

Thomas J Waters Elementary School

Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

Resources

- [CIWP Instruction Manual \(link to Knowledge Center\)](#)
- [SQRP Resources](#)

Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

School Mission Statement *(Write your Mission Statement in the space provided below)*

To provide hands-on, authentic learning in all content areas through arts integration for all students. Our external partnerships nurture our professional staff development, networking, and leadership skills. Teachers, students, parents, and community create a nurturing and collaborative learning community through the arts, environmental studies, multiculturalism and technology that support the diverse and unique learning needs of all students.

District Priority Areas and School Strategies

District Priority Area <i>Priorities 1 -3:</i> CCSS Literacy, CCSS Math, and Science. <i>Priorities 4-10:</i> Choose from drop down list of additional District Priority Areas.		Primary SQRP or Other Measure tied to Strategy	Strategy <i>Write in your strategy to address the District Priorities 1-6. Note: 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>	Rationale <i>For District Priorities 1-6,</i> describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis. <i>For District Priorities 7-10,</i> briefly describe the programs, services, or systems currently in place that address the District Priority or why the District Priority Area would not be applicable.
1	CCSS Literacy	NWEA Reading Growth & Attainment	Waters School will refine its balanced literacy program in grades K-8 aligned to the common core state standards. We will incorporate research-based practices that will give students the opportunity to develop literacy skills in a variety of contexts across the entire curriculum.	We are invested in promoting college and career readiness for all students through a rigorous and comprehensive language arts curriculum. All students need the opportunity to experience success and be provided with challenges that help them progress to higher levels. This will contribute to the development of positive self-image. By offering a variety of learning experiences, we can nurture an enjoyment of reading and writing that will serve our students for a lifetime.
2	CCSS Math	NWEA Math Growth & Attainment	Waters School will bridge the gap between grades K-8 to ensure cohesiveness within the mathematics curriculum. Progression will be achieved through vertical alignment to provide teachers and students the opportunity to obtain mathematical goals. Finally, we will provide challenging learning opportunities and involve as many students as possible into the 8th Grade Algebra Program.	We are dedicated to promoting all of our learners to higher achievement. There is a need for greater differentiation of the core instruction to meet the needs of all students. Through our strategy, students' confidence in mathematics will increase which will also address their social-emotional needs. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs to promote college and career readiness.

Thomas J Waters Elementary School	Resources
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3	Science		Waters School will enhance our science curriculum and instruction with hands-on, inquiry based activities that align with the Next Generation Science Standards (NGSS), as well as links, whenever possible, to our ecology program.	With the adoption of the Next Generation Science Standards (NGSS) by the state of Illinois, we want to implement the best science practices in our classrooms to help prepare our students to meet these new standards.
4	Arts		Integrate Fine Arts into all content areas.	The arts are valuable for nurturing creativity, teaching that problems may have multiple solutions, teaching the multiplicity of perspectives on the world, engaging students with the idea of an audience for their ideas, and showing students that small differences may have big effects. This priority also helps achieve CCSS goals of independence, content knowledge, comprehension and critique, and understand other perspectives and cultures.
5	Diverse Learners*		Improve instruction of diverse learners, in the context of resource and inclusion settings, through increased collaboration between special education teachers and general education teachers in the areas of instruction, planning, and meeting each diverse learner's academic and social / emotional needs.	Teachers have expressed the need for more efficient use of common planning time in order to differentiate lessons to meet the needs of the diverse learners. Our intention is for diverse learners to achieve or exceed the expected growth on the MAP assessments.
6	English Learners*	Progress on ACCESS	The school will enhance its Bilingual Education via the following delivery models: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) to promote English Learner's (EL) academic success in all core subject areas. We will focus on improving instructional practices, acquiring appropriate curriculum resources, and providing additional teacher and student supports to address the needs of the EL population. We will align our program with WIDA and CCSS.	Our school has a significant number of EL's in need of targeted instruction and scaffolding. Our intent is to close the achievement gap between the general education students and EL students as identified on NWEA MAP data. We will provide intentional, rigorous, and challenging learning opportunities to promote language acquisition in order to ensure college and career readiness.
7	Select a District Priority	Not Applicable	Not Applicable	
8	Select a District Priority	Not Applicable	Not Applicable	
9	Select a District Priority	Not Applicable	Not Applicable	
10	Select a District Priority	Not Applicable	Not Applicable	

*Refer to CIWP Instruction Manual for requirements on Attendance, DL, and EL District Priority Areas.

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Resources

Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

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Strategy 1 Description

Waters School will refine its balanced literacy program in grades K-8 aligned to the common core state standards. We will incorporate research-based practices that will give students the opportunity to develop literacy skills in a variety of contexts across the entire curriculum.

Rationale

We are invested in promoting college and career readiness for all students through a rigorous and comprehensive language arts curriculum. All students need the opportunity to experience success and be provided with challenges that help them progress to higher levels. This will contribute to the development of positive self-image. By offering a variety of learning experiences, we can nurture an enjoyment of reading and writing that will serve our students for a

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Continue bi-monthly RTI team meetings and train staff as necessary in meeting the needs of students through Tier 2 and 3 interventions. Once a month, grade level meetings will still focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.	Other Target Group	Instruction	Teachers	September '14		On-Track	Next Steps: Investigate possible programs such as Achieve3000, Raz-Kids, and AIMSweb.
Increase informal, non-evaluative observations across the school by administrators, literacy coach, and peers with a focus on improving language arts instruction.	Not Applicable	Instruction	Administrators Literacy Coach Teachers	October '14		On-Track	Informal observations will provide teachers with feedback and identify necessary resources and professional development needed to improve classroom practices and boost student learning.
Teachers and administrators will receive further professional development in the implementation of best practices including but not limited to creating unit plans aligned to the CCSS and writing instruction.	Not Applicable	Professional Development	Administrators Teachers	August '14		On-Track	Teacher leaders will continue to attend professional development on literacy practices if offered by the Network and share with staff.
Grade level teacher teams will collaborate to develop quarterly thematic units of study that integrate multiple subjects and enhance the language arts areas of reading, writing, listening, and speaking.	Not Applicable	Instruction	Teachers	July '14		On-Track	Teachers will have the opportunity to plan for the first quarter during the summer of 2014 and will be compensated. Begin collaboration toward the creation of a school-wide reading list and Tier 2 vocabulary list.

05-06-14 DRAFT of 2014-2016 CIWP
UNDER REVISION - NOT YET APPROVED
FOR PREVIEW PURPOSES ONLY

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[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

Strategy 2 Description	Rationale
Waters School will bridge the gap between grades K-8 to ensure cohesiveness within the mathematics curriculum. Progression will be achieved through vertical alignment to provide teachers and students the opportunity to obtain mathematical goals. Finally, we will provide challenging learning opportunities and involve as many students as possible into the 8th Grade Algebra Program.	We are dedicated to promoting all of our learners to higher achievement. There is a need for greater differentiation of the core instruction to meet the needs of all students. Through our strategy, students' confidence in mathematics will increase which will also address their social-emotional needs. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs to promote college and career readiness.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Continue bi-monthly RTI team meetings and train staff as necessary in meeting the needs of students through Tier 2 and 3 interventions. Once a month, grade level meetings will still focus on the progress of individual students. We will also continue to strengthen our collection of research-based strategies.	Other Target Group	Instruction	Teachers	September '14	December '14	On-Track	Next Steps: Investigate possible programs such as Achieve3000, Moving with Math, and AIMSweb. Recommend appropriate program to suit Waters needs.
Increase informal peer observations across the school both vertically and horizontally with a focus on improving algebra and measurement instruction.	Not Applicable	Instruction	Teachers	October '14	May '15	On-Track	Regular informal observations will provide teachers with feedback and identify necessary resources and professional development needed to improve classroom practices and boost student learning.
Teachers and administrators will receive further professional development in the implementation of best practices including but not limited to creating unit plans aligned to the CCSS and Math Teacher Leader Institute.	Not Applicable	Professional Development	Administrators & Teachers	September '14	June '16	On-Track	Teacher leaders will continue to attend quarterly professional development on mathematics practices if offered by the Network and share with staff.
Students will continue to build their Tier 2 and Tier 3 vocabulary through direct and indirect instruction across all subjects.	Not Applicable	Instruction	Teachers	September '14	June '16	On-Track	Teachers will use MAP mathematics test results to determine the RIT vocabulary band for each student and differentiate instruction accordingly.
Teachers will increase the use of authentic assessments in order to progress monitor and determine mastery of mathematics foundations. Each student will be tracked and have an individualized goal in grades K-8.	Not Applicable	Instruction	Math Resource Teacher	September '14	June '16	On-Track	Teachers will collaborate bi-weekly with the Math Resource Teacher to review student progress and set attainable goals.

Students will understand and be able to identify Common Core Standards for Mathematical Practice. Standard Strands 1-8 will be mastered through solving real-world mathematics problems utilizing proficient and important processes.	Not Applicable	Instruction	Teachers	September '14	May '16	On-Track	Teachers will continue to implement Math Talks daily and use MARS Tasks on a quarterly basis to promote a solid understanding of concepts and a high degree of procedural skill and fluency to solve problems inside and outside of the classroom. This will be evident in weekly lesson plans.
Teachers will continue to seek and attend professional development opportunities that enhance their math expertise. Teachers will attend the Coding Initiative to continue integrating technology into mathematics.	Other Target Group	Professional Development	Teachers	September '14	May '16	On-Track	Next Steps: Teacher leaders will disseminate information to grade level cluster teacher leaders to begin implementation of the Coding Initiative.
Continue implementation of Algebra I Program for qualifying 8th Grade students. The Algebra program integrates technology through Carnegie Learning Online Adaptive Software, which is individualized to address the needs of each learner.	Other Target Group	Instruction	Algebra Teacher	September '14	May '16	On-Track	Algebra Teacher will continue to offer a challenging High School Algebra I curriculum.
Grade-Level teams will meet weekly to analyze school data, and discuss expectations.	Other Target Group	Instruction	Teachers	September '14	May '16	On-Track	Embed planning time into school schedule enabling Math Resource Teacher and Grade Level Teams to collaborate.
Students will have access to manipulatives, designated math centers, and computers within each classroom.	Other Target Group	Instruction	Teachers	September '14	November '14	On-Track	Veteran teachers will have weekly opportunities to collaborate with new teachers to assist in creating versatile math centers.

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Strategy 3 Description

Waters School will enhance our science curriculum and instruction with hands-on, inquiry based activities that align with the Next Generation Science Standards (NGSS), as well as links, whenever possible, to our ecology program.

Rationale

With the adoption of the Next Generation Science Standards (NGSS) by the state of Illinois, we want to implement the best science practices in our classrooms to help prepare our students to meet these new standards.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
From K-8, begin implementing performance-based assessments quarterly in Science classes as opposed to strictly knowledge based assessments.		Instruction	Classroom teachers who teach Science	September '14	June '16	On-Track	At least once a quarter, there should be performance-based assessments happening in the science classrooms K-8 to prepare students for the "knowledge in use" philosophy of the NGSS.
Begin aligning and adapting current science materials and curriculum to the Next Generation Science Standards.		Instruction	Classroom teachers who teach Science	August '14	June '16	On-Track	While much of the curriculum we already use, such as FOSS, does partially interweave the three components of the NGSS (science and engineering practices, disciplinary core ideas, and cross cutting concepts), we must look closely at the NGSS in order to align what we are doing with these FOSS kits, textbooks, and other existing curriculum, teacher-created or otherwise, as closely as possible with the standards.
Further develop the K-8 curriculum map and scope and sequence to align with the ecology program objectives and activities.		Instruction	Science Focus Team	August '14	June '15	On-Track	A school-wide science curriculum map has been created to align with the NGSS and the CPS Science Framework. The next step is to more closely align it with our ecology program to begin a more formal integration of the concepts and objectives of the ecology program with those of our science classrooms.
Continue to fund an ecology position to provide hands-on inquiry-based experiences in our school garden and local forest preserves with whom we partner for grades K-8.		Staffing/Resource Allocation	Administration/PTC	July '14	June '16	On-Track	Continue to allocate resources to fund the integration of hands on ecology across the science curriculum.

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Strategy 4 Description

Rationale

Integrate Fine Arts into all content areas.

The arts are valuable for nurturing creativity, teaching that problems may have multiple solutions, teaching the multiplicity of perspectives on the world, engaging students with the idea of an audience for their ideas, and showing students that small differences may have big effects. This priority also helps achieve CCSS goals of independence, content knowledge, comprehension and critique, and understand other perspectives and cultures.

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Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Participate in quarterly Fine Arts Team meetings to plan arts integrated themes, units, exhibits, showcases and performances (ILT/Teacher Teams)	Not Applicable	Professional Development	Fine Arts Team	July '14	June '16	On-Track	Develop a fine arts calendar to establish quarterly curriculum planning meeting dates (September 2014). Develop a "breathable" fine arts events calendar featuring fine arts performances and exhibits (September 2014). Create Discipline-specific syllabi of curriculum goals (Parent Open House October 2014)
Attend fine arts and arts integration professional development to enrich teaching practice (Professional Development)	Not Applicable	Professional Development	Fine Arts Team	July '14	June '16	On-Track	Research available fine arts professional development and workshops throughout the city (Summer 2014 - Summer 2015 as available/ongoing). Participate in CPS in-house MCLT, Magnet Designee and Arts Liaison professional development opportunities (Fall 2014 TBA: awaiting CPS Calendar). Utilize external CPS Arts professional development opportunities by accessing http://www.cpsarts.org/educators/ (as available/ongoing)
Utilize grant writing and community outreach to garner support and resources from external arts partnerships throughout the city (e.g. Chicago Arts Partnership in Education, etc.) to enhance arts integration opportunities (Instruction/Instructional Materials)	Not Applicable	Instruction	Fine Arts Team	July '14	June '16	On-Track	Research available grants and external partnerships (First Quarter 2014 and ongoing). Explore Creative Schools (CPS Arts Education Plan) funding availability via grant writing and community partnerships (Fall 2014, Fall 2015). Participate in Ravenswood Artwalk Exhibit (Fall 2014, Fall 2015). Resesarch additional local exhibit spaces and partnerships (Fall 2014 and ongoing).

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Strategy 5 Description

Rationale

Improve instruction of diverse learners, in the context of resource and inclusion settings, through increased collaboration between special education teachers and general education teachers in the areas of instruction, planning, and meeting each diverse learner's academic and social / emotional needs.

Teachers have expressed the need for more efficient use of common planning time in order to differentiate lessons to meet the needs of the diverse learners. Our intention is for diverse learners to achieve or exceed the expected growth on the MAP assessments.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Grade level teacher teams will meet quarterly to discuss the upcoming 10 week instruction, including specific common core state standards that will be addressed, unit plans, activities, and assessments.	Diverse Learners	Instruction	Teachers	August '14	June '16	On-Track	Teachers have just begun this process and are currently collaborating on units and lessons for the last six weeks of the 2013-2014 school year. Teachers will be strongly encouraged and compensated for meeting during the summer to plan for the first quarter.
Grade level teacher teams will meet weekly to discuss upcoming weekly lessons and materials. Teachers will share assignments and assessments in each content area with their team so the special education teachers have adequate time to modify appropriately for each diverse learner.	Diverse Learners	Instruction	Teachers	August '14	June '16	On-Track	
Special education teachers will continue attending professional development on "unpacking" the CCSS and implementing instructional units based on the CCSS as well as increasing their knowledge of multi-sensory instructional techniques.	Diverse Learners	Professional Development	Special Education Teachers	September '14	June '16	On-Track	All language arts and math IEP goals must be aligned to the CCSS.
Special education teachers will continue attending professional development focused on writing quality individualized educational plans that are based on the student's current academic, developmental, and functional needs.	Diverse Learners	Professional Development	Special Education Teachers and Case Manager	September '14	June '16	On-Track	The case manager will continue to examine IEPs and offer feedback on the overall quality of the IEP and discuss ways to revise if necessary. IEP goals will be S.M.A.R.T - Specific, Measurable, Attainable, Realistic, and Time-bound.

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Strategy 6 Description

Rationale

The school will enhance its Bilingual Education via the following delivery models: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) to promote English Learner's (EL) academic success in all core subject areas. We will focus on improving instructional practices, acquiring appropriate curriculum resources, and providing additional teacher and student supports to address the needs of the EL population. We

Our school has a significant number of EL's in need of targeted instruction and scaffolding. Our intent is to close the achievement gap between the general education students and EL students as identified on NWEA MAP data. We will provide intentional, rigorous, and challenging learning opportunities to promote language acquisition in order to ensure college and career readiness.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
All teachers will participate in quarterly workshops focused on teaching strategies designed to increase listening, speaking, reading and writing proficiency levels.	English Learners	Professional Development	Administration and English Language Liaison	September '14	May '16	On-Track	Encourage and support additional teachers acquiring ESL/Bilingual certification. Establish professional development calendar for the school year by August 2014.
Teachers will collaborate monthly to create instructional units inclusive of targeted skills designed to increase language proficiency levels in listening, speaking, reading and writing. Instructional units will focus more specifically on the development of academic vocabulary and reading comprehension in all core subjects.	English Learners	Instruction	Administration and English Language Liaison	September '14	May '16	On-Track	Ensure that teachers have access to the WIDA Standards as well as the WIDA Can Do Descriptors for planning and assessment purposes. Regularly monitor teacher lesson plans/units for inclusion of the WIDA Standards to address English Learner needs.
Implement a bilingual teacher committee to analyze EL student data (ACCESS, Dibbles, TRC, NWEA/MAP) to set growth targets and monitor student progress.	English Learners	Instruction	Administration and English Language Liaison	August '14	September '14	On-Track	Establish a bilingual teacher committee by August 2014 and develop a committee meeting schedule for the school year.
The bilingual committee will seek to acquire research based materials for EL students in order to ensure equitable access to core content instruction and learning.	English Learners	Equipment/Technology	Bilingual Committee	July '14	November '14	On-Track	Investigate and recommend resources most suitable for our English Learner needs. Resources will include K-8 leveled readers, software/web-based programs, authentic, multicultural books and books in native languages to enhance classroom libraries.
Implement an EL tutoring program as part of continued effort to close achievement gap.	English Learners	Multi-Tiered Systems of Support	Administration	October '14	May '16	On-Track	Administration to allocate funding.

