































## 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).

<b>Effective Practices with Evidence Needed:</b>	<b>0</b>
<b>Effective Practices with Rating Needed:</b>	<b>0</b>

	Typical School	Effective School	Evidence	Rating
<b>DIMENSION</b>	<b>Use of Time</b>			<b>4</b>
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>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.</p>	

Dynamic CIWP 2014-2016  
 Dec 2014 updates to May 2014 original are in red  
 See accompanying 15 Week Monitoring Report for details

### 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
<b>Priorities 1 -3:</b> CCSS Literacy, CCSS Math, and Science. <b>Priorities 4-10:</b> Choose from drop down list of additional District Priority Areas.			Write in your strategy to address the District Priorities 1-6. <i>Note: A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.</i>	<b>For District Priorities 1-6,</b> describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis. <b>For District Priorities 7-10,</b> briefly describe the programs, services, or systems currently in place that address the District Priority or why the District Priority Area would not be applicable.
1	CCSS Literacy	NWEA Reading Growth & Attainment	Waters School will refine its balanced literacy program in grades K-8 aligned to the common core state standards. We will incorporate research-based practices that will give students the opportunity to develop literacy skills in a variety of contexts across the entire curriculum.	We are invested in promoting college and career readiness for all students through a rigorous and comprehensive language arts curriculum. All students need the opportunity to experience success and be provided with challenges that help them progress to higher levels. This will contribute to the development of positive self-image. By offering a variety of learning experiences, we can nurture an enjoyment of reading and writing that will serve our students for a lifetime.
2	CCSS Math	NWEA Math Growth & Attainment	Waters School will bridge the gap between grades K-8 to ensure cohesiveness within the mathematics curriculum. Progression will be achieved through vertical alignment to provide teachers and students the opportunity to 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 is a need for greater differentiation of the core instruction to meet the needs of all students. Through our strategy, students' confidence in mathematics will increase which will also address their social-emotional needs. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs to promote college and career readiness.
3	Science		Waters School will enhance our science curriculum and instruction with hands-on, inquiry based activities that align with the Next Generation Science Standards (NGSS), as well as links, whenever possible, to our ecology program.	With the adoption of the Next Generation Science Standards (NGSS) by the state of Illinois, we want to implement the best science practices in our classrooms to help prepare our students to meet these new standards.
4	Arts		Integrate Fine Arts into all content areas.	The arts are valuable for nurturing creativity, teaching that problems may have multiple solutions, teaching the multiplicity of perspectives on the world, engaging students with the idea of an audience for their ideas, and showing students that small differences may have big effects. This priority also helps achieve CCSS goals of independence, content knowledge, comprehension and critique, and understand other perspectives and cultures.



Thomas J Waters Elementary School	Resources
<b>Instructions:</b> 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 <b>not</b> being developed into an Action Plan.	<a href="#">CIWP Instruction Manual (link to Knowledge Center)</a> <a href="#">SQRP Resources</a>

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.
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.
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 throughout 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.

Dynamic CIWP 2014-2016 updates to May 2014 original are in red. See accompanying 15 Week Monitoring Report for details.

### Thomas J Waters Elementary School

### Resources

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

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

### Strategy 1 Description

### Rationale

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.

### 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. <b>Following the resolution of the budget, program recommendations were made. These were too costly and they were tutoring -based supports rather than valuable for in-class instruction, which will be supported by weekly grade-level meetings.</b>
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. <b>Informal observations have begun and Mrs. Nissim is working through the classrooms.</b>
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. <b>Teachers attended the Daily 5/CAFE in September, which has been very effective. They have also been attending the Teacher Leader Institutes from the Network in English, Lang Arts, Math and CC alignment. All PD is tracked in a binder in the office.</b>

Dynamic CIWP 2014-2016 original are attached  
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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. Vertical alignment happened during the Nov. 7 PD day.
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. For example, the use of RAFT (Role, Audience, Format and Topic)
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. Sept 20-21 Daily Five CAFE standards were established for K-3. Storytown was established for Grades 4-5 and McDougal for 6-8.

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<b>Thomas J Waters Elementary School</b>	<b>Resources</b>
<p><b>Instructions:</b> 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.</p>	<p><a href="#">CIWP Instruction Manual</a> (link to Knowledge Center)</p>

<b>Strategy 2 Description</b>	<b>Rationale</b>
<p>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.</p>	<p>We are dedicated to promoting all of our learners to higher achievement. There is a need for greater differentiation of the core instruction to meet the needs of all students. Through our strategy, students' confidence in mathematics will increase which will also address their social-emotional needs. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs to promote college and career readiness.</p>

### 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. <b>ixl was purchased for grade 8 as requested by Mr. Gil. It is a web-based platform and students have access codes. The cost is per student and it is too expensive for the whole school right now.</b>
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. <b>This is peer observation - teachers observing one another on best practices and offering constructive feedback. It has begun and will be increased.</b>
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. <b>TLI from network - had one this year already</b>
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	Behind	Teachers will use MAP mathematics assessment results to determine the RIT vocabulary band for each student and differentiate instruction accordingly. <b>We are running a bit behind on this but will focus on it in the second and third quarters.</b>
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. <b>This is something Mr. Leatherwood does with classroom teachers and doing assessments. This is on track.</b>



### Thomas J Waters Elementary School

### Resources

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

### Strategy 3 Description

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

### Rationale

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

### Action Plan

### Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
From K-8, begin implementing performance-based assessments quarterly in Science classes as opposed to strictly knowledge-based assessments. (performance-based work is a hands-on application of knowledge)	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. <b>Mr. King and Mrs. Balash are working with DePaul and getting PD in this area of alignment with NGSS</b>
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	Behind	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. <b>We had a setback due to Mr Leki's mother's passing. Working on this at this time. This is a priority for 2nd and 3rd Quarter.</b>
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.
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.

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### Thomas J Waters Elementary School

#### Resources

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

#### Strategy 4 Description

Integrate Fine Arts into all content areas.

#### Rationale

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

### 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	Behind	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). <b>Calendar has been developed and different responsibilities have been delegated (Mr. Bradford is in charge of Spring Showcase, for example). It is on the google calendar but not on the main Fine Arts page (needs to be updated).</b> Create discipline-specific syllabi of curriculum goals (Parent Open House October 2014) <b>These were handed out at the Open House but don't appear to be on the website.</b>
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 <a href="http://www.cpsarts.org/educators/">http://www.cpsarts.org/educators/</a> (as available/ongoing)

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<b>Strategy 5 Description</b>	<b>Rationale</b>
<p>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.</p>	<p>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.</p>

### 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.
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.



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<b>Strategy 6 Description</b>	<b>Rationale</b>
<p>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</p>	<p>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.</p>

### Action Plan

### Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
All teachers will participate in quarterly workshops focused on teaching strategies designed to increase listening, speaking, reading, and writing proficiency levels.	English Learners	Professional Development	Administration and English Language Liaison	September '14	May '16	On-Track	Encourage and support additional teachers acquiring ESL/Bilingual certification. Establish professional development calendar for the school year by August 2014.
Teachers will collaborate monthly to create instructional units inclusive of targeted skills designed to increase language proficiency levels in listening, speaking, reading, and writing. Instructional units will focus more specifically on the development of academic vocabulary and reading comprehension in all core subjects.	English Learners	Instruction	Administration and English Language Liaison	September '14	May '16	On-Track	Ensure that teachers have access to the WIDA Standards as well as the WIDA Can Do Descriptors for planning and assessment purposes. Regularly monitor teacher lesson plans/units for inclusion of the WIDA Standards to address English Learner needs.
Implement a bilingual teacher committee to analyze EL student data (ACCESS, 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	Behind	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. <b>As one example, Mrs. Vecchioni has been creating culturally sensitive art projects (Latina artists festival, etc). Imagine Learning was purchased and is finally on order as a result of the budget finally stabilizing. Need to monitor implementation and effectiveness</b>
Implement an EL tutoring program as part of continued effort to close the achievement gap.	English Learners	Multi-Tiered Systems of Support	Administration	October '14	May '16	On-Track	Administration to allocate funding.
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.



## 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.

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Dynamic CIWP 2014-2016  
Dec 2014 updates to May 2014 original are in red  
See accompanying 15 Week Monitoring Report for details



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### 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).	

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<p>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 &amp; 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 &amp; 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 &amp; 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 &amp; 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. &amp; June; and 11. prepare 2 reports describing progress toward HQ status: May &amp; Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.</p>	
<p>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.</p>	
<p>5. Strategies to increase parent involvement, such as family literacy services.</p>	

State of Illinois Department of Education  
 Statewide Monitoring Report for details  
 May 2014 original are in red  
 CWP 2014-2016  
 15 Week Monitoring Report for details

## Thomas J Waters Elementary School

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Oracle ID: 25781

ISBE ID: 150162990252504

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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.	
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.  | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| 3. The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.   | <input type="checkbox"/> |

See account number 15 Week Monitoring Report for details  
 Dynamic CIWP 2014-2016  
 Updated to May 2014 original are in red

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### 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.



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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.	
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.	<input type="checkbox"/>

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### 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.

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See accompanying 15 Worksheet for details  
Dec 2014 updates to 2014 Annual are in 15

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### 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.  | <input checked="" type="checkbox"/> |
| 2. The child's level of proficiency, how it was assessed, and the child's level of academic achievement.  | <input checked="" type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> |
| 4. How the program will meet the educational strengths and needs of the student.  | <input checked="" type="checkbox"/> |
| 5. How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.  | <input checked="" type="checkbox"/> |
| 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.   | <input checked="" type="checkbox"/> |

Dynamic CIWP 2014-2016  
Dec 2014 updates to May 2014 original are in red  
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## Parent Involvement Policy and Parent Compact

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

<b>Parent Involvement Policy</b>	<b>Directions:</b> 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.	

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

<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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**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.

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

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).

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**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).

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