

Waters CIWP 2016-18

CIWP overview

- The Continuous Improvement Work Plan (CIWP) is the two-year school improvement plan required of all CPS schools.
- Defines realistic, attainable action plans around 3-5 strategies that are able to be monitored and updated regularly
- Is not comprehensive of every budget line or activity the school will complete, but should be aligned to the budget

NEW for 2016-18:

- CIWP is a dynamic, online tool. We can update it regularly and more easily monitor progress.
- Schools get to pick their 3-5 strategies from a list of 17 possible strategic categories. In the past we had 6 strategic “pillars” to address and CPS chose 5 out of our 6 strategies. So there is more “school choice.”

CIWP Team members

Note: the team that drafts the CIWP in the Spring of 2016 disbands after it has been submitted. Thereafter, monitoring is done by the LSC.

Teachers

Jeremy King, science
Vicki Nissim, reading
Amy Vechionni, art
Carla Griffin, DL, LSC
Hadley Bricker, DL, counselor
Peggy Gyftakos, writing
Jason Gil, EL, math
Seth Raman, social studies
Olga Nunez-Johnson, primary
Evelyn Katsoulos, primary

Administration

Titia Crespo, Principal
Nilsa Alvarez, Asst Principal, EL

Parent/Community

Greg Foster-Rice, parent, LSC
Erica Smith, parent, LSC
Alma Bernardino, parent
Vicky Mendoza, community

Timeline

- January 2016 - teachers received CIWP training
- February 2016 - teachers completed initial SEF and decided upon 3 strategies
- March-April 2016 - full CIWP Team meetings
- May 2016 - Presentation to LSC, draft submitted to CPS
- June 1st 2016 - Presentation to Community
- June 2016 - Possible revisions following feedback
- June 14th 2016 - Final presentation & final approval by LSC

LSC Role

Summer 2016 - Spring 2018

- Consults with the principal on the priorities & development of the CIWP & Budget
- Holds at least two (2) Public Meetings to present the proposed CIWP and Budget to the school community (the meetings must include an opportunity for public input and comment)
- Approves the CIWP & Budget (required if the school is not on probation) Note: CIWP and Budget approval will be handled separately
- Monitors the implementation of the CIWP
- Holds at least two (2) Public Meetings during the school year for Principal and LSC to report on progress and problems with implementation of the plan (15 & 30 Week “reflection”)

CIWP Components

I. School Excellence Framework

The School Excellence Framework is a compilation of District guidance and best practices for all schools, organized into 4 dimensions and 18 categories which will assist schools with their initial reflection upon our current state. This is a self-assessment.

II. Goals

Historic and projected Test Scores based on the Board approved School Quality Rating Policy (SQRP). The CIWP is pre-loaded with the past two years of test scores for our school and we have to establish our goals for the next two years of test scores.

III. Strategies

This establishes a broader sense of vision - how will we achieve our goals (and here the goals are allowed to be more holistic than test scores). A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.

I. School Excellence Framework

Scored on a 4 point scale for the presence of these best practices (1=none, 2=few, 3=most, 4=nearly all)

A. Culture of & Structure for Continuous Improvement

| | |
|--|---|
| Leadership & Collective Responsibility | 4 |
| Instructional Leadership Team | 3 |
| Professional Learning | 3 |
| Aligned Resources | 3 |

B. Expectations for depth & breadth of Student Learning

| | |
|--|---|
| Curriculum | 3 |
| Instructional Materials | 3 |
| Professional Learning | 3 |
| Rigorous Student Tasks | 3 |
| Transitions, College & Career Access & Persistence | 3 |

C. Expectations for depth & breadth of Quality Teaching

| | |
|--------------------------------|---|
| Instruction | 4 |
| Multi-Tiered System of Support | 3 |
| Balanced Assessment & Grading | 3 |

D. Expectations for Quality & Character of School Life

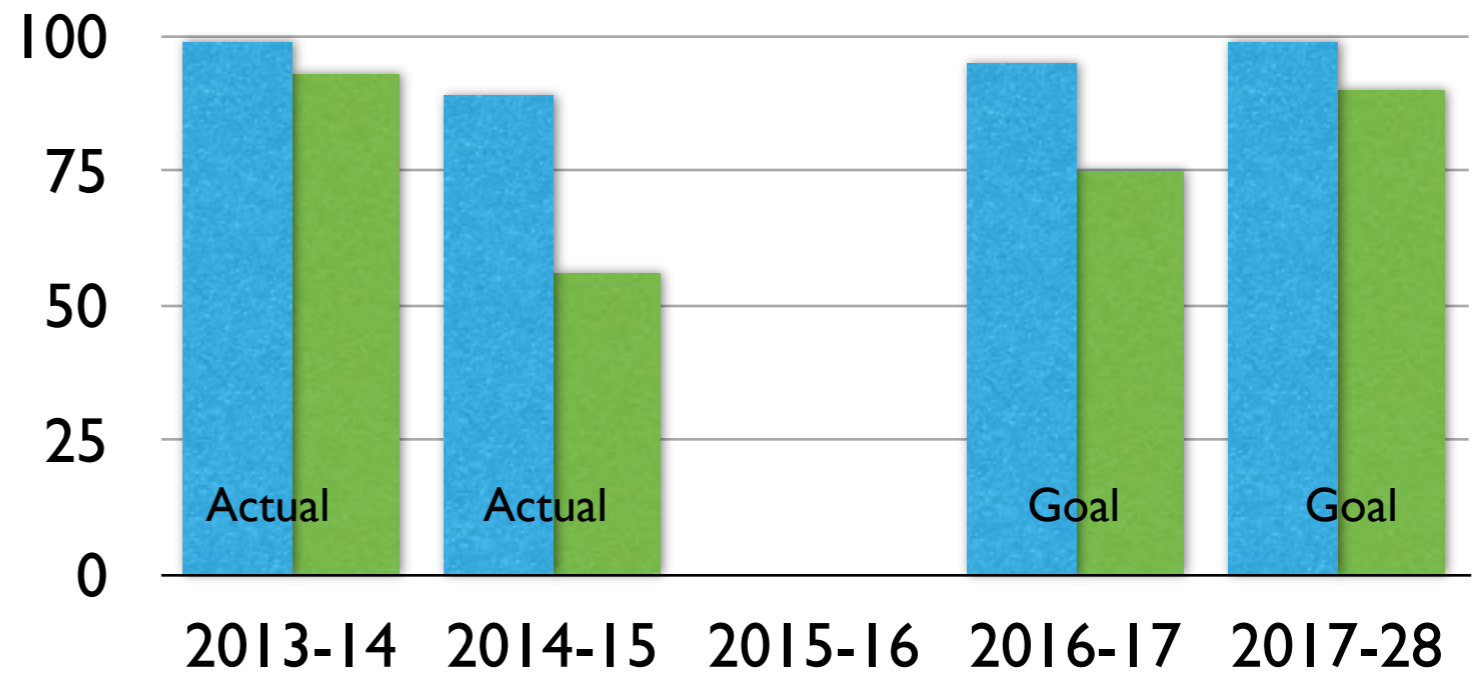
| | |
|---|---|
| Culture for Learning | 3 |
| Relational Trust | 4 |
| Student Voice, Engagement, & Civic Life | 3 |
| Safety & Order | 3 |
| Restorative Approaches to Discipline | 3 |
| Parent Partnership | 3 |

II. Goals - School-Wide Growth & 3rd-8th Attain

Our test scores based on NWEA-MAP (note - the data for 2015-16 is incomplete bc scores are still forthcoming).

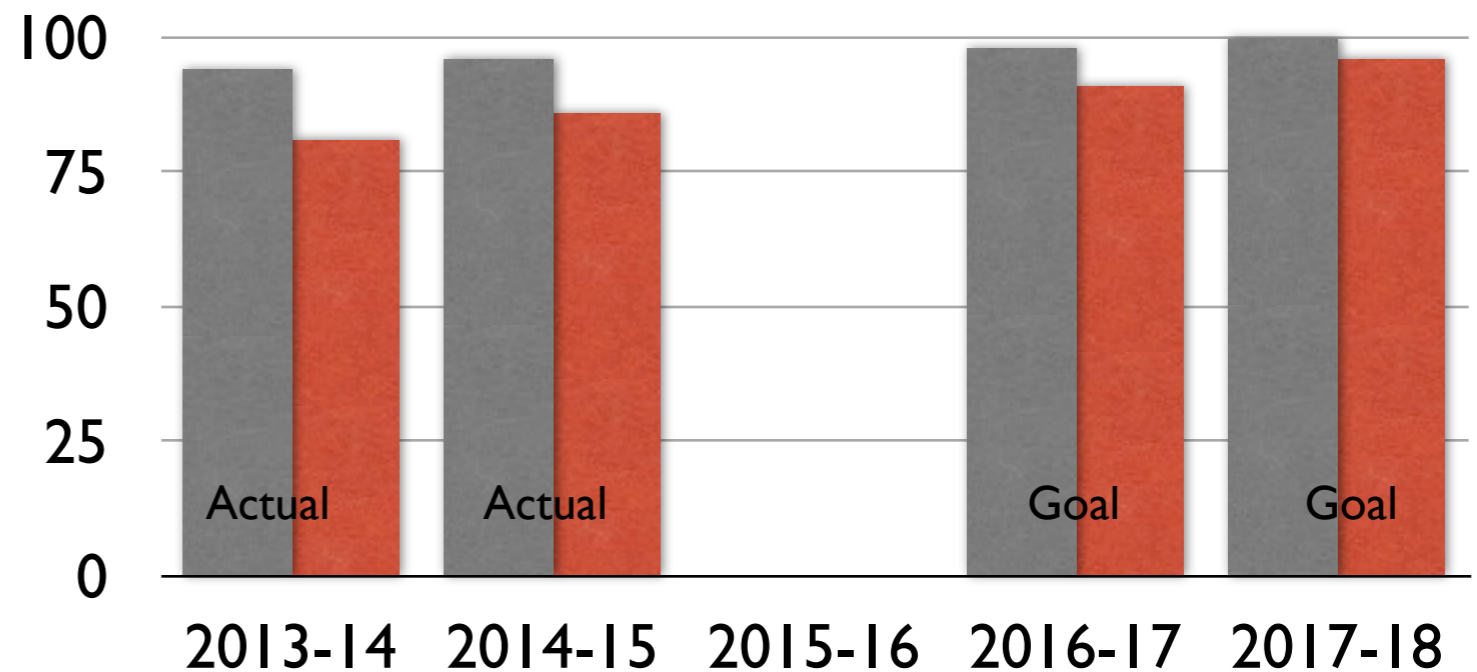
■ Natl School Growth% Reading
■ Natl School Growth% Math

This graph represents the average growth of Waters test scores from Spring-to-Spring compared to national average growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.



■ Natl Attain % Reading 3-8
■ Natl Attain % Math 3-8

This graph represents the average spring MAP score of Waters 3rd-8th grade students, compared to the national average score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.

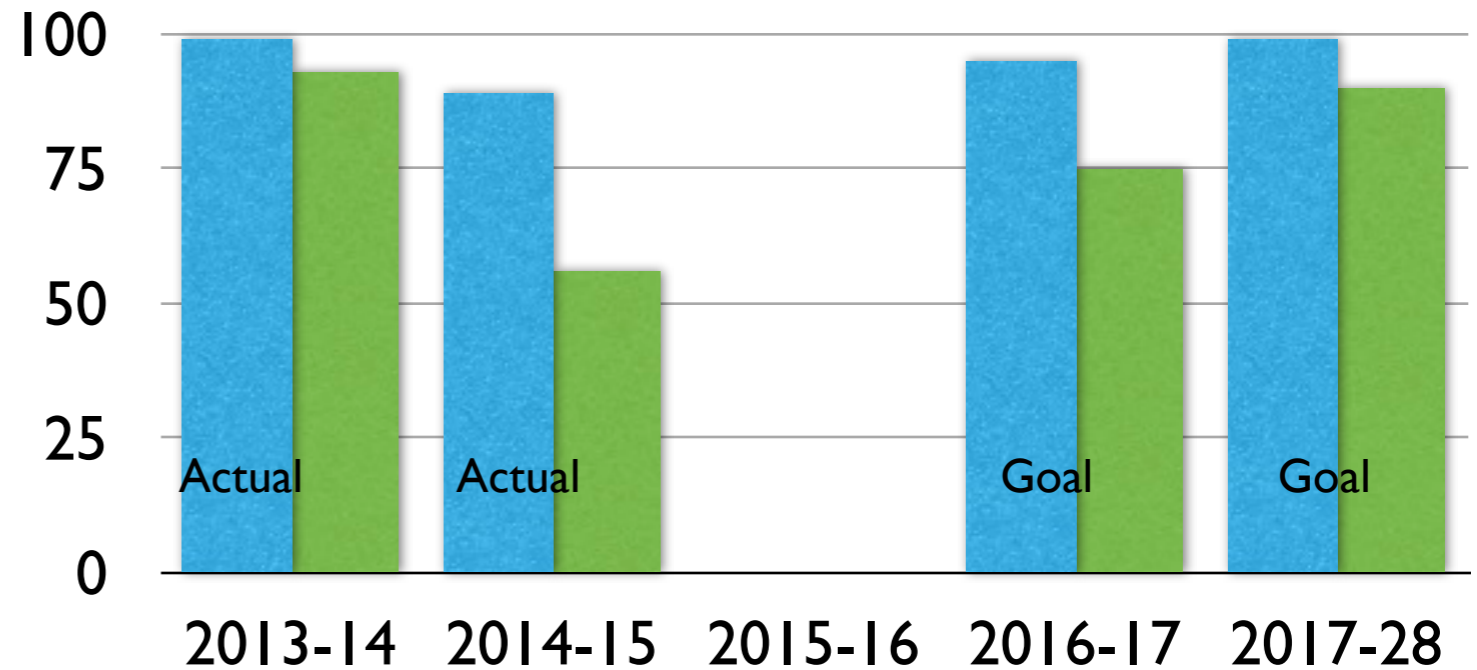


II. Goals - School-Wide Growth & 2nd grade Attain

Our test scores based on NWEA-MAP (note - the data for 2015-16 is incomplete bc scores are still forthcoming)

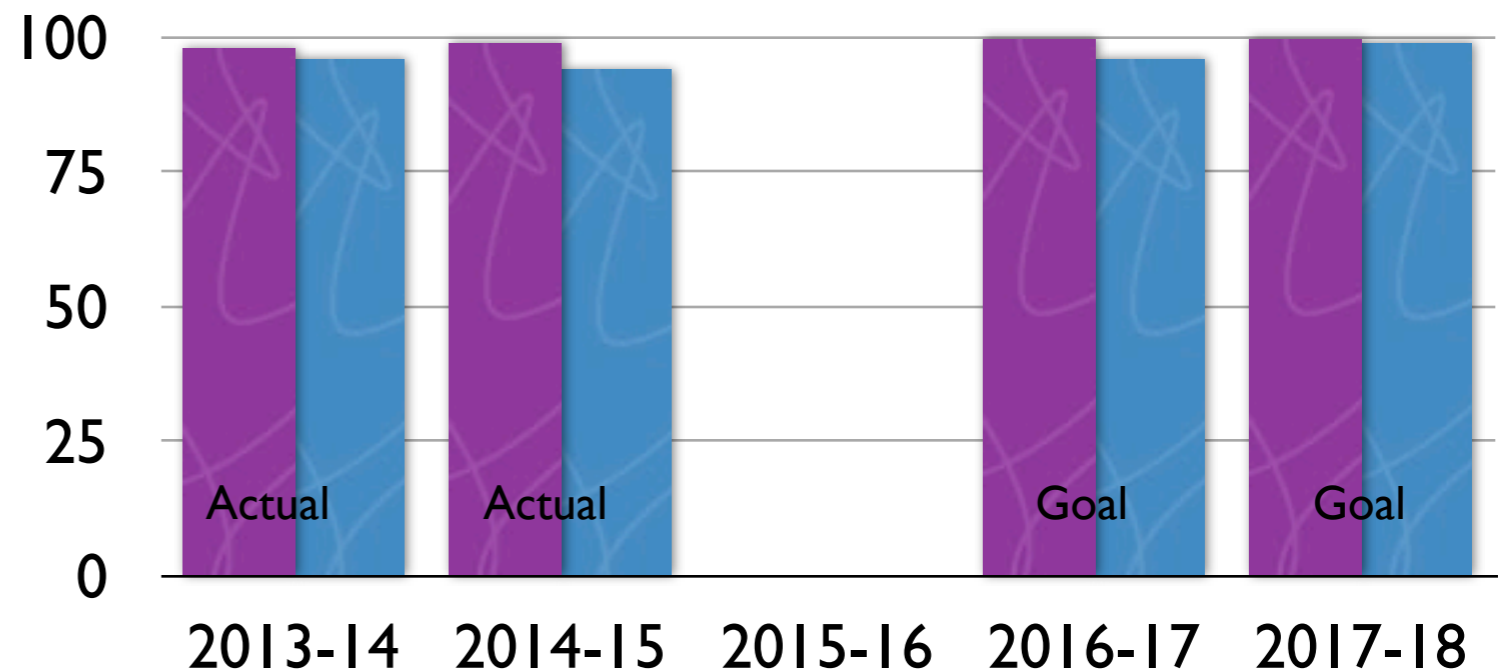
■ Natl School Growth% Reading
■ Natl School Growth% Math

This graph represents the average growth of Waters test scores from Spring-to-Spring compared to national average growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.



■ Natl Attain % Reading 2nd
■ Natl Attain % Math 2nd

This graph represents the average spring MAP score of Waters 2nd Grade students, compared to the national average score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.

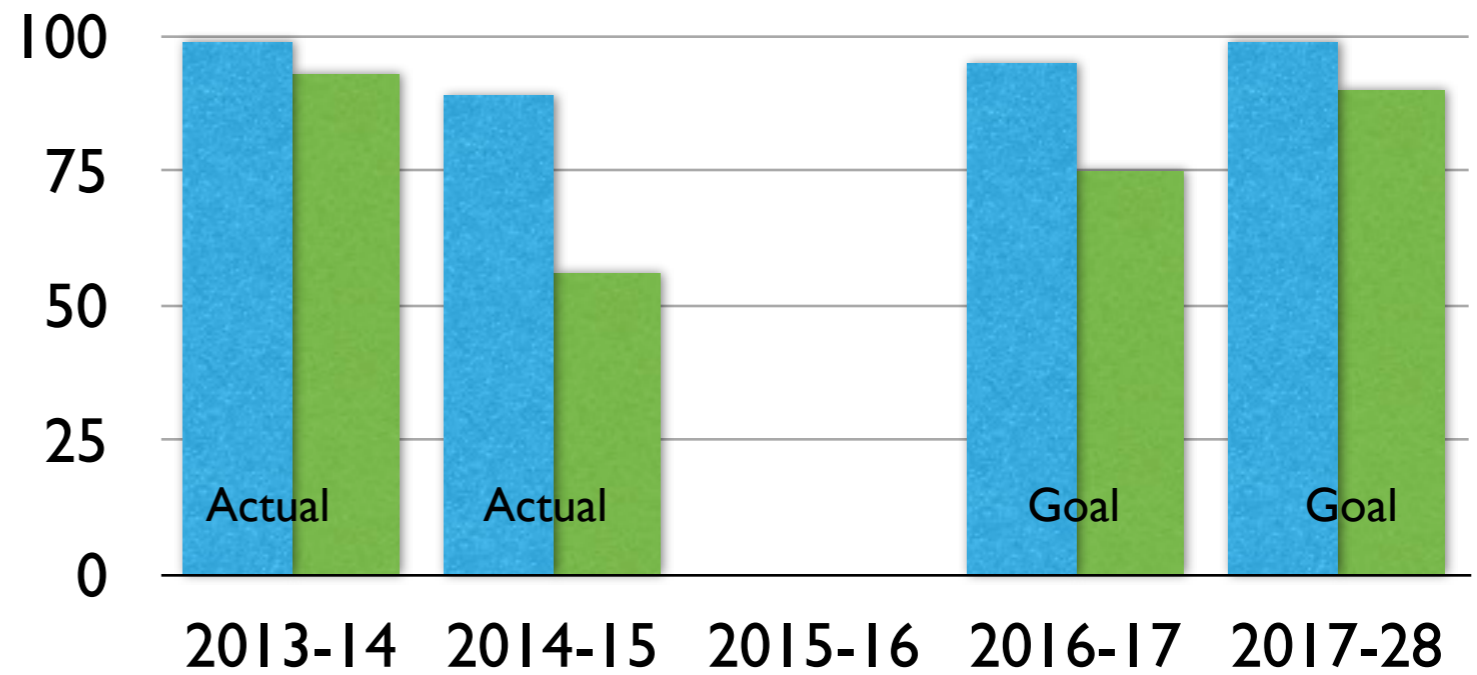


II. Goals - School-wide Growth & Hispanic Growth

Our test scores based on NWEA-MAP (note - the data for 2015-16 is incomplete bc scores are still forthcoming)

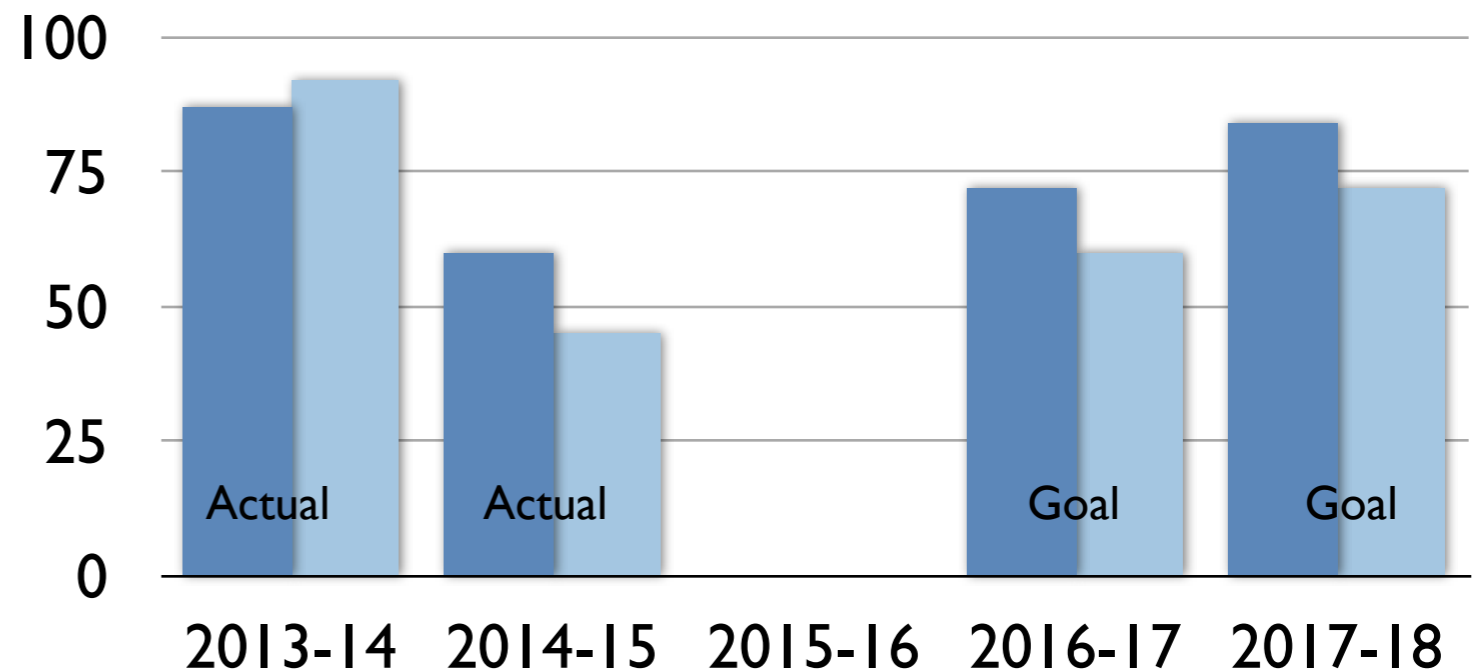
■ Natl School Growth% Reading
■ Natl School Growth% Math

This graph represents the average growth of Waters test scores from Spring-to-Spring compared to national average growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.



■ Hispanic Growth % Reading
■ Hispanic Growth % Math

This graph represents the average growth of our Hispanic student scores from Spring-to-Spring compared to national average growth for hispanic students with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile. Note that bc of our demographic, the SQRP calls out Hispanic students as a separate category for analysis.

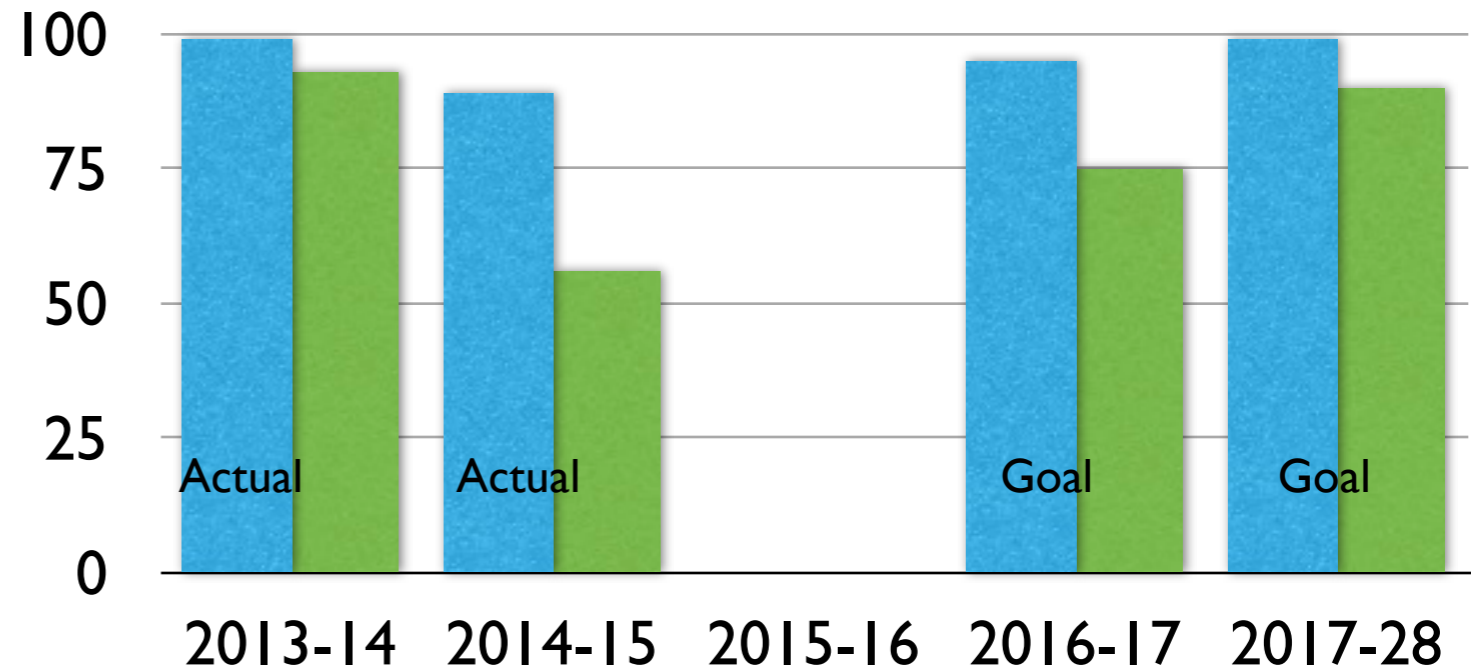


II. Goals - School-wide Growth & DL Growth

Our test scores based on NWEA-MAP (note - the data for 2015-16 is incomplete bc scores are still forthcoming)

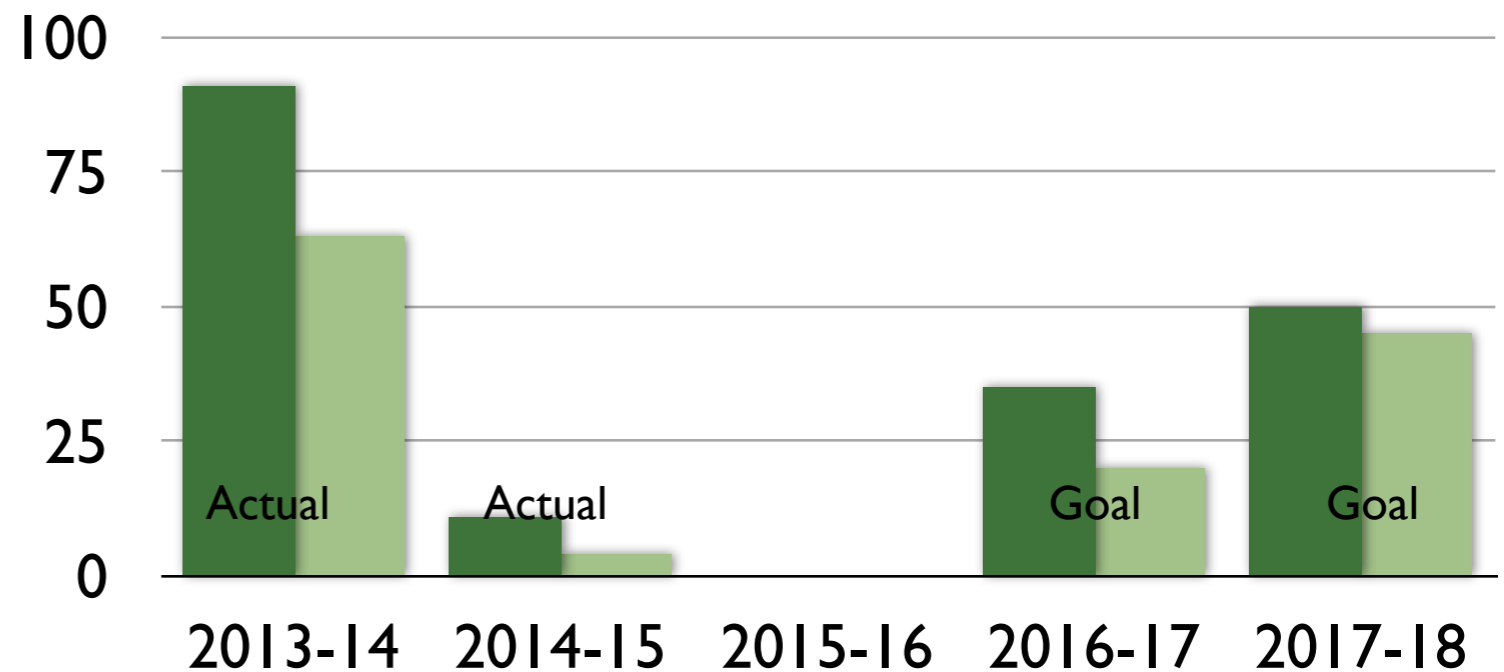
■ Natl School Growth% Reading
■ Natl School Growth% Math

This graph represents the average growth of Waters test scores from Spring-to-Spring compared to national average growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile.



■ DL Growth % Reading
■ DL Growth % Math

This graph represents the average growth of our Diverse Learner (DL) student scores from Spring-to-Spring compared to national average growth for DL students with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The national average is the 50th percentile. Note that bc of our demographic, the SQRP calls out DL students as a separate category for analysis.



II. Goals - Preliminary Conclusions about Test Data

Our scores appear to be rising in some areas and dropping in other areas.

Don't Panic! - we have and will continue to build a Culture of Learning

It is always important to remember that test scores are only a portion of how we self-evaluate. In striving to educate the whole child, test scores are only a fraction of that whole. We are addressing not only test scores, but also this more holistic perspective in the CIWP.

Differentiation, Rigorous Tasks, Assessment

The inverse correlation between our general growth percentile (which is dropping) and our high attainment (which continues to rise) suggests the importance of continuing to work on differentiation, rigorous tasks and assessment of student learning, which are key strategies of the CIWP.

Diversity, Equity and Inclusion

The dips in our EL and DL Growth % scores indicate the need to continue working on those areas with a renewed focus of actionable steps in the CIWP. Without the choice of specific strategies in these areas, we have attempted to integrate issues of EL and DL diversity, equity and inclusion throughout the CIWP. Your feedback is important.

III. Strategies

3-5 strategic categories selected from the 18 available categories in the School Excellence Framework

A. Culture of & Structure for Continuous Improvement

| | |
|--|---|
| Leadership & Collective Responsibility | 4 |
| Instructional Leadership Team | 3 |
| Professional Learning | 3 |
| Aligned Resources | 3 |

B. Expectations for depth & breadth of Student Learning

| | |
|--|---|
| Curriculum | 3 |
| Instructional Materials | 3 |
| Professional Learning | 3 |
| Rigorous Student Tasks | 3 |
| Transitions, College & Career Access & Persistence | 3 |

C. Expectations for depth & breadth of Quality Teaching

| | |
|--------------------------------|---|
| Instruction | 4 |
| Multi-Tiered System of Support | 3 |
| Balanced Assessment & Grading | 3 |

D. Expectations for Quality & Character of School Life

| | |
|---|---|
| Culture for Learning | 3 |
| Relational Trust | 4 |
| Student Voice, Engagement, & Civic Life | 3 |
| Safety & Order | 3 |
| Restorative Approaches to Discipline | 3 |
| Parent Partnership | 3 |

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Rigorous Student Tasks

If we examine student texts and tasks regularly

Then we see a gaining of the necessary insight to gauge rigor and illuminate how the standards are actualized

Which leads to a better educational outcome for the students, such as students engaged and appropriately challenged and increased measurable achievement in regards to college and career readiness.

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Rigorous Student Tasks

Action Steps

1. We will meet monthly in grade level teams to examine texts and student work.
2. Develop and implement a system for [quarterly peer visits](#).
3. Design [reading and writing tasks](#) across the curriculum for students to create [authentic work](#) that they can connect to the world around them (per common core standards).
4. Increase collaboration amongst all teachers (Gen Ed teachers, Diverse Learner teachers and ancillary staff) to [develop tasks for diverse learner students](#).
5. Include [appropriate language and content objectives for English Learners](#) that are aligned with WIDA standards when designing ALL tasks for students.
6. Students will engage in [hands-on, authentic ecological tasks](#) in grades K-8.
7. Engage in ongoing [professional development](#) related to rigorous student tasks (STEAM, inclusive practices for EL and DL learners, developing authentic student work, ecology, NGSS implementation for science, modifying accommodations for students, etc.)
8. [Enhance arts integration model](#) by developing and implementing [STEAM curriculum](#) including having a maker faire, developing STEAM lesson plans across the curriculum, and showcasing authentic student STEAM related tasks.
9. [Design science and math tasks](#) across the curriculum for students to [create authentic work](#) (i.e., hands-on math, science fair, etc...) that they can connect to the world around them.
10. [Design visual art, drama and music tasks](#) for students to create [authentic work that engages real audiences](#) (i.e., showcase events, etc...) and that relates to the rest of the curriculum.
11. Increase collaboration amongst all teachers (Gen Ed, Diverse Learner, ESL and bilingual teachers and ancillary staff) to [develop tasks for English Learner students](#).
12. Continue to implement [MTSS](#) to support academic progress for ALL students (Tier 1), as well as students identified as needing additional support (Tier 2 and 3).

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Balanced Assessment & Grading

If we establish a balanced assessment system

Then we see effective measures of the depth and breadth of student learning

Which leads to an accurate reflection and documentation of students abilities and academic progress while monitoring student growth toward college and career readiness and development of the whole child.

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Balanced Assessment & Grading

Action Steps

1. Establish [common grading categories](#) and weights across all grade levels
2. [Teacher/Student conferences at least once a quarter](#) (progress reporting period) to communicate and reflect on their learning progress.
3. Continue improving [differentiated](#) and varied assessments to meet the needs of [EL and DL learners](#) as needed.
4. Continue to [analyze school wide classroom assessment data and rubrics](#) to improve instructional effectiveness.
5. Engage in ongoing professional development related to balanced assessment and grading (including modifications and/or accommodations for [DL and EL students, student-led parent/teacher conferences](#), etc)

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Culture for Learning

If we establish a school atmosphere that reflects the educational importance of the work undertaken by both students and staff, including PBIS

Then we see a classroom characterized by high cognitive energy, student ownership, and high expectations for all

Which leads to a supportive environment that fosters a shared belief in the importance of learning, high quality work, and perseverance.

III. Strategies

3-5 strategic categories selected from the 17 available categories in the School Excellence Framework

Culture for Learning Action Steps

1. Work with students to help them set specific learning goals based on [self-reflection checklists](#) about their learning during student/teacher conferences.
2. Continue to grow [middle school Leadership Team](#) experiences and opportunities.
3. Establish and grow a variety of after school clubs, activities, and fine-arts [experiences to connect academic and interpersonal skills to celebrate the whole child](#) (For example: Maker Faire, Fine-Arts exhibits, Pi Night, Literacy Night, Rock Band, Science Club, etc)
4. Create template for [parent/teacher/student conferences](#) at report card pickup (twice yearly) to encourage student reflection in conversations about academic expectations and social-emotional development. Track student participation in conferences with an eye towards increasing overall student participation in conferences at the school.
5. When organizing school and community events, incorporate [diverse stakeholders](#) and create new opportunities for [inclusive cultural experiences](#).
6. Engage in ongoing [professional development](#) related to our culture for learning (PBIS, Multicultural inclusion, student-centered conferences, etc)
7. Fully implement components [PBIS \(Positive Behavior Intervention Supports\)](#) in K-8, tailored to our school's climate and culture. We will develop and define a list of school-wide common expectations and behaviors that encourage academic and personal success. They will be displayed throughout the building and classrooms and we will hold school-wide assemblies at the start of each school year to establish these expectations and behaviors with students.
8. create additional opportunities for [parent and community workshops](#) including, but not limited to, workshops such as: What is an IEP/504 and how to navigate the process, Ecology 101: History of the program, How parents can reinforce the learning at home, FAQ's of Standardized Testing, STEAM, and activities that promote a diversity and multiculturalism.

Feedback

We look forward to your feedback on the CIWP. Please complete the online survey by midnight, Monday, June 6 at:

<http://goo.gl/forms/hxVIB5R4aB38mPcz2>

Further details in Green Notes, on facebook and at:

www.waterelementary.org/ciwp-news.html