

2016-18 CIWP

Continuous Improvement Work Plan

30-Week Monitoring Report

Thomas J. Waters Elementary School

Local School Council Meeting

June 13, 2017

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 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. **Conducted every two years. No update at this time.**

II. Goals

Historic and projected Test Scores based on the Board approved School Quality Rating Policy (SQRP).

Spring 2017 scores will be avail Fall 2017. Update: Teacher comments

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. **Update: Teacher responses to progress monitoring**

CIWP Team members

Note: the team that drafted the CIWP in the Spring of 2016 disbanded after it was submitted. Thereafter, monitoring is done by Principal Titia Crespo with help from AP Nilsa Alvarez, the teachers and the LSC CIWP subcommittee (Parent Erica Smith, Parent Greg Foster-Rice)

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

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

All of this was completed Spring 2016 to establish the basis for the current CIWP

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.

SQRP Standardized Tests

- A. Grades 2-8: NWEA MAP used by classroom teachers for instruction and differentiation and also by CPS and ISBE for academic progress (5th year)
 - 1. Growth
 - 2. Attainment
- B. Grades 3-8: PARCC (common core aligned test)

Other tests

Teacher-designed assessments:

Spelling quizzes, projects, homework, etc

Other Standardized Tests

K-2: Dibels/TRC and MPG used by classroom teachers for instruction and differentiation

Others (see websites below)

For more information: <http://www.waterelementary.org/assessments.html>

Opportunities of Standardized Test Data

- Longitudinal analysis – to the extent that our cohorts remain the same, we can track their approximate performance and growth over time.
- Cross-sectional data – to the extent possible, we can track patterns in certain grade levels which may signal areas of success or challenges.
- Pattern-recognition – we may see patterns in the data that escape our attention without it.
- Despite caveats, the numbers can help us to identify areas for improvement.

Caveats of Test Data

- Test scores are only a portion of how we evaluate our students. In striving to educate the whole child, test scores are only a fraction of that whole.
- Many variables affect the test scores:
 - Changes in tests (for ex., our second graders changed tests from MPG to MAP 2-5 during the data set)
 - Change in the MAP national norm group in data set
 - Technological issues (bandwidth, hackers, etc)
 - Familiarity with interface (uneven computer literacy)
 - The test takers are not always the same (new kids enter, some kids leave for academic centers, etc.)
- Context for the data is really important (% meet/exceeds vs. National Percentile)

Teacher Feedback - Test Data

LSC members Erica Smith and Greg Foster-Rice met with the Instructional Leadership Team (ILT) to go over test scores from 2016 and get teacher feedback.

- Gradual plateauing of growth scores
 - Because our students already have such high attainment scores. Teachers: anticipate continued, but slow growth.
 - We have questions about MAP
 - Plan on bringing in an NWEA MAP rep to speak to ILT and LSC in Fall
- Low scores in our DL and ELL populations.
 - Anticipate improved scores in Spring 2017 due to improvements in DL and ELL practices
 - Long-term investment: will take years to develop
- Spring 2017 scores available Fall 2017
 - Must be aggregated with national norms

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

1. 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

1. Rigorous Student Tasks

Action Steps

- 1) Develop and implement a system for [quarterly peer visits](#).
- 2) Develop a system to track [collaboration](#) amongst all teachers (Gen Ed teachers, Diverse Learner teachers and ancillary staff) to develop tasks for diverse learner students.
- 3) Quarterly [reading and writing tasks](#) across the core curriculum to create [authentic work](#) that they can connect to the world around them
- 4) Engage in [ongoing professional development](#) related to rigorous student tasks for ALL learners (STEAM, inclusive practices for EL and DL learners, developing authentic student work, ecology, NGSS implementation for science, modifying accommodations for students, etc.)
- 5) 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.
- 6) 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.
- 7) Design [visual art, technology, 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.
- 8) Develop a system to track the [collaboration](#) amongst all teachers (Gen Ed, Diverse Learner, ESL and bilingual teachers and ancillary staff) to develop tasks for English Learner students.
- 9) 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).
- 10) Develop a tool to gauge level of rigor when analyzing texts and tasks.
- 11) Evaluate and establish a framework for vertical alignment of homework expectations so that there is consistency across the grade bands that include authentic tasks.

III. Strategies

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

1. Rigorous Student Tasks

30 week update

Successes:

- Next Generation Science Standards (NGSS) completed 4 year run
- Universal Design for Learning (UDL) workshop
- STEAM collaboration Near North Montessori
- Chicago Northside Mini-Maker Fair March, 2017 (Leonardo's Workshop etc)
- STEAM integration and Maker integration at all grade levels
- Science and math alignment with hands-on authentic learning
- Multi-Tiered System of Support (MTSS)
- Grease as drama showcase

Challenges and Opportunities:

- Looking for low cost way to send teacher to PD at Stanford Design School Design Thinking (summer 2017)
- Due to end-of-year conflicts, I AM A MAKER week postponed to 2017-18
- Promote more consistent and clear curriculum and mini-showcases for *all* specials at all grade levels

III. Strategies

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

2. 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

2. Balanced Assessment & Grading Action Steps

1. Establish [common grading categories, weights and tools](#) (i.e., rubrics, checklists) 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. Analyze assessment artifacts quarterly to ensure that [differentiated and varied assessments](#) 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 and differentiation for ALL learners](#).
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

2. Balanced Assessment & Grading

30 Week update

Successes:

- consistent grading scales and expectations for students
- Parent/Teacher/Student conferences
- DL: More integrated model of teaching that involves all students
- PD sharing about best practices with co-teaching (McPherson, Ravenswood, etc)

Challenges/Opportunities:

- Continue to improve the experience of Parent/Teacher/Student conferences
- Assess this year's co-teaching models and build on successes to continue to improve DL and EL instruction
- Professional development

III. Strategies

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

3. 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

3. 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.
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
9. 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.

III. Strategies

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

3. Culture for Learning

30 Week Update

Successes:

- Cardboard Challenge April 29, 2017
- Leonardo's Workshop
- Spring Art Fair
- Intuit Center for Intuitive and Outsider Artists collaboration
- Grease
- Pi Night

Challenges/Opportunities:

- Assess and continue to integrate arts into science and math while maintaining the integrity of each area
- Safe Space Mural for Fall of 2017
- Assess and continue to adapt PBIS
- Offer Executive Function Workshop for parents of 5th-8th grade in late summer/early fall
- Improve Communication and advance notice of events

Comments/Questions?

Email the LSC:

waterslsc@gmail.com

Find us on the web:

<http://www.watarselementary.org/local-school-council.html>