



Thomas J Waters Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Titia Kipp	Principal	tmkipp@cps.edu	Has access
Nilsa Alvarez	Asst. Principal/ELPT	nalvarez13@cps.edu	Has access
Amy Vecchioni	ILT/Specialized Academic Teacher	alvecchioni@cps.edu	Has access
Hadley Bricker	ILT/DL/Counselor	hbricker@cps.edu	Has access
Jason Gil	Teacher	jpgil@cps.edu	Has access
Olga Johnson	Teacher	oenunez-johnson@cps.edu	Has access
Colleen Herman	Teacher	cslambeherma@cps.edu	Has access
Brandon Orlov	Teacher	bjorlov@cps.edu	Has access
Jessica Collins	Teacher	jcollins64@cps.edu	Has access
Ana Maria Rivadeneira	Teacher	arivadeneir@cps.edu	Has access
Jeannette Aguilar	Teacher	jaguilar122@cps.edu	Has access
Erica Smith	LSC parent rep/CIWP subcommittee	EricaSmithWatersLSC@gmail.com	No Access
Greg Foster-Rice	LSC parent rep/CIWP subcommittee	gregwaterslsc@gmail.com	No Access

Jessica Fuentes	BAC president	j.robles48@yahoo.com	No Access
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Kelli Landes	DL parent chair	kelandes@gmail.com	No Access
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Team meetings

Date	Participants	Topic
02/27/2018	Kipp, Alvarez, Bricker, Johnson, Herman, Rivadeniera, Aguilar	CIWP initial meeting to begin review of dimensions, current priorities and strategies. Reconvene on 03/06/18 to identify next steps and create timeline for completion.
03/06/2018	Alvarez, Gil, Collins, Rivadeneira, Bricker, Aguilar, Johnson	Continue SEF priority review and make recommendations, identify next steps
04/20/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman	Incorporate evidence in Framework
04/23/2018	Alvarez, Kipp, Vecchioni, LambeHerman, Aguilar, Rivadeneira, Collins, Orlov, Johnson, Gil, Bricker	Review and update of Framework evidence and scoring
04/24/2018	Alvarez, Kipp, Vecchioni, LambeHerman, Orlov, Gil, Aguilar, Johnson, Collins, Rivadeneira, Fuentes, Smith, Foster-Rice	CIWP progress review
04/10/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar	Internal ILT/CIWP meeting to plan for 4/13 PD day for selection of 3rd priority with all staff.
04/19/2018	Vecchioni, Lambe-Herman	Begin development of professional learning strategy and action steps based on all staff feedback.
04/30/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Collins,	CIWP Planning Meeting to review and update strategies
04/30/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar, Smith, Foster-Rice	CIWP Public meeting to share status of CIWP and gather public feedback and recommendations
05/01/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Orlov, Gil, Aguilar, Smith, Foster-Rice	CIWP Planning meeting to review and incorporate public feedback.
05/07/2018	Kipp, Alvarez, Vecchioni, Lambe-Herman	Revision of CIWP language in strategies to ensure

they are actionable and measurable. Update goals.

05/08/2018

Kipp, Alvarez, Vecchioni, Lambe-Herman, Johnson, Collins, Aguilar, Smith, Foster-Rice

CIWP presentation of final draft at LSC meeting

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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Waters School administration and staff champion student voice, community and the whole child. Leadership is responsive to parents, students and staff as it aims for high academic success and positive educational experiences for all children. Our investment in hands-on authentic learning, performance-based assessments and field work combined with our Growth Mindset initiative asks students to have an active voice in their learning experience.

Our vision includes the integration of the arts, science/ecology and technology to meet the unique learning needs of all students. It also articulates the commitment of all stakeholders to uphold high expectations and inspire positive social emotional and academic outcomes. We work to back this vision by aligning our resources of budget, time, and staffing, to promote these goals.

Our Principal, as the leader of Waters, promotes best practices by supporting opportunities for professional development, teacher collaboration and reflective pedagogy to encourage college and career readiness and to cultivate students as lifelong learners.

Collectively, we aim to foster a nurturing and collaborative learning environment that creates rigorous instruction, a strong culture for learning, and carefully planned aligned professional development for staff to further enrich the lives all students as evidenced in each the following school effectiveness frameworks.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The ILT meets to discuss school-wide data and set priorities, goals and growth targets. In addition, ILT provides professional development to entire teaching staff throughout the school year to lead in the development of literacy scope and sequence with essential questions. ILT works to partner with outside resources to provide staff with additional professional development based on the needs of our staff. ILT has initiated Growth Mindset across the curriculum, analyzed SQRP data, and analyzed our level status. The ILT has created an action plan to address areas in need of improvement based on our SQRP rating which was shared with our school community at a Local School Council meeting. ILT led the discussion that moved us to the implementation of common balanced assessment and grading practices. ILT works together to monitor and keep pace on CIWP goals as evidenced by our CIWP monitoring reports (15 and 30 weeks).

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Common planning time, professional development and teacher collaboration are a cornerstone of our school community. Our administration is consistently sharing and supporting professional learning opportunities for all staff. All School Improvement Days are carefully crafted for enhanced professional learning and opportunities to share pedagogical knowledge among all staff.

Teachers consistently seek out community professional development resources.

Partnerships and conferences include:

- Scientists for Tomorrow (4-8 Robotics Strand, Columbia College)
- Magnet Schools of America National Conference (All Fine Arts Team)
- James Dyson Foundation (K-8 Design Thinking curriculum supports)
- TESOL 2018 International Conference
- Art Institute of Chicago (Arts Integration)
- Orton Gillingham (Multi Sensory Approaches to Reading and Writing)
- Managing Challenging and Manipulative Student Behavior
- SCIRA (Suburban Council of Illinois Reading Association)

Additionally, teachers are participating in in-school professional development including:

- Smartboard Training
- MyPerspectives English Language Arts
- Trailblazers
- Myon training
- BrainPop Suite Products

Network and District-wide trainings are also being pursued including

- Tech Talk 2018
- Summits
- Saturdays with OLCE (Office of Language and Cultural Education)
- Teachers Visits to other schools
- ELPT (English Language Program Teacher) Trainings

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.

- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback: surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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The staff at Waters are continually working to align their resources, in order to ensure that every child meets their fullest potential. Before the school year begins administration and staff create schoolwide schedules.

The schedules created allow for:

- Common planning time within grade level teams
- Co-teaching and/or pull out models of instruction based on diverse learner and EL students' needs
- A built-in focus time period to target enrichment, support and interventions.
- Small group Math Essentials and Art programs

The staff and administration dovetail their budget along with community resources in order to meet the needs of all learners. Due to the school's fiscally responsible practices:

- Rigorous literacy curriculum has been selected
- My Perspectives for grades 6-8
- Reading Street for grades K-5
- Partnerships with Sulzer Library, Old Town School of Folk Music, The Chicago Sinfonietta, NEIU Fine Arts, Chicago Arts Partnership in Education (CAPE) and National Louis University.
- Creative School Fund Fine Arts Grants Awarded for Innovation
- Teacher Wish List items (including technology, classroom furniture and instructional materials) purchased based off of individual classroom needs
- Additional funds raised through building rental on weekends and summer programs to enhance student programming and provide additional materials

The school recognizes that high quality staff members are the most valuable resources within the Waters School community and budget accordingly. Staff placement is thoughtfully done in order to align staff certifications, interests, and strengths. School administration has strongly advocated to ensure equitable access to education and appropriate staffing for ALL students. Waters has a very low teacher turnover rate due to supportive community and administration. When the school is hiring new staff there is a rigorous hiring process in place, which encourages staff input.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.

- Leverage strategic source vendors to maximize dollars.
- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

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All teachers work in teams to align curriculum with the CCSS/NGSS/WIDA standards as evidence in their lesson plans which also include language and content objectives.

Formal and informal REACH observations throughout the school year indicate that higher thinking skills are addressed on a daily basis. Conversations around their instructional strategies occur during the pre/post conferences indicate that teachers are intentional in their planning and instruction and focused on differentiation.

Teacher created supplementary lessons are tied to the core content. There is an ongoing effort to integrate math and science goals. STEAM initiatives have begun and further promote hands-on and inquiry-based learning.

Administration and teacher teams worked collaboratively to examine and select a new literacy curriculum for adoption in the 2018-19 school year.

Student work and classroom environments demonstrate an understanding of these objectives. As a school, we develop opportunities to enhance our curriculum to implement more effective ways to differentiate and challenge ALL students. We strive to ensure more focused collaboration to promote curriculum vertical alignment.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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There is a collaborative effort between grade level teams and administration to determine which resources are chosen to teach lessons (New Reading curriculum K-5 has been purchased and will be implemented school year 18-19). My Perspectives reading and writing series has been implemented school year 17-18.

Teachers have been very resourceful in seeking supplemental materials. These materials are carefully evaluated to assure that they align with CCSS, NGSS, and WIDA. In addition, outlined below is a representative sample of supplemental materials utilized at Waters:

- Scholastic subscriptions to make connections with current and relevant topics/ events.
- Partnership with Scientists for Tomorrow (Columbia College Chicago), for hands-on learning and promoting authentic STEAM learning.
- Accessibility to one-to-one devices (iPads or Chromebooks) for students from third to eighth grade.
- K to 2nd grade classrooms technology centers for students to use during the day.
- Students use Khan Academy which tailors students' learning to their academic level (grades 5-8).
- Subscriptions to supplemental resources, such as, Flocabulary, BrainPop, Imagine Learning, and Myon.
- New technology has been added for staff members across grade levels to increase access to 21st century learning tools.
- Generous monetary support and volunteer hours by our "Friends of" group Waters Today (non profit 501-3c)

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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Students are presented with a variety of tasks that are rigorous, differentiated, and demonstrate an application to real-world problems and ideas across the content areas. For example, students in Social Studies might perform a performance task demonstrating their ability to synthesize the concepts they have worked on throughout a unit (a fourth grade student utilizing what they have learned about the economy to create their own profitable business). These tasks scale in rigor and complexity as students get older, building on ideas and foundational skills established year by year.

The staff of the school are engaged in the construction of a school-wide Scope and Sequence to ensure that the tasks and ideas that students encounter from K through 8th grade are appropriately scaling in rigor and complexity. Teachers collaborate in grade level meetings to review and discuss tasks and assignments, and partial-departmentalization allows for ambitious, thematic units, and instruction across the content areas.

Math curriculum has been adapted to fit the “Common Core” standards. This has been a rigorous task for the students undertaking the challenges of being faced with a shift of curriculum. For example, students in the 6th grade are being given the textbooks and curriculum of the 7th grade, and the 7th receives 8th grade, with the 8th grade receiving high school algebra 1. This involves increasing text complexity within the content area and increases their depths of knowledge.

- Math Lab enrichment (Essentials programming) is tailored for differentiation and individualized student growth plans.
- MyPerspectives is being utilized for middle school encouraging students to develop critical thinking skills by analyzing a text’s craft and structure as well as the author’s purpose.
- Daily 5 in the primary grades specifically targets students reading levels, so that the rigor is ensured by utilizing independent reading levels.
- In Science, inquiry-based learning allows students to ask and answer meaningful and thought-provoking questions through hands-on lab activities and experiences.
- Ecology Program promotes global stewardship and hands on applications of real world experiences through authentic field work.
- Essential Programs (Fine Arts, Digital Media, Mathematics Lab and Physical Education) provide extensions of core curriculum, independent student voice experiences and hands-on student learning.
- Social Studies is project-based which allows for the student to create authentic learning opportunities and promote global citizenry.
- Health and Wellness curriculum focuses on personal best and physical fitness throughout a variety of tasks and activities
- Growth Mindset is interwoven throughout the school day.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and

- demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching For Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In On Classroom Assignments: Reflect Today's Higher Standards? ✓ Student Work Protocol (SWP) ✓ SlicK Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

1 2 3 4

Waters' teachers and staff provide real world experiences for students to build confidence through self-exploration, cooperative learning, and ongoing opportunities that empower student voice throughout the community inside and outside of the classroom including:

- The Growth Mindset initiative
- STEAM curriculum
- Engineering Week
- Dyson Collaboration (Engineering Careers)
- Naviance activities (Grades 6-8)
- High School Informational Session
- Collaborative Coffee "Open House" Tour with Amundsen
- High School Investigation Day at Amundsen for 8th graders
- Fine Arts High School Portfolio Assistance
- Individual student meetings with Counselor and 8th graders regarding high school
- CRFC-Lawyers in the classroom (Grades 7-8)
- Junior Achievement of Chicago partnership focusing on workforce readiness, entrepreneurship, and financial literacy (K to 8)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliiteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Researching College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCIB, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

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We have engaged in the constructions of a vertically aligned scope and sequence for core subject areas to further coordinate instruction across grade levels as well as conscientiously plan our instruction with best practices in mind. Instruction is rooted in our philosophy that all children will be successful when given the necessary tools that are consistently practiced and developed.

We aim to take a:

- "Strategy-based approach" to content areas
- Cross-curricular instruction(For example, the Metric system is taught in Math and in Science)
- Routines that allow student-centered instruction
- Project-based units with student choices
- Emphasis on academic vocabulary
- Integration of Universal Design for Learning
- Weekly Grade level meetings to discuss instruction and strategies
- A variety of learning styles are presented within instruction
- Flexible and responsive instruction
- DOK (Depths of Knowledge) Questioning
- Growth Mindset Instruction

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

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Progress in balanced assessment and grading has been a priority for all staff from 2016 to 2018 and was a primary focus during beginning of the school year and flex days throughout the years' professional developments. Rubrics are in place across the grade levels for a variety of project-based and writing tasks. At Waters, we know students need multiple forms of assessment to more fully evaluate their learning to garner a more complete picture of the whole child.

We have implemented:

- Common grade weights and consistent grading practices have been established across all grade levels as noted on classroom syllabi.
- Aligned formative and summative assessments are in place across grade levels.
- Authentic tasks are being utilized as assessments
- NWEA Measures of Academic Progress (MAP) data is reviewed and used to inform instruction
- Individualized student growth plans have been implemented across grade levels to promote growth mindset.
- Using data from assessment to determine eligible students for MTSS
- Using MTSS data to determine for students who are eligible for additional supports
- Students are encouraged to demonstrate their knowledge in various models (orally, visual presentations, written pieces, etc.)

We will continue utilize multiple assessments and goal setting techniques in teaching and learning as we move forward.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Teachers are well versed in the implementation of Multi-Tiered Systems of Supports (MTSS). Teachers provide flexible learning environments using a multi-modal approach to Tier 1 instruction. Time is embedded into all class schedules to provide Tier 2 and 3 interventions to students in need of additional academic support.

The MTSS committee was established and meets monthly to discuss and update the students who are receiving Tier 2 and / or 3 interventions. Useful strategies and MTSS tools are then shared with all teachers.

Teachers implement Tier 1 Social Emotional Learning (SEL) supports using a variety of positive reinforcement models. Many implement Tier 2 SEL interventions - such as behavior charts or behavior accommodations - at ease, while others seek the support of other teachers, the counselor, or social worker in the development and implementation of the interventions. When necessary, Tier 3 SEL supports, such as individual counseling, are implemented by the counselor, psychologist, or social worker.

Personal Learning Plans (PLP) are monitored consistently by teachers and updated every 5 weeks by the PLP coordinator. Teachers and coordinator collaborate as needed to help each student with a PLP to meet his / her goals.

- Positive reinforcement Tier 1 supports are implemented school-wide
- MTSS Committee consists of teachers representatives from grade level bands and support personnel and meet regularly / monthly
- Have student excited out?
- MTSS Committee has been effective in transitioning students to appropriate tiers and referrals to the school based Multi Disciplinary Team as necessary
- All classroom schedules have designated focus time to provide their MTSS

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.

- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to “get it right.” There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

A positive culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff and a strong emphasis on growth mindset. It describes the norms that govern the interactions among individuals concerning the mindset (e.g. ability/confidence to grow with effort), academic behavior (e.g. attendance/attending classes, completing assignments), learning strategies and skills and the general ethos of the school. Our classrooms are characterized by high cognitive energy, by a sense that what is happening is important, and that it is essential to "get it right." There are high expectations for all students and a focus on authentic learning and assessments. The classroom is a place where teachers and students value learning and hard work, and students take visible satisfaction in accomplishing their work and a job well done. Staff believe they can make a difference, that their hard work is the fundamental catalyst for student achievement.

Our Culture for Learning is not limited to but evidenced in the following:

- Student-led conferences, Genius Hour projects, individual growth plan initiatives, problem-based learning, authentic assessments
- Waters School sports teams: camaraderie, teamwork and shared responsibility
- Middle School Leadership Team: Ambassadors for our school and leaders of all school events including school dances, performances and fundraisers
- Generous monetary support and volunteer hours by our "Friends of" group Waters Today (non profit 501-3c)
- Collaboration with community as educational resources (Engineering Week, Kindergarten Grandparents Day, Middle School guest speaker opportunities and all-school artist-in-residences including Juan Carlos Perez, Patty Okulinski and Della Wells)
- Tremendous parental volunteerism and support throughout the school year
- After school programming that supports fine arts enrichment, engineering practices, scholastic supports and fitness, health and wellness experiences
- Design Thinking and problem-based learning (4-8)
- James Dyson Foundation all-school community resource and curriculum-based collaboration
- Multiple fine arts performances, exhibits and presentations throughout the school year celebrating creative thinking, alternative and multicultural perspectives and performance-based assessments
- K-8 Makerspace & STEAM Maker Mindset fieldtrip experiences with performance-based assessments throughout Chicago
- Genius Hour, Growth Mindset, Agency, Advocacy & Identity initiatives including student-led conferences and personal growth plans
- Multicultural celebrations including Cinco de Mayo Big Night (all-school fundraising event), Hispanic Heritage Month presentations and performances, Motown concert and Celebrations Around the World holiday performances, and all-school visual arts exhibits featuring Polynesian and African diaspora artists.
- Weekly Community Waters Garden Night to maintain and celebrate Waters School Garden
- Imagination Foundation Cardboard Challenge Family Days (Fall & Spring)
- Annual Holiday Community Arts Fair
- All-School Physical Education Field Day to promote fitness and teamwork
- Environment/health/fitness initiatives to support global health including lymphoma and leukemia and Uthando HIV/Aids fundraisers and Girls on The Run after school club
- After school programming that supports fine arts enrichment, engineering practices, scholastic supports and fitness, health and wellness experiences throughout the school year
- All-school support of fundraising initiatives

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGA? Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Competency Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/lel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

Waters School continuously works toward improving and maintaining a warm culture and climate that is supportive of a positive community of learners and a strong relational trust and respect among all stakeholders.

Instructional strategies content emphasize soft skills such as collaboration and group work which foster positive interaction between peers. Our growth mindset initiative runs parallel and supports all students.

Social emotional learning is first initiated via the collaborative development of student and teacher classroom expectations at the beginning of each school year. It is embedded throughout the school day via Calm Classroom and positive behavior instructional strategies. Through participation in professional development teachers and staff have created common behavioral expectations for students, teachers and school community. These expectations are intended to be followed in the classroom and carried over into common areas (hallways, restrooms, cafeteria, playground, after school, etc.). These action items directly align with our implementation of the Social/Emotional Illinois Learning Standards and our school’s mission to develop the whole child.

The following examples of relational trust include:

- Group work / group projects
- Reading Buddies build cross grade level connections and mentorships.
- ROAR- school-wide initiative for student behavioral expectations
- School-wide Art Exhibits and performances
- In Between Friends Program in Middle School
- Sports Activities (Basketball, Volleyball, etc.)

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

Students are vested in their learning and take ownership of their contributions to the Waters school community as well as the community as a whole. The school provides opportunities for the students to engage in activities that further develop the collaborative relationship with the community. We foster an environment of growth mindset to encourage ALL students to confidently engage in agency, authority, and identity.

- Middle School students participate in the ABC Project, (Action Based Communities) through Chicago Constitutional Rights Foundation (CRFC). They design projects to address a problem in their communities and gather shareholders to take part. Students also participate in the Lawyers in the Classroom program through CRFC that brings attorneys into Waters School to discuss and examine Constitutional issues and the impact on student's lives.
- Student led conferences and individualized growth plans
- Middle School students complete Individual Learning Plans in Naviance
- Students work through the Ecology program to learn about and address problems in the environment of the surrounding community.
- We have partnered with Chicago Arts Partnership in Education to allow students to showcase their artistic voice.
- We offer sports programs that spread school spirit to the students and community.
- We offer Leonardo's Workshop to engage the students in our STEAM initiative to reinforce critical and creative thinking.
- There are and will continue to be student-led conferences to engage the students in voicing their celebrations and goals moving forward.
- Students are given insight and work readiness through a program called Junior Achievement. They learn financial literacy skills and entrepreneurship which fosters them to dream bigger to reach their full potential.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**

- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

Waters School continues to receive a strong safety rankings in the 5Essentials, My Voice, My School Survey. Our data reports 0% out of school suspensions and consistently averages above 95.2% in student attendance. Waters teachers and staff work daily to create a positive school culture and environment built on relational trust.

We regularly conduct emergency safety drills for bus evacuation, fire, tornado, earthquake, lockdown, and intruder in the building. These drills help ensure emergency preparedness for all students and staff. These learning opportunities encourage self advocacy, emergency preparedness and promote physical and emotional safety.

-Administration hosted a meeting with concerned parents and community members regarding school safety concerns as related to gun violence in our society.

-Waters School continues to partner with community organizations to engage our students in programs such as Girls on the Run and Between Friends to build positive self-esteem and awareness.

-In addition, our Digital Media class works to address topics related to positive Digital Citizenship.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.

- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/SEL)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Teachers recognize the importance of understanding the whole child and that consequences need to be managed sensitively. Waters seeks to understand the underlying reasons (root cause) for the misbehavior in order to effectively address it. Consequences fit the misconduct, and students are given the opportunity to discuss and reflect upon their actions - ultimately minimizing punitive consequences. Students are often rewarded with positive praise. We try to maintain a balance between extrinsic and intrinsic motivators. Evidence demonstrates that we have 0% of out of school suspensions.

Teachers, staff and administration utilize:

- Self-reflection strategies
- Peace circles
- In-house counseling opportunities
- Goal Contracts
- Role-playing good behavior
- Calm Classroom
- "Teflon" Responses (based on Social Emotional Learning workshop)
- School Wide expectations for ROAR
- Students and teachers work collaboratively to establish their own classroom rules, management systems, and behavior expectations.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.

- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

At Waters, we recognize the important role the whole community plays in the mission and vision of the school. The school encourages parent participation in an extensive offering of after-school activities (Meet the Teacher, Curriculum Night, Pi Night, Literacy Night, Art Exhibitions, Cardboard Challenge, Chicago Sinfonietta Field Trips, Garden Nights, etc). The school encourages parent engagement through an extensive offering of volunteer opportunities for in-school activities (chaperones, school tour docents, room parents, organizing and set-up supports for school events, book fair, annual fundraisers, etc). Parent partnerships include the Local School Council (LSC), Bilingual Advisory Committee (BAC), Diverse Learner Committee (DL), and Waters Today fundraising group.

Our mission for all school events is to be diverse, equitable and inclusive of the entire school community and we continue to work on ways to communicate events in a timely fashion with reminders to encourage mass participation. Our Meet the Teacher and Curriculum Night events help familiarize parents with curriculum, schedules and policies. Teacher-led parent workshops are provided to inform parents on new curricular initiatives.

Parents are encouraged to maintain home and school communication via parent-teacher conferencing, parent-portal (for current information on grading and attendance), progress reports, report cards, regular email communications, classroom newsletters, web pages, flyers, notes, school marquee, robo-calls and phone calls.

The school and community work together to provide various mechanisms for parental involvement as follows:

- Utilize the LSC, BAC, Diverse Learner Committee as a forum for state-of-the-school, Continuous Improvement Work Plan (CIWP), budget, information on school/district policies and, educational workshops
- Waters Today parent fundraising group
- Website with synchronizable google calendar
- Weekly Green Notes and blog
- Volunteer Coordinator
- Frequent community building events (Garden Night, Holiday Fair, Little Night, Big Night, etc)

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

- the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- Frequently communicate with families about class and individual activities and individual student's progress.
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading	70.00	66.00	99.00	72.00	80.00
National School Growth Percentile - Math	75.00	50.00	90.00	65.00	73.00
% of Students Meeting/Exceeding National Ave Growth Norms	64.70	56.00	85.00	65.00	73.00
African-American Growth Percentile - Reading	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading	60.00	60.00	84.00	68.00	75.00
English Learner Growth Percentile - Reading	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					

.	25.00	78.00	50.00	84.00	90.00
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African-American Growth Percentile - Math

.	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Math

.	63.00	22.00	72.00	38.00	55.00
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English Learner Growth Percentile - Math

.	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

.	16.00	(Blank)	45.00	50.00	55.00
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National School Attainment Percentile - Reading (Grades 3-8)

.	94.00	95.00	100.00	100.00	100.00
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National School Attainment Percentile - Math (Grades 3-8)

.	81.00	80.00	96.00	90.00	96.00
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National School Attainment Percentile - Reading (Grade 2)

.	98.00	98.00	100.00	100.00	100.00
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National School Attainment Percentile - Math (Grade 2)

.	86.00	93.00	99.00	100.00	100.00
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% of Students Making Sufficient Annual Progress on ACCESS

.	35.20	(Blank)	60.00	66.00	70.00
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Average Daily Attendance Rate

Implement "I Count" Attendance Incentive Program	96.20	95.40	98.00	98.00	98.00
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My Voice, My School 5 Essentials Survey

Goal: "Well Organized" in all categories	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we develop an improved culture for learning	increased agency, authority and identity for all	Describe expected goal...
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that celebrates students voice, promotes growth mindset, and encourages positive social-emotional learning

students and a life-long commitment to learning

Tags:

Growth mindset, Student voice, Culture for learning, Social emotional learning, School wide expectations, Life long

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Support students to set quarterly formal and informal learning goals based on self-reflection to analyze learning	All Teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
Self assessment, Culture for learning, Student centered, Goals			
Provide a variety of after-school enrichment activities to enhance academic and interpersonal skills.	Classroom Teachers, Coaches, Additional Staff Members	Sep 4, 2018 to Jun 30, 2020	On-Track
Enrichment, Culture for learning, Family night events, Afterschool activities			
Incorporate diverse stakeholders when organizing school and community events, to ensure equity and inclusion to create learning opportunities for inclusive cultural experiences.	Admin., BAC, LSC, Arts Teams, and staff members	Sep 3, 2018 to Jun 30, 2020	On-Track
Culture of learning, Community events, Inclusion, School wide			
Further develop Social Emotional Learning in classrooms tailored to our school's climate and culture.	School Counselor, MTSS/SEL Committees, Network Support	Sep 4, 2018 to Jun 30, 2020	On-Track
School climate, Culture for learning, Social emotional learning			
Provide teacher-led educational workshops for parents and community members during 50% of the LSC meetings.	Diverse Learners Parent Committee, Ecology Specialist, Bilingual Advisory Committee, Other Staff Members, SEL Committee	Sep 4, 2018 to Jun 30, 2020	On-Track
Bilingual, Culture for learning, Parent partnership, Community outreach			
Strengthen our communication and expectations of school-wide common behaviors that encourage academic and personal success, at the beginning of each semester.	All staff members, Lunch and Recess Monitors, Security	Sep 4, 2018 to Jun 30, 2020	On-Track
Communication, Growth mindset, Culture for learning, School wide expectations			
Beginning of year communication will share curricular goals and expectations around growth mindset, differentiation, rigorous tasks, authentic learning, co-teaching, and balanced assessment.	Classroom Teachers, Ancillary Staff	Sep 4, 2018 to Oct 31, 2019	On-Track
Communication, Expectations, Authentic tasks, Culture for learning			
Embed Illinois Social Emotional Learning Standards into all lesson and unit plans.	Classroom Teachers, school counselor	Sep 4, 2018 to Jun 30, 2020	Not started
Standards, Culture for learning, Social emotional learning			

Implement lessons and/or strategies based on the book "Morning Meetings" across grade levels to support social emotional growth.	Classroom Teachers, Social Emotional Learning Network Coordinator	Sep 4, 2018 to Jun 30, 2020	Not started
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Culture for learning, Social emotional learning, School wide

Implement "I COUNT" attendance recognition and incentives to promote growth in attendance ratings.	Administration, Classroom Teachers, Parents, and Students	Sep 4, 2018 to Jun 30, 2020	Not started
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Attendance, Culture for learning, School wide

Purchase new, updated technology such as 4 chromebook carts and additional classroom resources to facilitate different learning styles. These resources will allow us to support technology infused lessons, individualized student learning, and standardized test administration.	Administration, Tech Teacher, support of Waters Today	Sep 4, 2018 to Jun 30, 2020	On-Track
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Technology, Assessment, Differentiation, Learning styles, Culture for learning

Secure a vendor to provide recess and lunch room supervision to ensure safety and security during students lunch and recess each day to promote social and emotional well being	Administration, support of Waters Today	Jul 2, 2018 to Aug 3, 2018	On-Track
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Culture for learning, Social emotional learning, Safety and security

Develop a funding plan together with Waters Today to supplement our school budget to ensure adequate resources are in place (such as technology, fine arts positions and materials, ecology program, miscellaneous employees, recess and lunchroom supervision, professional learning opportunities, teacher stipends for after school programming, STEAM Kits, school wide learning, equitable instructional resources for all students including Diverse Learners and English Learners, etc.)	Admin., ILT, Waters Today Board, LSC Members	Jul 2, 2018 to Jul 30, 2018	Not started
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Professional Learning, Rigorous tasks, Budget, Culture for learning

Design MTSS Tier 1 instructional units that promote student curiosity and learning beyond the classroom (student agency, identity, and authority).	All teachers	select	Not started
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MTSS, Professional Learning, Lesson plans, Culture for learning

Strategy 2

If we do...

create rich classroom environments with growth mindset principles and strategy based learning

...then we see...

resilient students engaging in authentic tasks with various types of outputs for technology and teachers using authentic based assessment

...which leads to...

perseverance, rigorous learning, and productive struggle

Tags:

Technology, Rigorous tasks, Growth mindset, Authentic tasks, Classroom environment

Area(s) of focus:

2

Action step

Track collaboration among all teachers (General Education, Diverse Learner and Essential) to develop appropriate accommodations and/or modifications for diverse learner students.

Responsible

Case Manager, DL teachers, All teachers

Timeframe

Sep 4, 2018 to Jun 30, 2020

Status

On-Track

Diverse Learners, English Learners, Rigorous tasks

Engage all students in hands-on, authentic ecological tasks in grades K-8	Ecology Specialist / Science Teachers, support of Waters Today	Sep 4, 2018 to Jun 30, 2020	On-Track
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Rigorous tasks, Ecology, School wide

Build on arts integration model in STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum within the classroom setting.	Steam Committee, All teachers, Essentials Team	Sep 4, 2018 to Jun 30, 2020	On-Track
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Steam (science technology engineering arts and mathematics), Rigorous task, Arts integration

Design science, math, and social studies tasks which allow for students to create authentic work that connects to the world around them.	math and science teachers, STEAM Committee	Sep 4, 2018 to Jun 30, 2020	On-Track
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Rigorous tasks, Authentic tasks, Global context

Develop Essentials Programming (Arts, Digital Media, Physical Education, Math, Drama, and Music) for students to create authentic work that engages real audiences	Classroom Teachers / Essentials Teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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Rigorous tasks, Fine arts, Authentic tasks

Utilize DOK (Depths of Knowledge) while planning instruction to allow for multiple pathways for students to demonstrate their knowledge and enhance our Tier 1 instruction.	All teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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Rigorous tasks, Dok, Agency, authority and identity

Analyze MAP (BOY, MOY, and EOY) scores and formative data quarterly during grade level team meetings to inform instructional practices and target individual student growth goals.	All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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Rigorous tasks, Map, Grade level teams

Provide math essential skills programming, created to meet individualized math needs, while targeting NWEA math growth.	Math Essential teacher and classroom teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
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Math, Differentiated instruction, Rigorous tasks, Fluency

Align our STEAM initiatives with NGSS-aligned science scope and sequence (including Scientific Method) focusing on student-choice and inquiry-based STEM research projects and exhibition.	Admin, ILT, STEAM team, classroom teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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Rigorous tasks, Ngss, Scientific method

Engage in multimodal delivery of Tier 1 instruction that is intentional, meaningful and includes cognitively complex tasks that promote student interaction and appeal to various learning styles.	All teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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Differentiated instruction, Rigorous tasks

Strategy 3

If we do...

Create Instructional Leadership Teams (ILT) led grade level weekly team meetings to act as in-school summits to grow professional development and collegial collaboration

...then we see...

5 week professional development modules (led by ILT Committee Members) to address specific areas of emphasis in Growth Mindset, Mathematics, ELA, Science, and Social Studies.

...which leads to...

enhanced, targeted curriculum supports, pedagogical collaboration, peer visits and dissemination of new knowledge

Tags:

Professional Learning, ILT, Pd planning, Grade level teams, Curriculum planning

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Participate in Summer Leadership Retreat for Instructional Leadership Team (ILT) to create a Professional Development plan based on five week modules for the next two school years	Administration, ILT, support of Waters Today	Jul 2, 2018 to Aug 23, 2019	Not started
Professional Learning, ILT, Pd planning			
Invite professional trainers in areas of need/focus as identified by the Instructional Leadership Team and Administration	Administration, ILT, support from Waters Today	Jul 2, 2018 to Jun 30, 2020	Not started
Professional Learning, Pd planning, Professional partnership			
Schedule semester peer visits to promote collegial sharing, professional growth, and effective instructional practices	All staff members, ILT	Sep 4, 2018 to Jun 30, 2020	Not started
Professional Learning, Reflection, Peer observation			
ILT will lead data discussions analyzing formative and summative assessments each semester to improve student growth and increase instructional rigor in alignment with school wide goals in CIWP.	ILT, All teachers	Sep 4, 2018 to Jun 30, 2020	On-Track
Professional Learning, Rigorous tasks, Grade level meetings, Analyze data			
Engage in vertical and horizontal planning for new K to 8 English Language Arts curriculum.	All Teachers, ILT	Sep 4, 2018 to Jun 28, 2019	Not started
Professional Learning, English language arts, Vertical planning, Horizontal alignment			
Attend summer training on a multi-sensory research based systemic approach to reading instruction.	Select teachers, Administration	Jul 2, 2018 to Aug 31, 2018	Not started
Diverse Learners, Professional Learning, Reading			
Engage in professional learning that focuses on the needs of English Learners such as Understanding ACCESS scores, developing language objectives, MTSS for ELs, and WIDA Can-Do descriptors.	ELPT, All Teachers	Jul 2, 2018 to Jun 30, 2020	On-Track
English Learners, Professional Learning, Wida			
Engage in professional learning that focuses on the needs of diverse learners including topics least restrictive environment, co-teaching training, specific curriculum supports, and behavior management techniques.	All Teachers, Case Manager	Jul 2, 2018 to Jun 30, 2020	On-Track
Diverse Learners, Professional Learning, Co-teaching			
Engage in quarterly vertical planning for K to 8 mathematics curriculum.	Math teachers	Jul 2, 2018 to Jun 30, 2020	On-Track

Professional Learning, Math curriculum, Vertical planning

Provide professional learning focused on MTSS Tier 2 practices and implementation.

Admin., MTSS committee, Case Manager, all teachers

Sep 4, 2018 to Jun 30, 2020

On-Track

MTSS, Professional Learning, Focus time

Action Plan

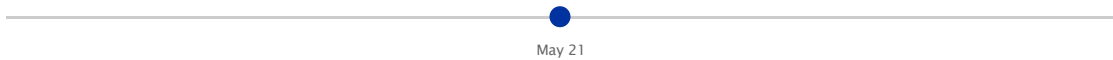
Strategy 1

ON-TRACK

Support students to set quarterly formal and informal learning goals based on self-reflection to analyze learning"

Sep 04, 2018 to Jun 30, 2020 - All Teachers

Status history



ON-TRACK

May 21, 2018

Evidence

examples of documents from student-led conferences such as checklists, reflective narratives, and other such items

ON-TRACK

Provide a variety of after-school enrichment activities to enhance academic and interpersonal skills."

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, Coaches, Additional Staff Members

Status history



ON-TRACK

May 21, 2018

Evidence

Posters, Evaluations, Student Works, Authentic Experiences such as Maker Faire, Fine Arts exhibits, Pi Night, Literacy Night, Rock Band, Science Club, tutoring, Girls in the Know, Girls on the Run, Selective Prep, CAPE, Right at School Aftercare and Enrichment etc.

ON-TRACK

Incorporate diverse stakeholders when organizing school and community events, to ensure equity and inclusion to create learning opportunities for inclusive cultural experiences."

Sep 03, 2018 to Jun 30, 2020 - Admin., BAC, LSC, Arts Teams, and staff members

Status history



ON-TRACK

May 21, 2018

Evidence

Flyers, Agendas, Posters, Sign Ins, exit slips

ON-TRACK

Further develop Social Emotional Learning in classrooms tailored to our school's climate and culture."

Sep 04, 2018 to Jun 30, 2020 - School Counselor, MTSS/SEL Committees, Network Support

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Informational observations, anecdotal evidence, My School My Voice Survey results, Student Logger, CPS Verify System

ON-TRACK

Provide teacher-led educational workshops for parents and community members during 50% of the LSC meetings."

Sep 04, 2018 to Jun 30, 2020 - Diverse Learners Parent Committee, Ecology Specialist, Bilingual Advisory Committee, Other Staff Members, SEL Committee

Status history



ON-TRACK

May 21, 2018

Evidence

Calendar and agendas of parent and community workshops, exit slips

ON-TRACK

Strengthen our communication and expectations of school-wide common behaviors that encourage academic and personal success, at the beginning of each semester."

Sep 04, 2018 to Jun 30, 2020 - All staff members, Lunch and Recess Monitors, Security

Status history



ON-TRACK

May 21, 2018

Evidence

Posters in the building/classrooms, evidence of activities such as Calm Classroom, ROAR, school assemblies

ON-TRACK

Beginning of year communication will share curricular goals and expectations around growth mindset, differentiation, rigorous tasks, authentic learning, co-teaching, and balanced assessment."

Sep 04, 2018 to Oct 31, 2019 - Classroom Teachers, Ancillary Staff

Status history



ON-TRACK

May 21, 2018

Evidence

Curriculum night agenda, Teacher syllabi, Newsletters, and School Communications and Website, Welcome to Waters Packet

NOT STARTED

Embed Illinois Social Emotional Learning Standards into all lesson and unit plans."

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, school counselor

Status history



NOT STARTED

May 21, 2018

Evidence

lesson plans

NOT STARTED

Implement lessons and/or strategies based on the book "Morning Meetings" across grade levels to support social emotional growth."

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers, Social Emotional Learning Network Coordinator

Status history



NOT STARTED

May 21, 2018
Evidence
lesson plans

NOT STARTED

Implement "I COUNT" attendance recognition and incentives to promote growth in attendance ratings."

Sep 04, 2018 to Jun 30, 2020 - Administration, Classroom Teachers, Parents, and Students

Status history



NOT STARTED

May 21, 2018
Evidence
attendance reports, I COUNT rewards system

ON-TRACK

Purchase new, updated technology such as 4 chromebook carts and additional classroom resources to facilitate different learning styles. These resources will allow us to support technology infused lessons, individualized student learning, and standardized test administration."

Sep 04, 2018 to Jun 30, 2020 - Administration, Tech Teacher, support of Waters Today

Status history



ON-TRACK

May 21, 2018
Evidence
Purchase Orders, Tipp Web Audits, devices in rooms

ON-TRACK

Secure a vendor to provide recess and lunch room supervision to ensure safety and security during students lunch and recess each day to promote social and emotional well being"

Jul 02, 2018 to Aug 03, 2018 - Administration, support of Waters Today

Status history



ON-TRACK

May 21, 2018
Evidence
safe play, alignment of ROAR expectations in common areas ,

NOT STARTED

Develop a funding plan together with Waters Today to supplement our school budget to ensure adequate resources are in place (such as technology, fine arts positions and materials, ecology program, miscellaneous employees, recess and lunchroom supervision, professional learning opportunities, teacher stipends for after school programming, STEAM Kits, school wide learning, equitable instructional resources for all students including Diverse Learners and English Learners, etc.)"

Jul 02, 2018 to Jul 30, 2018 - Admin., ILT, Waters Today Board, LSC Members

Status history



NOT STARTED

May 21, 2018
Evidence
financial plan

NOT STARTED

Design MTSS Tier 1 instructional units that promote student curiosity and learning beyond the classroom (student agency, identity, and authority)."

- All teachers

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

exit slips, lesson plans

Strategy 2

ON-TRACK

Track collaboration among all teachers (General Education, Diverse Learner and Essential) to develop appropriate accommodations and/or modifications for diverse learner students."

Sep 04, 2018 to Jun 30, 2020 - Case Manager, DL teachers, All teachers

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Collaboration Log Agendas, sign in, and meeting minutes

ON-TRACK

Engage all students in hands-on, authentic ecological tasks in grades K-8"

Sep 04, 2018 to Jun 30, 2020 - Ecology Specialist / Science Teachers, support of Waters Today

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Might Acorn Journals/Lake Michigan Notebooks, exit slips and surveys from Field Trips

ON-TRACK

Build on arts integration model in STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum within the classroom setting."

Sep 04, 2018 to Jun 30, 2020 - Steam Committee, All teachers, Essentials Team

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

School-wide maker faire, lesson plans, project showcases, Engineering Week agendas, STEM Fair

ON-TRACK

Design science, math, and social studies tasks which allow for students to create authentic work that connects to the world around them."

Sep 04, 2018 to Jun 30, 2020 - math and science teachers, STEAM Committee

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Student work samples, Lesson Plans such as hands-on math, STEM Fair, engineering projects, etc...

ON-TRACK

Develop Essentials Programming (Arts, Digital Media, Physical Education, Math, Drama, and Music) for students to create authentic work that engages real audiences"

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers / Essentials Teachers

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Student performances, Lesson plans, exhibits, showcase events, displays, etc

NOT STARTED

Utilize DOK (Depths of Knowledge) while planning instruction to allow for multiple pathways for students to demonstrate their knowledge and enhance our Tier 1 instruction."

Sep 04, 2018 to Jun 30, 2020 - All teachers

Status history



May 21

NOT STARTED

May 21, 2018

Evidence

lesson plans, agendas from grade team meetings

ON-TRACK

Analyze MAP (BOY, MOY, and EOY) scores and formative data quarterly during grade level team meetings to inform instructional practices and target individual student growth goals."

Sep 04, 2018 to Jun 30, 2020 - All teachers

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

teachers lesson plans differentiate instruction to meet the needs of every student, gains on MAP assessments, meeting minutes, meeting agendas, samples of student growth plans, report card data

ON-TRACK

Provide math essential skills programming, created to meet individualized math needs, while targeting NWEA math growth."

Sep 04, 2018 to Jun 30, 2020 - Math Essential teacher and classroom teachers

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Math essential pre and post assessment data, student work

NOT STARTED

Align our STEAM initiatives with NGSS-aligned science scope and sequence (including Scientific Method) focusing on student-choice and inquiry-based STEM research projects and exhibition."

Sep 04, 2018 to Jun 30, 2020 - Admin, ILT, STEAM team, classroom teachers

Status history



May 21

NOT STARTED May 21, 2018
Evidence
Lesson plans, Exhibition of Student STEM Research, National Engineering Week event log

NOT STARTED
Engage in multimodal delivery of Tier 1 instruction that is intentional, meaningful and includes cognitively complex tasks that promote student interaction and appeal to various learning styles."
Sep 04, 2018 to Jun 30, 2020 - All teachers

Status history



NOT STARTED May 21, 2018
Evidence
lesson plans, REACH observations, peer visits

Strategy 3

NOT STARTED
Participate in Summer Leadership Retreat for Instructional Leadership Team (ILT) to create a Professional Development plan based on five week modules for the next two school years"
Jul 02, 2018 to Aug 23, 2019 - Administration, ILT, support of Waters Today

Status history



NOT STARTED May 21, 2018
Evidence
agenda, minutes from Retreat, annual professional plan

NOT STARTED Invite professional trainers in areas of need/focus as identified by the Instructional Leadership Team and Administration"
Jul 02, 2018 to Jun 30, 2020 - Administration, ILT, support from Waters Today

Status history



NOT STARTED May 21, 2018
Evidence
agendas, minutes, teachers sharing learning with other staff members

NOT STARTED Schedule semester peer visits to promote collegial sharing, professional growth, and effective instructional practices"
Sep 04, 2018 to Jun 30, 2020 - All staff members, ILT

Status history



NOT STARTED May 21, 2018
Evidence
schedule

ON-TRACK
ILT will lead data discussions analyzing formative and summative assessments each semester to improve student growth and increase instructional rigor in alignment with school wide goals in CIWP."

Sep 04, 2018 to Jun 30, 2020 - ILT, All teachers

Status history

May 21

ON-TRACK May 21, 2018
Evidence
minutes from weekly grade-level team meetings, action plans, minutes from ILT meetings

NOT STARTED Engage in vertical and horizontal planning for new K to 8 English Language Arts curriculum."
Sep 04, 2018 to Jun 28, 2019 - All Teachers, ILT

Status history

May 21

NOT STARTED May 21, 2018
Evidence
ELA curriculum maps, agendas, minutes, and sign ins

NOT STARTED Attend summer training on a multi-sensory research based systemic approach to reading instruction."
Jul 02, 2018 to Aug 31, 2018 - Select teachers, Administration

Status history

May 21

NOT STARTED May 21, 2018
Evidence
implementation of approach with targeted students

ON-TRACK
Engage in professional learning that focuses on the needs of English Learners such as Understanding ACCESS scores, developing language objectives, MTSS for ELs, and WIDA Can-Do descriptors."

Jul 02, 2018 to Jun 30, 2020 - ELPT, All Teachers

Status history

May 21

ON-TRACK May 21, 2018
Evidence
lesson plans, agendas, signs ins, minutes

ON-TRACK
Engage in professional learning that focuses on the needs of diverse learners including topics least restrictive environment, co-teaching training, specific curriculum supports, and behavior management techniques."

Jul 02, 2018 to Jun 30, 2020 - All Teachers, Case Manager

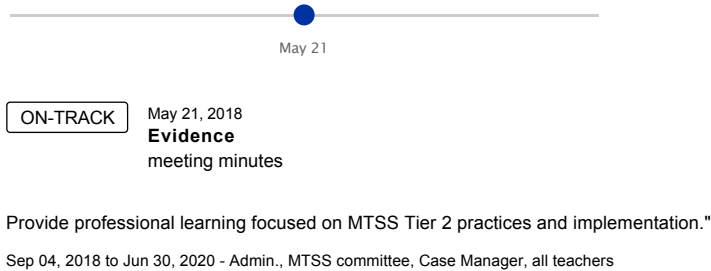
Status history

May 21

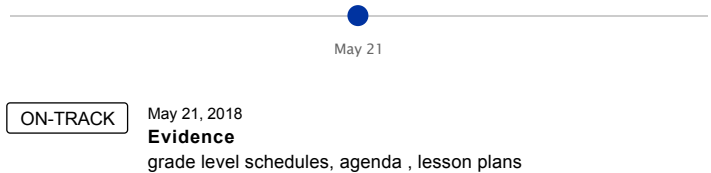
ON-TRACK May 21, 2018
Evidence
lesson plans, agendas, signs ins, minutes

ON-TRACK Engage in quarterly vertical planning for K to 8 mathematics curriculum."
Jul 02, 2018 to Jun 30, 2020 - Math teachers

Status history



Status history



Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying 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 an 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.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. 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.

ESSA Targeted Assistance Program 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.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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.

Parent and Family Plan

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

N/A

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

N/A

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

N/A

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.

N/A

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.

N/A

Schools will assist parents of participating ESSA 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.

N/A

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

N/A

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

N/A

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

We do not receive Title 1 funds.

School-Parent Compact

Complete

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.)

n/A

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.

N/A

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

N/A

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

N/A

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

N/A

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

N/A

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

N/A

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).

N/A

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130, 52130 **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	0	.00
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53405 **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

\$	0	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	0	.00
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54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	0	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	0	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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