CIWP

Continuous Improvement Work Plan
2014-2016

CHICAGO PUBLIC SCHOOLS | CPS

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and strategy setting processes completed by the schools from the School Quality Rating Policy (SQRP) metrics and School Effectiveness Framework. Please see the CIWP Instruction Manual on the Knowledge Center for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	WATERS

Developing a CIWP Team

A CIWP team consists of 6 – 15 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team *(Enter one team member name per line)*

Team Member Name	Title/Relationship
Titia Crespo	Principal
Nilsa Alvarez	Assistant Principal
Vicki Nissim	Lead/ Resource Teacher
Amy Vecchioni	Classroom Teacher
Sean Rabiola	Classroom Teacher
Hadley Bricker	Counselor/Case Manager
Jeremy King	Classroom Teacher
Jason Gil	Classroom Teacher
Regina Cavey	Classroom Teacher
Greg Foster-Rice	LSC Member
Bill Baker	LSC Member
Vanessa Herman	Parent/ Guardian
Jessica Fuentes	Parent/ Guardian
Erica Lauf	Parent/ Guardian

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Elementary School Goals

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

Instructions: Elementary schools should set goals for the School Quality Rating Policy by using the SQRP calculator below. 2012-2013 data will populate automatically based on the school's name (NDA = No Data Available). Schools can enter their 2013-2014 scores once they become available. Additional space is available to set goals on the State's Accountability System. To determine your School Quality Rating Goal for each year:

1) Enter your school's goals for each of the listed metrics (in the gray boxes) for the indicated year. **If a particular metric is not applicable, leave the cell empty.**
2) Enter your school's anticipated participation rate for each assessment metric for the indicated year (default is set to 100).
3) The School Quality Rating and Points will be calculated automatically.

Resources

CIWP Instruction Manual

SQRP (Knowledge Center)

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment Grades 3-8*	50	60	100	3	15.00%	0.450		70	100	4	15.00%	0.600	80	100	4	15.00%	0.600
National School Growth Percentile on the NWEA Math Assessment Grades 3-8*	26	36	100	2	15.00%	0.300		46	100	3	15.00%	0.450	56	100	3	15.00%	0.450
African American National School Growth Percentile - NWEA Reading	NDA		100						100					100			
Hispanic National School Growth Percentile - NWEA Reading	15	25	100	2	1.25%	0.025		35	100	3	1.25%	0.038	45	100	3	1.25%	0.038
ELL National School Growth Percentile - NWEA Reading	NDA		100						100					100			
Diverse Leaners National School Growth Percentile - NWEA Reading	15	25	100	2	1.25%	0.025		35	100	3	1.25%	0.038	45	100	3	1.25%	0.038
African American National School Growth Percentile - NWEA Math	NDA		100						100					100			
Hispanic National School Growth Percentile - NWEA Math	10	20	100	2	1.25%	0.025		30	100	3	1.25%	0.038	40	100	3	1.25%	0.038
ELL National School Growth Percentile - NWEA Math	NDA		100						100					100			
Diverse Leaners National School Growth Percentile - NWEA Math	3	13	100	2	1.25%	0.025		23	100	2	1.25%	0.025	33	100	3	1.25%	0.038
Percentage of Students Meeting or Exceeding National Average Growth Norms Grades 3-8*	57.5	64	100	4	10.00%	0.400		70	100	5	10.00%	0.500	76	100	5	10.00%	0.500
National School Attainment Percentile - NWEA Reading Grades 3-8*	87	90	100	5	5.00%	0.250		95	100	5	5.00%	0.250	96	100	5	5.00%	0.250
National School Attainment Percentile - NWEA Math Grades 3-8*	50	60	100	3	5.00%	0.150		70	100	4	5.00%	0.200	80	100	4	5.00%	0.200
National School Attainment Percentile - NWEA Reading Grade 2	99	99	100	5	2.50%	0.125		99	100	5	2.50%	0.125	99	100	5	2.50%	0.125

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Attainment Percentile - NWEA Math Grade 2	93	95	100	5	2.50%	0.125		97	100	5	2.50%	0.125	99	100	5	2.50%	0.125
Percentage of Students Making Sufficient Annual Progress - ACCESS	56.3	62	100	5	5.00%	0.250		68	100	5	5.00%	0.250	74	100	5	5.00%	0.250
Average Daily Attendance	95.9	97	N/A	5	20.00%	1.000		98	N/A	5	20.00%	1.000	99	N/A	5	20.00%	1.000
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	Well Organized	Well Organized	N/A	5	10.00%	0.500		Well Organized	N/A	5	10.00%	0.500	Well Organized	N/A	5	10.00%	0.500
Data Quality Index Score	92.4	94	N/A	3	5.00%	0.150		95	N/A	4	5.00%	0.200	96	N/A	4	5.00%	0.200

*These metrics are all required. If your school is missing ANY of these metrics, it will NOT receive a School Quality Rating.
**Enter your school's 2013-2014 Scores once they become available

Elementary School Quality Rating Calculation		2013-2014 Goal	2014-2015 Goal	2015-2016 Goal
Total Weighted Points	The points received for each indicator are multiplied by their weight and then added together	3.8	4.3	4.4
ES School Quality Rating	Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points)	Tier 2	Tier 1	Tier 1

SY15 & SY16 Targets for State Accountability

Schools are required to set targets for the State's Accountability Systems, either for Annual Yearly Progress (AYP) or ISBE's Flexibility Waiver. For SY15, schools should use the higher of the two targets. **Please see the CIWP Instructional Manual for full details on setting goals for State Accountability.** The minimum amount of growth needed to make AYP is called the school's "Safe Harbor" target, and it is defined as a 10% decrease in the percent of students not meeting state standards. ISBE has submitted a waiver to the US Department of Education to receive flexibility in how it measures school performance. Under this waiver, the improvement targets will be defined as reducing the percent not meeting/exceeding by 50% in 6 years. A one-year target can be determined by dividing the 6-year target by 6. Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

School Effectiveness Framework

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

DIMENSION 1:Leadership (District Pillar 4)

Typical School	Effective School	Evidence	Rating
Goals and theory of action		---------->	**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Administration and ILT analyzed school data to set academic goals and strategically plan to improve in all areas outlined in school's priorities. A theory of action has been developed to differentiate tasks in order to provide engaging, rigorous, and scaffolded learnng opportunities for all students. Professional development is aligned to address the Common Core State Standards (CCSS) and to challenge all levels of learners, promote college and career readiness and towards closing the achievement gap.	
Principal Leadership		---------->	**4**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership. • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Consistent observations by Administration will be conducted utilizing REACH and the Framework for Teaching. There will be timely follow-up to assist teachers in the use of instructional best practices. Regular literacy coaching provides teachers with opportunties to develop best practices. Math resource teacher provides additional support with instructional planning to address learning goals. Continued focus on providing support in all content areas. Teachers encouraged to participate in teacher leader institute at network level. Data is regularly analyzed and utilized for instructional planning and goal setting at our Instructional Leadership and grade level team meetings. Semi-annual informational meetings are held for parents to share student progress. Additional parent meetings are held as needed or requested. Communication team helped develop our highly informational school website, ensures weekly information is delivered via our weekly online newsletter "Green Notes" also linked to school website. Classroom newsletters, flyers, class web pages, emails and phone calls home are additional measures utilized to ensure families stay informed. Parent and community informational meetings and content specific workshops are held throughout the year. School tours are held to welcome and inform potential parents about school academic and enrichment programming.	

DRAFT SEF 14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

Typical School	Effective School	Evidence	Rating
Teacher Leadership	---------->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, Bilingual lead, CIWP team, Union representative, Grant writer. • Each teacher has equity of voice in grade/course, ILT and whole staff meetings. • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools.	* Teachers are invested in promoting the success of Waters students and the school. All teachers participate in one or more leadership roles such as: -ILT,Grade Level Teams, RTI Teams, Specialized Services Team, CIWP Members, Union Representative, Focus Teams in Language Arts, Math, Social Studies, Science, Fine Arts and Technology, Grant Writers, Assessment Coordinators, Fine Arts Liaison, PPLC, Wellness Committee, Teacher Institute Leaders (Network Level), Social Committee. All teachers are encouraged to be active participants in professional development, book studies and grade level goal setting.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Instructional Leadership Team (ILT)		---------->	3
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT meets on a bi-weekly basis with representation by all grade levels. The ILT adapts the forms and protocols provided by CPS in the "School Performance Management Toolkit." The Fine Arts, Technology, Diverse Learner and English Learner programs are also represented. The ILT focuses on the work of improving school-wide teaching and learning. The ILT analyzes qualitative and quantitative data to monitor the implementation of the school's Theory of Action and is in the process of establishing action items based on this data. The ILT has not yet reflected on its effectiveness but plans to do so on regular intervals. At grade-level meetings, ILT members communicate trends of data analyzed at ILT meetings and action plans that are established as a result of the findings. ILT members report ideas expresssed at grade-level meetings to the ILT so that all staff have an active role in decision making.	
Monitoring and adjusting		---------->	3
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to improved instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level--in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT analyzes data at multiple points throughout the year. Data is also analyzed by the grade level teams. Through analyzing the data at the grade level, classroom teachers are able to make instructional based decisions to determine the most effective practices to best serve each student through differentiating instruction in the classroom. In addition, classroom teachers review individual student scores with students and set goals with each student throughout the year, so that the students are also able to self-monitor their progress.	

DRAFT 13-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

DIMENSION 2: Core Instruction (District Pillar

Typical School	Effective School	Evidence	Rating
Curriculum	---------->		**3**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Grade level teams develop syllabi that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners withing the framework of grade level appropriate curriculum. Teachers continue to create units of study that address the CCSS. Additional structured time needs to be allotted for continued vertical planning inclusive of planning to address the diverse learner and english learner population. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity.	
Instructional materials	---------->		**3**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Reseach based instructional materials as well as supplemental resources (including leveled texts) are incorporated to support all students inclusive of above-level learners, diverse learners and english learners. Continue to procure CCSS aligned instructional materials and supplemental resources.	

DRAFT 05-12-1 LSC REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Assessment		---------->	3
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Electronic classroom, grade-level and school-wide reports of NWEA/MAP, Dibbles/TRC and Mclass Math results are available for immediate feedback and analysis. Each grade level administers benchmark and unit assessments to monitor student learning and drive differentiated instructional practices to challenge and engage all students. Students' mastery of standards is measured through various formative and summative assessments. These include written and performance-based assessments such as student work, weekly and unit tests, projects, constructed and extended response, running records, and fluency snapshots. Most teachers need to utilize additional long range projects and performance-based assessments. As identified in student IEP's and IBIP, assessment accommodations and modifications are implemented to ensure that diverse learners and english learners are properly assessed to demostrate mastery and proficiency.	
Instruction		---------->	3
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers implement data driven and differentiated instructional practices to promote high levels of student engagement and learning. Teachers rely on summative and formative assessments to target student needs. Diagnostic, summative and formative data is analyzed to determine intervention plans that address individual student needs. Objective based learning is the foundation for helping students attain mastery of standards. Above-level learners, diverse learners and english learners are challenged to meet their growth targets through scaffolded instruction.	

DRAFT COPY - FOR REVIEW ONLY
Pending SSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

Typical School	Effective School	Evidence	Rating
Intervention		---------->	**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has established an RtI team. The RTI team meets on a monthly basis and has created a systematic approach to the RtI process. Teachers have been given professional development in RtI and new staff members have also be trained in the process by members of the RTI team. The RTI team compiled a bank of resources and will continue to add to this bank. In addition, monthly grade level meetings are focused on RTI. Interventions include small group, or one on one support. Many teachers have also been implementing Tier 2 and Tier 3 interventions through after school tutoring, this ensures that students are receiving the full instruction during the day and additional support outside of the instructional day.	
Whole staff professional development		---------->	**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The school administration and teachers established a Theory of Action based upon skill deficiencies determined by summative assessment results. The school has a year-long plan for whole staff professional development. The school is continuing to make progress towards focusing professional development on the Theory of Action. Professional development is relevant to the roles of the teachers.	

g (District Pillar 4)

DRAFT 03-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 3: Professional Learning

Typical School	Effective School	Evidence	Rating
Grade-level and/or course teams		---------->	3
• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers have begun the process of collaborating on the development of integrated thematic long-term unit plans. This will occur on a quarterly basis. Grade level teams are supported by teacher leaders and meet on a weekly basis to plan instruction that will address the needs of students at all levels of performance. Some team meetings are inclusive of special education teachers. Teachers are being trained in the use of discussion protocols for equity of voice and optimal use of time. Agendas or minutes of these meetings are shared with administration by some of the teams on a regular basis. Grade level teams also meet weekly with administrators, the literacy coach and, when appropriate, the counselor/case manager. Every fourth meeting is designated for the following: discussion of the progress of students receiving RTI interventions, a book study on a topic related to CCSS or a focus on a literacy instructional strategy, math instruction, and assessment data including analysis of student work. Focus team meetings occur but need to be held on a more regular basis.	
Instructional coaching		---------->	3
• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The majority of coaching in the school is provided by the administrators and literacy coach who provide quality feedback to teachers. Peer-coaching is informal and characterized by frequent conversations, sharing of ideas and teacher-led professional development. We have set as our goal for the upcoming school year an increase in peer observations and visits by administrators and the literacy coach with constructive feedback from all observers. Opportunities are available for teachers to attend outside professional workshops tailored to their needs and interests; and, if additional support is indicated, more thorough individual coaching plans need to be created.	

DRAFT FOR REVIEW ONLY
Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 4:Climate and Culture (District Pillar 2)

Typical School	Effective School	Evidence	Rating
High expectations & College-going culture	---------->		3
• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice.	All teachers provide a well-rounded instructional program to ensure that students have the necessary skills to succeed in post-secondary success. The school provides intentional programming to help students develop strong content knowledge and skills. In addition, we encourage students to be adaptable individuals who value and understand the perspectives and cultures of others. Students also have multiple opportunites to create, experience and appreciate the arts as well as develop their technology skills to prepare them for the 21st century work force and society.	
Relationships	---------->		3
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals. • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior. • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Staff models and promotes with all students an atmosphere of nurturing and respect. According to the My School, My Voice Survey, our community rated the supportive community criterion as "Average". Diverse learners are part of an inclusive setting to the greatest extent possible both academically and socially as specified in their IEPs. Students are encouraged to share and respect the cultures and languages of all students. All students have adults who are available to them to provide encouragement and emotional support.	
Behavior & Safety	---------->		4
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Staff provides a safe, nurturing school community and environment in which all feel welcome. Our students rated their feelings on safety as "Very Strong" on the My School, My Voice Survey. Student discipline is aligned with the CPS Student Code of Conduct. Additional measures are being taken to ensure safety through the installation of a school grounds video monitoring system.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

MENSION 5: Family and Community Engagement (District Pillar 3)

Typical School	Effective School	Evidence	Rating
Expectations	---------->		4
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	School hosts back-to-school orientation and presents to families the school vision and mission, academic goals and priorities and budget. Teachers host Open House for families to provide information on classroom expectations, the grading system, and to share existing instructional practices that ensure differentiation and academic rigor. Teachers include written grade level expectations and grading scale in their annual/quarterly syllabi. Most teachers provide families with benchmark assessment results immediately which include goals and strategies for improvement. Monthly tours are hosted to familiarize community and future parents with our school's instructional and enrichment programs.	
Ongoing communication	---------->		4
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, and also so that school staff can learn from the families about their child's strengths and needs.	The Principal provides regular updates and reports to parent and community groups (LSC, BAC, WatersToday PTC) and committees that relay current accomplishments, work in progress and future goals in regards to academics, school budget, building management and all upcoming meetings and school events. Teachers and school staff maintain consistent communication through classroom websites and newsletters and parent/teacher conferences as needed.	
Bonding	---------->		4
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school continues to foster a welcoming and nurturing environment while ensuring student safety. The administration works and collaborates with parent committees (LSC, BAC, and WatersToday PTC) and provides opportunities to become engaged in multiple volunteer and fundraising opportunities that enhance the school's programs and culture. School staff invites families to attend student performances, the All-School Science Fair, family literacy events, Field Day and cultural events.	
Specialized support	---------->		4

DRAFT 6-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

	Typical School	Effective School	Evidence	Rating
DII	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The Specialized Service Team provides outreach to families through home visits and by recommending social service agencies to parents for additional support. The Specialized Service Team meets regularly with students regarding emotional, social and academic concerns. The Specialized Service Team contacts families to collaborate on service plans and implementation models.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 6: College and Career Readiness Supports (District Pillar 2)

Typical School	Effective School	Evidence	Rating
College & Career Exploration and election	---------->		3
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school promotes opportunities for parents and students to attend college planning workshops throughout the school year. Middle school grades have an established partnership with a legal firm which provides ongoing information and presentations on government and judicial careers. Parents and community members are regularly invited to share career	
Academic Planning	---------->		3
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school's academic program promotes independence, collaboration, higher-order thinking skills and creativity. The school provides students with information about various high school opportunities such as magnet, selective enrollment, arts focused programs, specialty programs in math, science, technology, as well as IB and AP programs. The school organizes a high school fair and/or high school visits for exposure and informational purposes. Informational meetings are held for parents regarding opportunities and the application process. Students attend investigation days and shadow high school students when opportunities arise.	
Enrichment & Extracurricular Engagement	---------->		4
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Students at every grade level are exposed to a multitude of opportunities to explore ecology in the community and participate is arts based activities such as; composing music and lyrics, participate in art galleries and fairs, music competitions, rock band, and drama activities. Additional enrichment opportunities are provided in after school programs through "Right at School" and CPS sponsored sports teams and clubs.	
College & Career Assessments	---------->		N/A
• Students do not participate in college and career ready assessments.	• The school promotes preparation, participation, and performance in college and career assessments.	Not Applicable	
College & Career Admissions and Affordability	---------->		N/A
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not Applicable	

DRAFT 05-16-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

SION 7: Resource Alignment (District Pillar 5)

Typical School	Effective School	Evidence	Rating
Transitions	---------->		4
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Kindergarten and 8th grade students participate in graduation ceremonies and celebrations. Preschool students meet kindergarten teachers and visit classrooms to help ease transition. Teachers participate in vertical planning to increase consistency in academic language and teaching strategies across grade levels. 5th through 8th grade classrooms are departmentalized to help students develop organization and time management skills necessary for transition and success in high school and college. 3rd and 4th grade classrooms will be departmentalized on a lesser scale to ease transition into 5th grade.	
Use of Discretionary Resources	---------->		4
• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Purchase two additional teachers to reduce class size. Purchase ESP to support instructional programs. Purchase technology to continue development of students' 21st century skills. Continue to purchase web based subscriptions that enhance student learning and align with our strategic priorities (My Access, Reading A-Z, Rosetta Stone, Keyboarding, etc.) Continue to pursue grants that are aligned with school focus and promote student achievement. School maintains an active and positive relationship	
Building a Team	---------->		4
• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Teachers and support personnel are hired based on an analysis of school and student needs in accordance with the school budget. Interviews are inclusive of a portfolio review, predesigned questioning based on position available, lesson demonstration with students and interview with panel of lead teachers and administration. The school continues to maintain university partnerships with DePaul, National Louis, Loyola, and Northeastern to secure quality student teachers. Grade level teams, Instructional Leadership Team, Focus Teams, RTI Team and Bilingual Committee members are selected and placed to best utilize teacher expertise to enhance student learning, ensure academic success, and promote college and career readiness.	

DRAFT 6-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	**0**
Effective Practices with Rating Needed:	**0**

DIMENS

Typical School	Effective School	Evidence	Rating
Use of Time	---------->		**4**
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school's daily schedule allocates time for differentiated and tiered instructional practices that promote optimal learning opportunities for all students. The school will continue to provide scheduling that promotes meaningful teacher collaboration during the school day. Additional teacher collaboration time occurs before/after school and throughout the summer.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Mission and Strategies

CHICAGO PUBLIC SCHOOLS | CPS

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)*

We strive to provide hands-on, authentic learning in all content areas focused on the development of the whole child. The integration of the arts, environmental studies, multiculturalism and technology supports the diverse and unique learning needs of all students. Waters staff, students, parents, and community foster a nurturing and collaborative learning environment. Our external partnerships contribute to our professional staff development, networking and leadership skills.

District Priority Areas and School Strategies

District Priority Area	Primary SQRP or Other Measure tied to Strategy	Strategy	Rationale
Priorities 1 -3: CCSS Literacy, CCSS Math, and Science. ***Priorities 4-10:*** Choose from drop down list of additional District Priority Areas.		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.*	***For District Priorities 1-6,*** describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis. ***For District Priorities 7-10***, 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.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Mission and Strategies

CHICAGO PUBLIC SCHOOLS | CPS

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

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 attain mathematical goals. Finally, we will provide challenging learning opportunities and involve as many students as possible in the 8th Grade Algebra Program.	We are dedicated to promoting all of our learners to higher achievement. There ia 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.
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.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Mission and Strategies

CHICAGO PUBLIC SCHOOLS | CPS

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

4	Arts		Integrate Fine Arts into all content areas.	The arts are valuable for nurturing creativty, 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 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 ELs 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 by NWEA MAP data. We will provide intentional, rigorous, and challenging learning opportunities to promote language acquisition in order to ensure college and career readiness.

DRAFT 03.12.14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Mission and Strategies

CHICAGO PUBLIC SCHOOLS | CPS

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

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

7	Specialized Academic Programs (i.e. Magnet, IB, STEM)	Not Applicable	Not Applicable	The technology program at Waters is designed to enhance student learning while encouraging the development of critical thinking skills, collaboration and creativity, with the goal of preparing students for their futures in education and the workplace. National Educational Technology Standards (NETS) and guidelines are followed, ensuring that students are exposed to many different aspects of technology use. Technology instruction supports classroom curriculum and the Common Core State Standards. Our technology program includes: classroom instruction for all students, special projects which integrate technology and fine arts into the classroom curriculum; TechCrew, an after-school program to increase technology skills and help maintain building equipment; iPads in the 3rd and 4th grade classroom to support and enhance instruction and build creativity and problem solving; students access to laptop carts to support learning; participation in the Adobe Youth Voices Project; new this year Waters has been selected into the first wave of the CPS initiative Computer Science 4 All (computer programming), beginning September 2014.
8	Attendance*	Not Applicable	Not Applicable	Waters continues to promote the importance of school attendance and timeliness. Although we have met our attendance goals we are committed to addressing concerns regarding individual truancy and tardiness issues. Waters recognizes students with exceptional attendance at end of year awards ceremony.

CIWP

2014-2016 Continuous Improvement Work Plan

Mission and Strategies

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School	Resources
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.	CIWP Instruction Manual (link to Knowledge Center) SQRP Resources

9	Climate, Culture, and Social and Emotional Learning	Not Applicable	Not Applicable	Waters continues to promote social and emotional learning (SEL) through fostering independence, collaboration, academic success and creativity. Social and emotional needs of students are addressed by teachers, the counselor and/or social worker either individually, or in small group or whole group settings. We are utilizing Calm Classroom to provide students with tools needed to help them focus and reduce stress. Waters values social and emotional learning and will continue to investigate additional resources to support SEL programs and strategies. Our current practices are embedded through this CIWP document.
10	College Access and Persistence	Not Applicable	Not Applicable	* For High School

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

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

CCSS Literacy

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual
(link to Knowledge Center)f

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	June '16	On-Track	Weekly grade level meetings will continue to address instructional needs of all students at all reading and writing levels. Next Steps: Investigate possible programs such as Achieve3000, Raz-Kids, and AIMSweb. Program recommendations will be presented to the administration by October 1st, 2014.
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	June '16	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. Observation logs will be initiated by October 15, 2014.
Teachers and administrators will receive further professional development in the implementation of best practices including but not limited to writing instruction and the development of unit plans aligned to the CCSS.	Not Applicable	Professional Development	Administrators Teachers	August '14	June '16	On-Track	Teacher leaders will continue to attend professional development on literacy practices if offered by the Network and share new learning with staff. Next steps: Administrators will create a professional development schedule that can be amended as new opportunities become available. Preliminary schedule will be completed by September 15, 2014. PD agendas will be added to a binder upon completion of each session.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

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	June '15	On-Track	As part of the planning process, teachers will collaborate to compile a school-wide Tier 2 vocabulary list as well as a school-wide reading list to meet the needs of students at a wide range of reading levels. Next steps: Teachers will have the opportunity to plan for the first quarter during the summer of 2014 and will be compensated for their participation. 1st quarter plans will be completed by September 15, 2014.
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	Continue use of vocabulary notebooks across the curriculum in grades 1-8. Next steps: Teachers will use Spring 2014 MAP reading test results to determine the RIT vocabulary band for each student and differentiate instruction accordingly. Evidence of grouping and targeted instruction in this area will be observed by literacy coach and/or administration by October 1, 2014.
Teachers will increase the use of authentic assessments in order to determine mastery of literacy skills. Students will have the opportunity to demonstrate their understanding by applying their knowledge through performance tasks or projects.	Not Applicable	Other	Teachers	September '14	June '16	On-Track	Varied tasks and projects will allow for differentiation and choice will be offered when appropriate. Group projects may also be used for assessment purposes. Students would have the added benefit of learning appropriate social interaction skills and how to work together toward a common goal. Rubrics, project and task instructions and/or student work samples will be collected by literacy coach or an administrator at various times at different grade levels per unit plans.
Students will understand and be able to identify Common Core Anchor Standards 1-10 through close reading activities. Each reading of the same text will focus on the standards from one of the three domains- Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.	Not Applicable	Instruction	Teachers	September '14	June '16	On-Track	Next step: Teachers will begin asking questions about the big ideas in the texts and gradually raise the level of the questions; students will be able to support their answers with text evidence. Evidence of these practices will be observed by literacy coach and/or administration in all classrooms by October 1, 2014.
Further develop the effective use of the Daily 5/Café workshop model in grades K-2 as the format for literacy instruction. In addition to the selective use of the Storytown and McDougal-Littell programs, increase the use of literature circles and/or novel studies throughout grades 3-8.	Not Applicable	Instruction	Teachers	September '14	June '16	On-Track	Independent and collaborative reading activities will support CCSS while strengthening higher order thinking and social interaction skills. Storytown and McDougal-Littell may be used as a framework for skills and strategies and one source of assessment if supportive of CCSS. Next steps: Participate in PD in these instructional practices. First PD will be held by November 15, 2014. Agendas will be kept in a binder.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

• Build on existing classroom libraries with multiple genres of texts to support the literacy program including a balance of informational and fictional texts as well as reference books for research projects. Ensure that books are acquired at a wide range of lexile levels to meet the levels of all students as measured by the most recent MAP reading results. Utilize informational text sets aligned to the Next Generation standards for science and to current social studies standards in grades 3-8.	Not Applicable	Instruction	Administration Teachers Parents	September '14	June '15	On-Track	Consider creating wish-lists of books to enhance libraries and reading instruction. Next step: Align books from text sets as closely as possible to students' reading levels to increase comprehension of content knowledge and build an understanding of informational text structure and features. Evidence of these practices will be collected or observed by literacy coach and/or administration in all classrooms by October 1, 2014.
Create a school-wide writing plan based on CCSS.	Not Applicable	Instruction	Literacy Coach Teachers	August '14	October '14	On-Track	Continue instruction in Grades K-5 guided by the CCSS aligned Lucy Calkins writing workshop curriculum. Next steps: Locate appropriate materials to provide structure and support writing instruction in grades 6-8. Recommendations will be presented to the administration by October 1st, 2014.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

CCSS Math

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual (link to Knowledge Center)

Strategy 2 Description

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 attain mathematical goals. Finally, we will provide challenging learning opportunities and involve as many students as possible in the 8th Grade Algebra Program.

Rationale

We are dedicated to promoting all of our learners to higher achievement. There ia 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	June '16	On-Track	Next Steps: Investigate possible programs such as Achieve3000, Moving with Math, and AIMSweb. Recommend appropriate program by December 2014 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	June '16	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 the development of unit plans aligned to the CCSS and Math Teacher Leader Institute Network 2 professional development.	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 new learning with staff during grade level meetings and/or staff development days.
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 assessment results to determine the RIT vocabulary band for each student and differentiate instruction accordingly.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Teachers will increase the use of authentic assessments in order to progress monitor and determine mastery of mathematics foundations. Each student's progress will be tracked and individualized goals will be set for each student 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	June '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 participate in the Coding Initiative to continue integrating technology into mathematics.	Other Target Group	Professional Development	Teachers	September '14	June '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	June '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 expecations.	Other Target Group	Instruction	Teachers	September '14	June '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	June '16	On-Track	Veteran teachers will have weekly opportunities to collaborate with new teachers to assist in creating versatile math centers.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Science

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual (link to Knowledge Center)

Strategy 3 Description	Rationale
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.

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.	Not Applicable	Instruction	Classroom teachers who teach Science	September '14	June '16	On-Track	At least once a quarter, there should be performance-based assessments occurring in the science classrooms in grades 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.	Not Applicable	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.	Not Applicable	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 the curriculum map 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.	Not Applicable	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.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Continue to acquire science resources and materials that not only enhance our hands-on, inquiry based curriculum, but also help teachers begin to maximize the vision of the NGSS.	Not Applicable	Staffing/Resource Allocation	Administration	July '14	June '16	On-Track	Continue to allocate discretionary funds to further support the sciences.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Arts

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual (link to Knowledge Center)

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 have big effects. This priority also helps achieve CCSS goals of independence, content knowledge, comprehension and critique, and understand other perspectives and cultures.

Action Plan / 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.	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.	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).

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Execute core curriculum-based exhibits, fine arts showcases and studio-based performances (including Fall & Spring Arts Fests, Day of the Dead and Chinese New Year exhibits, musical and dramatic studio performances) that offer evidence of arts integration in daily curriculum and function as performance-based assessments of student learning and celebrations of artisitic expression.	Not Applicable	Instruction	Fine Arts Team	July '14	June '16	On-Track	Develop a fine arts events calendar to establish fine arts performance and exhibit dates (September 2014). Participate in Fine Arts Team meetings to discuss, coordinate and plan fine arts events (Fall 2014 and ongoing). Coordinate and facilitate student preparation sessions, rehearsals and practices in order to execute exhibits, showcases and performances (Fall 2014 and ongoing).

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

Diverse Learners*

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual (link to Knowledge Center)

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 ten weeks of 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 to attend and compensated for meetings 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	Teachers will continue to meet weekly to reflect on, and revise as necessary, lesson plans, upcoming assignments, and assessments.
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	August '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	August '14	June '16	On-Track	The case manager will continue to examine IEPs, offer feedback on the overall quality of the IEPs, and discuss ways to revise if necessary. IEP goals will be S.M.A.R.T - Specific, Measurable, Attainable, Realistic, and Time-bound.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Administration will monitor through classroom observations and/or analysis of lesson plans the use of differentiated instructional practices, multi-sensory materials and techniques during daily instruction which promotes positive student engagement.	Diverse Learners	Instruction	Administration and Case Manager	August '14	June '16	On-Track	The case manager will continue to collect weekly lesson plans.
Screening, formative, and summative assessments aligned to the Common Core State Standards will be administered and analyzed in order to drive instruction and address the needs of diverse learners. These will include but are not limited to TRC, DIBELS, and mClass Math for grades K-2 and the NWEA / MAP assessment for grades 3-8.	Diverse Learners	Instruction	Teachers	August '14	June '16	On-Track	Refer to district's assessment calendar.
Special education teachers will continue to track the progress each student is making toward his or her IEP goals/benchmarks.	Diverse Learners	Instruction	Special Education Teachers and Case Manager	August '14	June '16	On-Track	The case manager will continue to collect progress monitoring data on a quarterly basis.
The special education teachers and school counselor/case manager will provide information to the Diverse Learner Parent Committee when appropriate.	Diverse Learners	Parental Involvement	Special Education Teachers and School Counselor / Case Manager	July '14	June '16	On-Track	Parent-initiated group has not yet been established.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

CIWP

2014-2016 Continuous Improvement Work Plan

English Learners*

CHICAGO PUBLIC SCHOOLS | CPS

Thomas J Waters Elementary School

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.

Resources

CIWP Instruction Manual (link to Knowledge Center)

Strategy 6 Description

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

Rationale

Our school has a significant number of ELs 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 by 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 langugage 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, DIBELS, TRC, mClass Math and 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 the achievment gap.	English Learners	Multi-Tiered Systems of Support	Administration	October '14	May '16	On-Track	Administration to allocate funding.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Increase parent involvement in the Bilingual Advisory Committee (BAC) by providing relevant workshops for parents that empower bilingual families and promote academic success for the English Learner.	English Learners	Parental Involvement	Administration and English Language Liaison	September '14	June '15	On-Track	Establish committee by September '14 and set BAC meeting calendar. Continue to build relationships with community and social organizations that can provide parent/family workshops.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Fund Compliance and Assurances

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

Fund Compliance and Assurances	**Directions:** Check each box to verify participation in any of the funded programs below.
Supplemental General State Aid (SGSA)	☑
NCLB Schoolwide Program (not available to schools receiving NCLB funds for the first time)	☐
NCLB Targeted Assistance Program	☐
If Targeted Assistance Program checked, enter number of students served by program	

SGSA Compliance	**Directions:** Check the box to verify 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 a approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the 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.	☑

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

NCLB/Title I Schoolwide Programs (SW)	**Directions:** All schoolwide programs must include the 9 components below. Please describe how each will be accomplished at your school.
1. A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.	
2a. Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.	
2b. Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.	
2c. Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

3. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.	
4. High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.	
5. Strategies to increase parent involvement, such as family literacy services.	
6. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.	
7. Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.	

DRAFT 06-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.	
9. Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.	

NCLB/Title I School Wide Additional Assurances

1. The school annually reviews the schoolwide plan/program.	☐
2. 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.	☐
3. The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.	☐

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

NCLB/Title I Part A Targeted Assistance Schools (TA)	**Directions:** The school must comply with the requirement for student identification and selection based upon student academic achievement. Check the box to verify compliance.
1. Eligible children have been identified by the school as failing, or most at risk of failing to meet the state's students academic achievement standards on the basis of multiple, educationally related, objective criteria.	☐
2. Children from pre-school through grade two have been selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.	☐
3. Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children are eligible for service on the same basis as other children.	☐
4. Others who are eligible for service include: a child who, at any time in the preceding two years participated in Head Start, Even Start, or Early Reading First program, or in pre-school services under Title I Parts A, and C Migrant, D Neglected, Delinquent, or At Risk, and homeless and attending any school served by CPS.	☐

NCLB/Title I Part A Targeted Assistance Schools (TA)	**Directions:** All targeted assistance programs must include these 8 components. Please describe how each will be accomplished at your school.
1. Title I Part A resources are used only to support activities for identified Title I students to meet academic achievement standards expected for all children.	
2. The use of effective methods and instructional strategies that strengthen the school's core academic program and: 1. Give primary consideration to providing extended learning time; before/after school, and summer programs for identified Title I students. 2. Help provide an accelerated, high-quality curriculum. 3. Minimize removing Title I identified students from the regular classroom during regular school hours for instruction provided by Title I Part A.	
3. Title I Part A resources coordinate with and support the regular education program which may include services to assist preschool children transition from early childhood programs (Head Start, Even Start, Early Reading First) to the elementary program.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending ISC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

4. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.	
5. Opportunities for professional development, using Title I Part A funds and other resources that are available for teachers, principals, paraprofessionals (instructional aids) and as appropriate, pupil service personnel, parents, and other staff who work with Title I students including their regular classroom teachers.	
6. Strategies to increase the involvement of the parents of Title I students are being implemented as required by No Child Left Behind. Please describe how this will be accomplished.	
7. Coordination and integration of Federal, state, and local services, and programs supported by No Child Left Behind, violence prevention programs, nutrition and housing programs, Head Start, adult and vocational programs, and job training.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

8. The school reviews on an ongoing basis the (academic) progress of the Title I students and revises the targeted assistance program/services if necessary to ensure Title I students meet state academic standards, e.g., extended day programs, training for teachers regarding how to implement student academic standards in the classroom.	

NCLB/Title I TA Additional Assurances	**Directions:** The school must comply with the following requirements. Check the box to verify compliance.
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.	☐
The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.	☐

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

Parent Involvement in Targeted Assistance and Schoolwide Programs

No Child Left Behind (NCLB), 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 NCLB 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.

In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".

Full Participation

Directions: The school must comply with the following requirement for full participation. Check the box to verify compliance.

The school, as part of the parent involvement requirements, shall provide full opportunities for the participation of parents of children with Limited English proficiency, with disabilities, and parents of migratory children, including providing information and school reports in a format and language the parents understand.

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

Language Instruction Education: Parent Notice/Information Requirements

Parents of students who are participating in a language instruction education program as determined in part C of Title III shall , not later than 30 days after the beginning of the school year, inform the parents of limited English proficient (LEP) students participating in the program of:

1. The reason their child was identified as LEP and in need of placement in the class.	☑
2. The child's level of proficiency, how it was assessed, and the child's level of academic achievement.	☑
3. The methods of instruction used in the program their child will participate, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.	☑
4. How the program will meet the educational strengths and needs of the student.	☑
5. How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.	☑
6. The specific exit requirements for the program, including rate of transition from such program into the regular classroom, and the expected rate of graduation from a secondary program.	☑

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Parent Involvement Policy and Parent Compact

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: If receiving NCLB Title I funds, the planning document must be completed, then reviewed and approved by your Parent Advisory Council. Sections included: *Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.*

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Parent Involvement Policy	**Directions:** Please read each statement and describe how each will be accomplished at your school.
1. Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.	
2. The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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	
3. Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.	
4. At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.	
5. 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.	
6. 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.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: If receiving NCLB Title I funds, the planning document must be completed, then reviewed and approved by your Parent Advisory Council. Sections included: *Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.*

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

7. Schools will assist parents of participating NCLB 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.	
8. Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.	
9. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.	
10. Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.	
11. Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220

Network: Network 2

Oracle ID: 25781

ISBE ID: 150162990252504

Instructions: If receiving NCLB Title I funds, the planning document must be completed, then reviewed and approved by your Parent Advisory Council. Sections included: *Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.*

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Policy Implementation Activities

Directions: Check the box to indicate planned implementation of the activity

1. The LSC will approve the school improvement plan and monitor the CIWP.	☐
2. In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.	☐
3. The school will coordinate the parent involvement programs identified in the CIWP.	☐
4. The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.	☐
5. Please explain any non-compliant responses (unchecked boxes):	

School-Parent Compact

The school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The following are components in this compact, please describe how each item will be accomplished.

1. 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.)	
2. 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.	
3. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.	
4. The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.	
5. The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.	
6. The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).	

DRAFT 06-12-14 FOR REVIEW ONLY
Pending LSC Approval and Pending CPS Approval

Thomas J Waters Elementary School

School ID: 610220 **Network: Network 2** **Oracle ID: 25781** **ISBE ID: 150162990252504**	**Instructions:** If receiving NCLB Title I funds, the planning document must be completed, then reviewed and approved by your Parent Advisory Council. Sections included: *Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.* **TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.**

7. The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.	
8. 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).	

DRAFT 05-12-14 FOR REVIEW ONLY
Pending LSC Approval & Pending CPS Approval