social Emotional Learning Standards into all lesson and unit plans.

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, school counselor

## Status history



**ON-TRACK** Apr 03, 2019  
**Evidence**

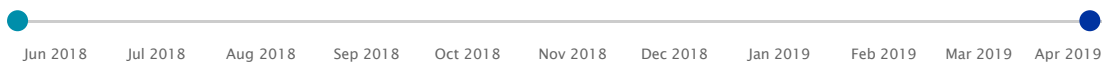
**NOT STARTED** May 21, 2018  
**Evidence**  
lesson plans

ON-TRACK APR 03, 2019

+ Implement lessons and/or strategies based on the book "Morning Meetings" across grade levels to support social emotional growth.

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, Social Emotional Learning Network Coordinator

### Status history

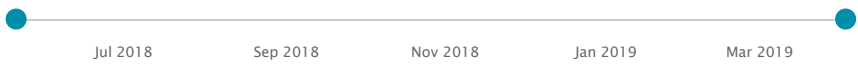


ON-TRACK Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**  
lesson plans

NOT STARTED APR 03, 2019 + Implement "I COUNT" attendance recognition and incentives to promote growth in attendance ratings.  
Sep 04, 2018 to Jun 30, 2020 - Administration, Classroom Teachers, Parents, and Students

### Status history



NOT STARTED Apr 03, 2019  
**Evidence**

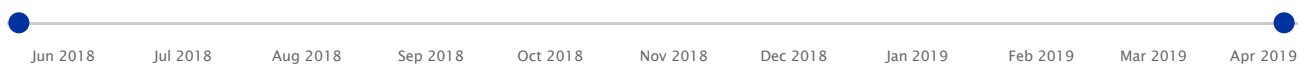
NOT STARTED May 21, 2018  
**Evidence**  
attendance reports, I COUNT rewards system

ON-TRACK APR 03, 2019

+ Purchase new, updated technology such as 4 chromebook carts and additional classroom resources to facilitate different learning styles. These resources will allow us to support technology infused lessons, individualized student learning, and standardized test administration.

Sep 04, 2018 to Jun 30, 2020 - Administration, Tech Teacher, support of Waters Today

### Status history



ON-TRACK Apr 03, 2019  
**Evidence**

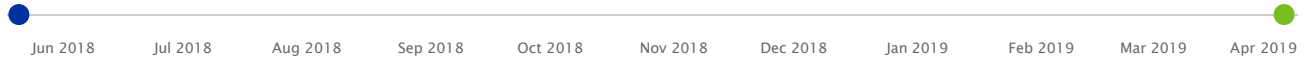
ON-TRACK May 21, 2018  
**Evidence**  
Purchase Orders, Tipp Web Audits, devices in rooms

COMPLETED APR 03, 2019

+ Secure a vendor to provide recess and lunch room supervision to ensure safety and security during students lunch and recess each day to promote social and emotional well being

Jul 02, 2018 to Aug 03, 2018 - Administration, support of Waters Today

### Status history



COMPLETED Apr 03, 2019  
**Evidence**

ON-TRACK May 21, 2018  
**Evidence**  
safe play, alignment of ROAR expectations in common areas ,

COMPLETED APR 03, 2019

+ Develop a funding plan together with Waters Today to supplement our school budget to ensure adequate resources are in place (such as technology, fine

arts positions and materials, ecology program, miscellaneous employees, recess and lunchroom supervision, professional learning opportunities, teacher stipends for after school programming, STEAM Kits, school wide learning, equitable instructional resources for all students including Diverse Learners and English Learners, etc.)

Jul 02, 2018 to Jul 30, 2018 - Admin., ILT, Waters Today Board, LSC Members

## Status history



**COMPLETED** Apr 03, 2019  
**Evidence**

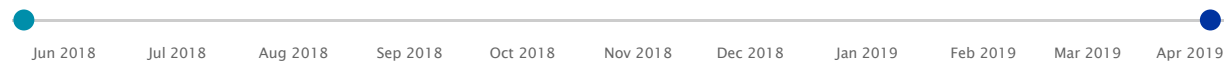
**NOT STARTED** May 21, 2018  
**Evidence**  
financial plan

**ON-TRACK** APR 03, 2019

+ Design MTSS Tier 1 instructional units that promote student curiosity and learning beyond the classroom (student agency, identity, and authority).

- All teachers

## Status history



**ON-TRACK** Apr 03, 2019  
**Evidence**

**NOT STARTED** May 21, 2018  
**Evidence**  
exit slips, lesson plans

## Strategy 2

**ON-TRACK** APR 03, 2019

+ Track collaboration among all teachers (General Education, Diverse Learner and Essential) to develop appropriate accommodations and/or modifications for diverse learner students.

Sep 04, 2018 to Jun 30, 2020 - Case Manager, DL teachers, All teachers

## Status history



**ON-TRACK** Apr 03, 2019  
**Evidence**

**ON-TRACK** May 21, 2018  
**Evidence**  
Collaboration Log Agendas, sign in, and meeting minutes

**ON-TRACK** APR 03, 2019 + Engage all students in hands-on, authentic ecological tasks in grades K-8

Sep 04, 2018 to Jun 30, 2020 - Ecology Specialist / Science Teachers, support of Waters Today

## Status history



**ON-TRACK** Apr 03, 2019  
**Evidence**

**ON-TRACK** May 21, 2018  
**Evidence**

ON-TRACK APR 03, 2019

+ Build on arts integration model in STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum within the classroom setting.

Sep 04, 2018 to Jun 30, 2020 - Steam Committee, All teachers, Essentials Team

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**

ON-TRACK May 21, 2018  
**Evidence**  
School-wide maker faire, lesson plans, project showcases, Engineering Week agendas, STEM Fair

ON-TRACK APR 03, 2019

+ Design science, math, and social studies tasks which allow for students to create authentic work that connects to the world around them.

Sep 04, 2018 to Jun 30, 2020 - math and science teachers, STEAM Committee

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**

ON-TRACK May 21, 2018  
**Evidence**  
Student work samples, Lesson Plans such as hands-on math, STEM Fair, engineering projects, etc...

ON-TRACK APR 03, 2019

+ Develop Essentials Programming (Arts, Digital Media, Physical Education, Math, Drama, and Music) for students to create authentic work that engages real audiences

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers / Essentials Teachers

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**  
Some essentials have presented, but not all.

ON-TRACK May 21, 2018  
**Evidence**  
Student performances, Lesson plans, exhibits, showcase events, displays, etc

ON-TRACK APR 03, 2019

+ Utilize DOK (Depths of Knowledge) while planning instruction to allow for multiple pathways for students to demonstrate their knowledge and enhance our Tier 1 instruction.

Sep 04, 2018 to Jun 30, 2020 - All teachers

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**

lesson plans, agendas from grade team meetings

ON-TRACK APR 03, 2019

✦ Analyze MAP (BOY, MOY, and EOY) scores and formative data quarterly during grade level team meetings to inform instructional practices and target individual student growth goals.

Sep 04, 2018 to Jun 30, 2020 - All teachers

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**

ON-TRACK

May 21, 2018

**Evidence**

teachers lesson plans differentiate instruction to meet the needs of every student, gains on MAP assessments, meeting minutes, meeting agendas, samples of student growth plans, report card data

CANCELLED APR 03, 2019

✦ Provide math essential skills programming, created to meet individualized math needs, while targeting NWEA math growth.

Sep 04, 2018 to Jun 30, 2020 - Math Essential teacher and classroom teachers

## Status history



CANCELLED Apr 03, 2019  
**Problem**  
**Root Cause**  
**Next steps**

ON-TRACK

May 21, 2018

**Evidence**

Math essential pre and post assessment data, student work

COMPLETED APR 03, 2019

✦ Align our STEAM initiatives with NGSS-aligned science scope and sequence (including Scientific Method) focusing on student-choice and inquiry-based STEM research projects and exhibition.

Sep 04, 2018 to Jun 30, 2020 - Admin, ILT, STEAM team, classroom teachers

## Status history



COMPLETED Apr 03, 2019  
**Evidence**

NOT STARTED

May 21, 2018

**Evidence**

Lesson plans, Exhibition of Student STEM Research, National Engineering Week event log

ON-TRACK APR 03, 2019

✦ Engage in multimodal delivery of Tier 1 instruction that is intentional, meaningful and includes cognitively complex tasks that promote student interaction and appeal to various learning styles.

Sep 04, 2018 to Jun 30, 2020 - All teachers

## Status history



ON-TRACK Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**  
lesson plans, REACH observations, peer visits

### Strategy 3

ON-TRACK APR 03, 2019

+ Participate in Summer Leadership Retreat for Instructional Leadership Team (ILT) to create a Professional Development plan based on five week modules for the next two school years

Jul 02, 2018 to Aug 23, 2019 - Administration, ILT, support of Waters Today

### Status history



ON-TRACK Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**  
agenda, minutes from Retreat, annual professional plan

ON-TRACK APR 03, 2019

+ Invite professional trainers in areas of need/focus as identified by the Instructional Leadership Team and Administration

Jul 02, 2018 to Jun 30, 2020 - Administration, ILT, support from Waters Today

### Status history



ON-TRACK Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**  
agendas, minutes, teachers sharing learning with other staff members

NOT STARTED APR 03, 2019

+ Schedule semester peer visits to promote collegial sharing, professional growth, and effective instructional practices

Sep 04, 2018 to Jun 30, 2020 - All staff members, ILT

### Status history



NOT STARTED Apr 03, 2019  
**Evidence**

NOT STARTED May 21, 2018  
**Evidence**  
schedule

ON-TRACK MAY 21, 2018

+ ILT will lead data discussions analyzing formative and summative assessments each semester to improve student growth and increase instructional rigor in alignment with school wide goals in CIWP.

Sep 04, 2018 to Jun 30, 2020 - ILT, All teachers

### Status history



ON-TRACK

May 21, 2018

**Evidence**

minutes from weekly grade-level team meetings, action plans, minutes from ILT meetings

ON-TRACK

APR 03, 2019

✦ Engage in vertical and horizontal planning for new K to 8 English Language Arts curriculum.

Sep 04, 2018 to Jun 28, 2019 - All Teachers, ILT

### Status history



ON-TRACK

Apr 03, 2019

**Evidence**

NOT STARTED

May 21, 2018

**Evidence**

ELA curriculum maps, agendas, minutes, and sign ins

COMPLETED

APR 03, 2019

✦ Attend summer training on a multi-sensory research based systemic approach to reading instruction.

Jul 02, 2018 to Aug 31, 2018 - Select teachers, Administration

### Status history



COMPLETED

Apr 03, 2019

**Evidence**

NOT STARTED

May 21, 2018

**Evidence**

implementation of approach with targeted students

ON-TRACK

APR 03, 2019

✦ Engage in professional learning that focuses on the needs of English Learners such as Understanding ACCESS scores, developing language objectives, MTSS for ELs, and WIDA Can-Do descriptors.

Jul 02, 2018 to Jun 30, 2020 - ELPT, All Teachers

### Status history



ON-TRACK

Apr 03, 2019

**Evidence**

ON-TRACK

May 21, 2018

**Evidence**

lesson plans, agendas, signs ins, minutes

ON-TRACK

APR 03, 2019

✦ Engage in professional learning that focuses on the needs of diverse learners including topics least restrictive environment, co-teaching training, specific curriculum supports, and behavior management techniques.

Jul 02, 2018 to Jun 30, 2020 - All Teachers, Case Manager

### Status history



ON-TRACK

Apr 03, 2019

**Evidence**

ON-TRACK

May 21, 2018

**Evidence**

lesson plans, agendas, signs ins, minutes

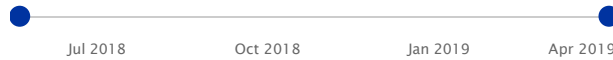


ON-TRACK APR 03, 2019

✦ Engage in quarterly vertical planning for K to 8 mathematics curriculum.

Jul 02, 2018 to Jun 30, 2020 - Math teachers

### Status history



ON-TRACK Apr 03, 2019  
**Evidence**

ON-TRACK May 21, 2018  
**Evidence**  
meeting minutes

COMPLETED APR 03, 2019

✦ Provide professional learning focused on MTSS Tier 2 practices and implementation.

Sep 04, 2018 to Jun 30, 2020 - Admin., MTSS committee, Case Manager, all teachers

### Status history



COMPLETED Apr 03, 2019  
**Evidence**  
March 21st, completed PD; will follow up as needed.

ON-TRACK May 21, 2018  
**Evidence**  
grade level schedules, agenda , lesson plans

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

### ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy

**Complete**

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

N/A

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

N/A

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

N/A

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

N/A

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

N/A

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

N/A

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

N/A

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

N/A

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

We do not receive Title 1 funds.

**School-Parent Compact**

**Complete**

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

n/A

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

N/A

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

N/A

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

N/A

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

N/A

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

N/A

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

N/A

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

N/A

**Parent Budget**

**Complete**

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0 .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ 0 .00

