

Thomas J Waters Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/21/2020	Admin, CIWP Teacher Team	CIWP Presentation to LSC
02/24/2020	Admin, Network Instructional Support Lead	CIWP Support

Date	Participants	Topic
03/02/2020	Admin, Network Instructional Support Lead	CIWP Support - Critical Needs
03/11/2020	Admin, Network Instructional Support Lead	CIWP Support - Critical Needs
03/12/2020	Admin, CIWP Teacher Leads, All Staff	Flex Day - Root Cause Analysis
04/22/2020	Admin, CIWP Teacher Team	Theories of Action Development
04/29/2020	Admin, Network Instructional Support Lead	Theories of Action Development
04/29/2020	Admin, CIWP Teacher Team	Theories of Action Development
05/04/2020	Admin, CIWP Teacher Team	Development of Action Steps
05/05/2020	Admin, CIWP Teacher Team	Development of Action Steps
05/06/2020	Admin, CIWP Teacher Team	Tagging of Action Steps
05/11/2020	Admin, Network Instructional Support Lead, CIWP Team	Review and revision of CIWP with CIWP Parent Team
05/12/2020	Admin, CIWP Team	Public Presentation and Participation of 2020-2022 CIWP Development with Budget Presentation

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Administration and ILT-led in-house GLTs emphasized Growth Mindset, STEAM, ELA, Mathematics and SEL in professional learning for all staff throughout 2018/2019. Professional learning initiatives also targeted critical needs including Wilson Language Training, Scientists for Tomorrow collaboration with Columbia College Chicago, James Dyson Foundation and K12 Lab Design Thinking training at the d.school, Stanford University. Professional learning and student supports focused on engaging in productive struggle and risk-taking in supportive environments. 2019/2020 PLC and CIWP Team focused on prioritizing text and task complexity, targeting data-informed needs (MTSS, ACCESS, SQRP, NWEA, 5Essentials) and growing models for new capacities. PLC continues to make progress on peer visits and the Classroom Library Team is working with local community members to purchase classroom libraries for school year 2020/2021. During remote learning, all staff have focused on what matters most for students--SEL and engagement. We will continue to develop a remote learning plan as necessary in upcoming weeks and months.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Waters ILT LAUNCHED an ambitious and exciting structure for continuous improvement for CIWP cycle 2018-2020. Our ILT met to discuss school-wide data and set priorities, goals and growth targets based on internal best practices data collection throughout professional learning summer summits (paid for by administration) and early into the school year. Our first PLC Growth Cycle LAUNCHED the first five weeks with affinity to our professional learning plan. Our second PLC, Mathematics, was led by our ILT Mathematics Specialist. This particular employee became under internal investigation as the Mathematics PLC was launched at Waters, Waters PLC Cycle 2---this individual is currently

suspended from their post until further notice. As an educational community, we regrouped quickly for the sake of our students. As a result, our PLC cycle for 2019 was disrupted. Revisions, including school calendar challenges, have necessitated new opportunities for empathic growth in in school year 2019-2020. School year 2019 started out strong. We will continue to work as a community to create an empathetic revised educational plan to support CIWP goals. CPS/CTU Work Stoppage changed Waters? planning timeline and our professional learning goals have been suspended due to COVID-19. We will continue to redefine educational delivery and build facility models collaboratively--as Waters Elementary-- as new developments in pandemic learning continue to evolve. As we suspend our professional learning plans for 2019-2020 due to CPVID-19 pandemic learning, we want to celebrate our progress in our most challenging CIWP cycle. To highlight recent successes, ILT has provided professional development to the 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 a Growth Mindset across the curriculum, analyzed SQRP

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Curriculum has been aligned to meet the current required state standards (CCSS, NGSS, WIDA). Math curriculum has been adapted to fit the "Common Core" standards as well as new curriculum purchased to provide a stronger scope and sequence across grade levels. MyPerspectives is being utilized for middle school reading, encouraging students to develop critical thinking skills by analyzing a text's craft and structure as well as the author's purpose. Daily 5 is being used in the primary grades to specifically target students at their reading levels. In Science, the curriculum has been aligned with the NGSS through the purchase of an updated school wide science curriculum (FOSS K-5 & SEPUP 6-8). This allows for inquiry-based learning where students can develop authority over their learning by asking and answering thought-provoking questions through hands-on lab activities and experiences. The Ecology Program promotes global stewardship and hands on applications of real world experiences through authentic field work. Our 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. The Health and Wellness curriculum focuses on SEL, personal best and physical fitness throughout

a variety of tasks and activities. Growth Mindset is interwoven throughout the school day.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** 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. These strategies include cross-curricular instruction, routines that allow for student-centered instruction, project based units, emphasis on academic vocabulary, integration of Universal Design for Learning, addressing learning styles, flexible and responsive instruction, Depths of Knowledge questioning, STEAM projects and Growth Mindset Instruction. In the classroom, 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. These tasks scale in rigor and complexity as students get older, building on ideas and foundational skills established year by year. These tasks also allow for students to develop agency, authority and identity in their learning. 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 weekly grade level meetings to review and discuss instructional strategies. Partial-departmentalization allows for thematic units, and instruction across the content areas. Instruction at Waters is reinforced by having a positive culture for learning. This 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. This is evident through the many integrative projects,

performances, partnerships, ongoing programs both during and after school, student leadership, high parent and community involvement, SEL opportunities and many more.

- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Progress in balanced assessment and grading has continued to be a priority for all staff from 2018 to 2020 and was a primary focus during the beginning of the school year and throughout professional development activities. 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. Common grade weights and consistent grading practices have been established across all grade levels and are readdressed annually. Aligned formative and summative assessments are in place across grade levels. Assessments include authentic tasks as a method of evaluating student learning. NWEA Measures of Academic Progress (MAP) data is reviewed and used to inform instruction. Assessment data is used to determine student leveled support for MTSS. Students are encouraged to demonstrate their knowledge in various modals (orally, visual presentations, written pieces, etc.). We will continue to utilize multiple assessments and goal setting techniques in teaching and learning as we move forward.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Teachers are continuing to strengthen their knowledge and application of Multi-Tiered Systems of Supports (MTSS). Teachers provide flexible learning environments using a multi-modal approach and differentiated learning strategies for all students (Tier 1). Tier 2 and 3 interventions are provided to students in need of additional academic support. Most classroom schedules have designated focus time to provide MTSS support. Teachers implement Tier 1 Social Emotional Learning (SEL) instruction using a variety of positive reinforcement tools as well as intentional SEL lessons based on the Responsive Classroom Approach (Morning Meeting). Few implement Tier 2 SEL interventions, such as behavior charts or behavior accommodations with 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. Teachers and MTSS Coordinator collaborate as needed to help each student meet his / her academic and/or behavior goals. MTSS Committee meets monthly to analyze current progress monitoring data, provide support for transition into appropriate tier and/or determine next steps such as the need for a full evaluation.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:** 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, Naviance activities (Grades 6-8), High School Informational Session and 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, Individual GoCPS application guidance to students and parents, CRFC Lawyers in the classroom (Grades 7- 8), and Junior

Achievement of Chicago partnership focusing on workforce readiness, entrepreneurship, and financial literacy (K to 8).

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Waters Elementary is a community school that focuses on creating a culture for learning that is supportive and respectful of all stakeholders. Administration and ILT-led In-school PLC summits throughout the 2018-2019 school year emphasized Growth Mindset and SEL embedded curriculum at all grade levels. Intentional teaching of Growth Mindset and SEL principles have continued throughout the 2019-2020 school year. Currently, students and staff are engaging in a variety of SEL practices during the school day including, but not limited to, ROAR community behavioral norms, Calm Classroom (SEL mindfulness practices), direct teaching of kindness and empathy practices, collaboration, group work and team building opportunities. The Illinois SEL learning standards are taught intentionally using the Morning Meeting format rooted in the Responsive Classroom approach which upholds the belief that integrating academic and social-emotional skills creates an environment where students learn best and reach their potential. Students have numerous opportunities to engage in self-selected interest groups, classroom teams and afterschool activities to build relational trust among peers and staff. Due to the 2019/2020 CTU contract mandate, we now have one in-school freed counseling position to help foster positive and relational trust throughout the school year. Waters Elementary continues to engage diverse stakeholders and professional learning to grow respectful and supportive student-student, staff-student and teacher-teacher relationships.
- 4 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Elementary is a community school that strives for an action-driven student body that engages in real world problems. Students actively engage in native prairie reclamation, environmental stewardship and farm-to-table gardening practices. Students actively engage in composting food waste, classroom recycling practices and promotion of a clean environment throughout their school day. These sustainable community practices reach beyond environmental agency and teach civic duty through action-based community

practice. Civic engagement is facilitated through authentic artistic agency and identity practices including exhibit, performance and advocacy. Middle School students engage directly with their community in the Action Based Communities projects and Lawyers in the Classroom through Chicago Constitutional Rights Foundation. In 2019, many Waters School students engaged directly in the CPS/CTU education negotiation and its impact on civics in our city.

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Waters School continues to receive a “strong” safety rating in the 2019 5Essentials, My Voice, My School Survey. Our data reports 0% out of school suspensions and consistently averages above 95.5% 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. 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. Administration hosted several meetings with concerned parents and community members in response to unique traumatic events. We provided safe space for grieving, and opportunities for healing and growth. These included one-on-one counseling and support groups for students, teachers, and staff in addition to community outreach inclusive of previous students and alumni. At-risk students were identified for strategic counseling. Lessons were built into the middle school health curriculum to address these topics. SEL embedded opportunities and teachable moments were daily practice in all classrooms. This past year, our counselor conducted “Lunch Bunch,” a group counseling session during lunch with up to 8 students at a time, to address various social / emotional skills and needs -based on teacher referral.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** 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, and restore justice. Students are taught to learn and grow from their mistakes (growth mindset). 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 restorative practices such as: Self-reflection strategies, Peace Circles, In-house counseling opportunities, goal contracts, role-playing, Calm Classroom, and monthly character traits. Additionally, school-wide behavior expectations across all areas of the school continue to be taught using our ROAR (Respect, Organized, Accountable, and Responsible) approach rooted in Positive Behavior Interventions and Supports (PBIS). Students and teachers also work collaboratively to establish their own classroom management systems, and behavior expectations.

- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Waters Elementary is a community school with strong parental and neighborhood support. Waters Today (WT), the fundraising arm of our parent volunteer organization, raises substantial donations for special programs and essential supports for Waters students directly from our families and school community each year. Parents volunteer extensive time, energy and support throughout the school year. We have an active parent component of our LSC and great support from our local government. Teacher-Parent Teams (LSC, BAC, DL, WT) design and coordinate community workshops and annual celebrations based on Waters Elementary community needs. Collaborating with our longstanding arts partner, Chicago Arts Partnership in Education, we offer bilingual artmaking classes for parents each week. Waters Elementary has a variety of communication and outreach mechanisms including weekly electronic school/community news, robo-calls, phone calls, classroom newsletters, school/class/grade level websites. Waters teachers, staff and our parent fundraising organization work with community outreach organizations for our students with the most critical needs. Each year, Waters Elementary provides community garden space to neighbors on school grounds. As we have transitioned to remote learning, we have reached out to all Waters School community families---providing frontline lunches, Chromebooks, hard copy handouts and digital learning scaffolds for all students. Moving forward, we will

continue to resource new ways to achieve agency, identity and equity for all as a community together.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	NWEA Math Growth
Root Cause 1	Variance in delivery of the math scope and sequence across grade levels.

Area of Critical Need 2	MTSS
Root Cause 2	Inconsistent use of MTSS planned focus time and progress monitoring
Area of Critical Need 3	ACCESS Growth
Root Cause 3	Inconsistent instructional supports and delivery to develop English language proficiency

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) This metric was chosen because if we continue math alignment, differentiated instructional practices and developing individual student growth plans we will see consistent NWEA math growth over time.	Overall		76.00	82.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) This metric was chosen because if we continue to focus on promoting rigor and text and task complexity we will also see an increase in the percentage of students meeting and exceeding NWEA national growth norms.	Overall		68.00	70.00
	EL		45.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>This NEW SQRP metric was chosen because if we expand the use of WIDA standards and CAN DO Descriptors in instructional practices we will see an increase of students making sufficient annual growth on ACCESS.</p>				
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey The Supportive Environment metric from the 5E survey was selected because if we continue to build social emotional learning and school-wide practices with all stakeholders to foster a safe and healthy school culture, we will see an improved quality and character of school life and a "Very Strong" Supportive Environment (5E).</p>					

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Fine Arts Magnet Cluster Artistic Literacy Goal (NCCAS) This Fine Arts metric was selected because if we build artistic literacy and processes (creating, performing, producing, responding and connecting) we will see students demonstrating the knowledge and understanding to participate authentically in the arts utilizing appropriate materials and spaces.</p>					

Strategies

Strategy 1

If we do...	build structures for consistent teacher collaboration focused on analyzing NWEA assessment data, globally consistent instructional delivery and MTSS progress monitoring
Then we see...	successful differentiated instruction and focus time
which leads to...	effective use of NWEA BOY, MOY and EOY assessment data resulting in improved student growth in reading and math for ALL by 6% annually.
Budget Description	Compensate teachers for before/after-hours meeting and planning time, to be funded through FY21 IAMS. Purchase building site-license (K-8) for IXL for intervention and progress monitoring in reading and math (\$8,450.00 paid with the FY20 spend down). Open a bucket to pay for personnel to provide additional MTSS tiered supports as needed to be funded through FY21 IAMS.
Tags	MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Expand our current MTSS Committee to include a teacher from all 3 levels-primary, intermediate and middle school. Team will meet monthly to discuss student response to intervention and instructional strategies. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Provide a minimum of 125 minutes per week of Focus/MTSS Time in every classroom across all grade levels and inclusive of MTSS for EL's guidelines. Coordinate with essential teachers so they can support and be included in the MTSS process. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Equitable Access • (Not started) Assign an MTSS Committee member per teacher to provide support with implementing high quality research based interventions through meetings every other month. Tags:MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Curriculum • (Not started) Purchase and implement a school wide reading and math intervention tool.

	<p>Tags:Equity: Resource Equity</p> <ul style="list-style-type: none"> (Not started) Hire a part-time personnel to assist with interventions (sub pay, part-time, possibly retired teacher). <p>Tags:Equity: Resource Equity</p> <ul style="list-style-type: none"> (Not started) Teachers and staff will engage in professional learning focused on how to utilize technology to promote differentiated instructional teaching and learning. <p>Tags:Transitions, College & Career Access, & Persistence, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation, STE(A)M Schools: Institutional Capacity (SSS3), Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 2

If we do...	build structures for consistent teacher collaboration focused on analyzing ACCESS assessment data, English learner instructional strategies, and appropriate language supports for listening, speaking, reading and writing language competencies
Then we see...	English learner students engaging in complex tasks with appropriate language scaffolds and teachers using assessment data to guide differentiated instruction
which leads to...	English learner students making expected individual growth in ACCESS and meeting and/or exceeding their individual NWEA growth targets in a culture for learning where perseverance, rigorous learning and productive struggle are the norm
Budget Description	Compensate teachers for before/after-hours for meeting and planning time to be funded through FY21 IAMS. Purchase on-line subscriptions for English as a second language (ESL) curriculum (\$900.00 paid with the FY20 spend down). Provide \$5,000.00 in funding for the purchase of culturally relevant and linguistically appropriate texts, materials and resources from FY20 spend down. Apply for after-school funding from the Office of Language and Culture (OLCE) to pay for English learner tutoring.
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Establish a Bilingual Teacher Committee, (includes one teacher from each grade level cluster and essential team) to facilitate the implementation of high quality programs for Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI). <p>Tags:OLCE, Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> (Not started) Develop a schedule for monthly cycles of learning focused on research based instructional strategies and and the analysis of qualitative data. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE (Not started) Purchase culturally relevant and linguistically appropriate texts, materials and resources per grade level. Tags:Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE (Not started) Develop a school wide schedule that accommodates interventions in native language and ESL support. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation (Not started) Teachers and staff will engage in professional learning focused on how to utilize technology and instructional strategies to provide appropriate accommodations to promote ACCESS growth for English learners. Tags:Instruction, Equity: Resource Equity, Literacy: Key Practice #5-Creating Content in a Digital Environment, OLCE, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership
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Strategy 3

If we do...	Build structures for supportive leadership team capacity to lead cycles of learning with fidelity and grow professional development
Then we see...	teachers engaging in peer visits, reflective dialogue and fostering a collaborative culture that promotes continuous improvement
which leads to...	the collective responsibility in the learning of every child, and a ?Very Strong? rating of Collaborative Teachers on the 5 Essentials Survey.
Budget Description	Compensate teachers for before/after-hours meeting and planning time, to be funded through FY21 IAMS.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Establish an Instructional Leadership Team (ILT) to facilitate cycles of learning, reflective dialogue and collaboration

	<p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Develop a professional learning plan with calendar to effectively utilize all collaborative meeting (GLT, ILT, ALT, STEAM, MTSS, SEL, BTC, etc) <p>Tags:Structure for Continuous Improvement, Arts Education: Institutional Capacity (F/PA #2), Literacy: Shift 4-21st Century Professional Learning, MTSS: Shared Leadership, OSEL: Supportive School Environment, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Establish protocols and norms for all collaborative meetings to promote fidelity to professional learning plan <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Develop tools to guide peer visits and facilitate collaborative teaching practices. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Establish an Social Emotional Learning (SEL) Committee to collaborate monthly on strategies that promote the emotional health of students, teachers and staff (new student welcoming, new teacher mentor, etc.) and developing an SEL scope and sequence. <p>Tags:Structure for Continuous Improvement, CBE: SEL Integration, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Teachers and staff will utilize technology to support and enhance collaboration internally, within the CPS network and throughout the greater educational community. This includes using collaborative practices to strengthen remote learning instruction. <p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Community Based Learning</p>
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Strategy 4

If we do...	build structures that embed the CPS Fine Arts Standards for Success as an essential vehicle for teaching and learning for all students
Then we see...	students engaged in project-based learning rooted in design thinking and student choice, voice and ownership at all grade levels

<p>which leads to...</p>	<p>an increase in the 5Essentials data in Innovation by 10%.</p>
<p>Budget Description</p>	<p>Compensate teachers for before/after-hours meeting and planning time, to be funded through FY21 IAMS. Funding allocated in FY21 in reading (119015), math (119016), science (119017), music (111041), art (111041) and all-city drama/literary arts (112233) instructional supply lines for projects, performances, fine-arts galleries, and STEAM initiatives to support design embedded instruction/innovation.</p>
<p>Tags</p>	<p>Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: Institutional Capacity (F/PA #2), Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Arts Education: School Structures (F/PA #3), Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4)</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Establish an Arts Leadership Team (ALT), as subcommittee within current STEAM Team, to lead Fine and Performing Arts School Standards for Success and CIWP innovation goals <p>Tags:Arts Education: Assessment in the Arts, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts, Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Arts Education: School Structures (F/PA #3), STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: Mission Driven Leadership (SSS1)</p> <ul style="list-style-type: none"> • (Not started) Grow a variety of STEAM and arts integration opportunities (agency, identity and authority), resources, professional learning and facilities at all grade levels to create design thinking models evidenced in pre, mid and post year surveys <p>Tags:Pbis, Leadership for Continuous Improvement, Data, Structure for Continuous Improvement, Arts Education: Artistic Literacy, Arts Education: Assessment in the Arts, Arts Education: Authentic Arts Integration, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Institutional Capacity (F/PA #2), Arts Education: School Structures (F/PA #3), CIDL: Digital Learning, Equity: Resource Equity, Literacy: Key Practice #5-Creating Content in a Digital Environment, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), SSCE: Student Voice CIWP</p>

	<ul style="list-style-type: none"> • (Not started) Develop and grow innovative skills and strategies while practicing project-based learning in the arts and STEAM activities evidenced in data gathered from internal walk through. Tags:Arts Education: Artistic Literacy, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: High-Quality Classroom Practice - Single Strand Arts Education (F/PA #4), CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 4-21st Century Professional Learning • (Not started) Create and celebrate artworks, designs, projects, performances and multimedia presentations that demonstrate new knowledge to an authentic audience of peers, family, community and world as evidenced in lesson plans, surveys and school performance calendar. Tags:Professional development, Student Voice, Engagement, and Civic Life, Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, CBE: Performance Based-Assessment, CIDL: Digital Learning, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Personalized Learning: Authentic Learning, STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Demonstrate and share innovative college, career and life opportunities available in fine arts and STEAM fields evidenced in presentations, activities, field trips and "Maker Week". Tags:Data, Structure for Continuous Improvement, Academics, Transitions, College & Career Access, & Persistence, Professional development, Student Voice, Engagement, and Civic Life, CIDL: Digital Learning, Literacy: Key Practice #5-Creating Content in a Digital Environment, STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Teachers and staff will engage in professional learning focused on innovative educational technology, and instructional strategies to promote digital art-making. Tags:Instruction, MTSS, Arts Education: Institutional Capacity (F/PA #2), CIDL: Digital Learning, Teacher Leader Development & Innovation: Teacher Teams
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Action Plan

Strategy 1

Expand our current MTSS Committee to include a teacher from all 3 levels-primary, intermediate and middle school. Team will meet monthly to discuss student response to intervention and instructional strategies.

Sep 02, 2020 to Sep 30, 2020 - MTSS Coordinator / Counselor, Administration

Provide a minimum of 125 minutes per week of Focus/MTSS Time in every classroom across all grade levels and inclusive of MTSS for EL's guidelines. Coordinate with essential teachers so they can support and be included in the MTSS process.

Sep 08, 2020 to Jun 17, 2022 - All Teachers, Administration

Assign an MTSS Committee member per teacher to provide support with implementing high quality research based interventions through meetings every other month.

Sep 08, 2020 to Sep 30, 2020 - All teachers, Administration

Purchase and implement a school wide reading and math intervention tool.

Jul 01, 2020 to Sep 08, 2020 - Administration

Hire a part-time personnel to assist with interventions (sub pay, part-time, possibly retired teacher).

Sep 08, 2020 to Jun 17, 2022 - Administration, Teacher Interviewing Panel

Teachers and staff will engage in professional learning focused on how to utilize technology to promote differentiated instructional teaching and learning.

Sep 02, 2020 to Jun 17, 2022 - Administration, Teachers, Staff

Strategy 2

Establish a Bilingual Teacher Committee, (includes one teacher from each grade level cluster and essential team) to facilitate the implementation of high quality programs for Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI).

Sep 08, 2020 to Jun 17, 2022 - Administration, All Teachers

Develop a schedule for monthly cycles of learning focused on research based instructional strategies and and the analysis of qualitative data.

Sep 08, 2020 to Sep 30, 2020 - Administration, All teachers

Purchase culturally relevant and linguistically appropriate texts, materials and resources per grade level.

Jul 01, 2020 to Jun 18, 2021 - Administration

Develop a school wide schedule that accommodates interventions in native language and ESL support.

Sep 08, 2020 to Sep 30, 2020 - Administration, Bilingual Teacher Team

Teachers and staff will engage in professional learning focused on how to utilize technology and instructional strategies to provide appropriate accommodations to promote ACCESS growth for English learners.

Sep 02, 2020 to Jun 17, 2022 - Administration, Bilingual Teacher Team, Teachers and Staff

Strategy 3

Establish an Instructional Leadership Team (ILT) to facilitate cycles of learning, reflective dialogue and collaboration

Sep 08, 2020 to Sep 30, 2020 - Administration, All Teachers

Develop a professional learning plan with calendar to effectively utilize all collaborative meeting (GLT, ILT, ALT, STEAM, MTSS, SEL, BTC, etc)

Sep 08, 2020 to Sep 30, 2020 - Administration, All teachers

Establish protocols and norms for all collaborative meetings to promote fidelity to professional learning plan

Sep 08, 2020 to Jun 17, 2022 - Administration, All teachers

Develop tools to guide peer visits and facilitate collaborative teaching practices.

Sep 08, 2020 to Jun 17, 2022 - Administration, All teachers

Establish an Social Emotional Learning (SEL) Committee to collaborate monthly on strategies that promote the emotional health of students, teachers and staff (new student welcoming, new teacher mentor, etc.) and developing an SEL scope and sequence.

Sep 08, 2020 to Jun 17, 2022 - Administration, Counselor, SEL Committee

Teachers and staff will utilize technology to support and enhance collaboration internally, within the CPS network and throughout the greater educational community. This includes using collaborative practices to strengthen remote learning instruction.

Sep 02, 2020 to Jun 17, 2022 - Administration, Teachers and Staff

Strategy 4

Establish an Arts Leadership Team (ALT), as subcommittee within current STEAM Team, to lead Fine and Performing Arts School Standards for Success and CIWP innovation goals

Aug 22, 2020 to Aug 31, 2020 - Fine Arts Teachers, STEAM Team

Grow a variety of STEAM and arts integration opportunities (agency, identity and authority), resources, professional learning and facilities at all grade levels to create design thinking models evidenced in pre, mid and post year surveys

Sep 08, 2020 to Jun 17, 2022 - Admin, ALT, STEAM Team, All Staff, LSC, WT

Develop and grow innovative skills and strategies while practicing project-based learning in the arts and STEAM activities evidenced in data gathered from internal walk through.

Sep 08, 2020 to Jun 17, 2022 - ALT, STEAM, ALL Staff

Create and celebrate artworks, designs, projects, performances and multimedia presentations that demonstrate new knowledge to an authentic audience of peers, family, community and world as evidenced in lesson plans, surveys and school performance calendar.

Sep 08, 2020 to Jun 17, 2022 - ALT, STEAM, ALL Staff

Demonstrate and share innovative college, career and life opportunities available in fine arts and STEAM fields evidenced in presentations, activities, field trips and "Maker Week".

Sep 08, 2020 to Jun 17, 2022 - ALT, STEAM, ALL Staff

Teachers and staff will engage in professional learning focused on innovative educational technology, and instructional strategies to promote digital art-making.

Aug 26, 2020 to Jun 18, 2021 - Administration, Teachers and Staff

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(Blank)

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

Strategies to increase parent involvement, such as family literacy services.

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement 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

Parent and Family Engagement Policy (Complete)

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

<input type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input type="checkbox"/> <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>
<input type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) N/A

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
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
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

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
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	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
54565	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
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
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