James N Thorp Elementary School

Skyway Elementary Network

8914 S Buffalo Ave Chicago, IL 60617

ISBE ID: 150162990252484

School ID: 610200

Oracle ID: 25601

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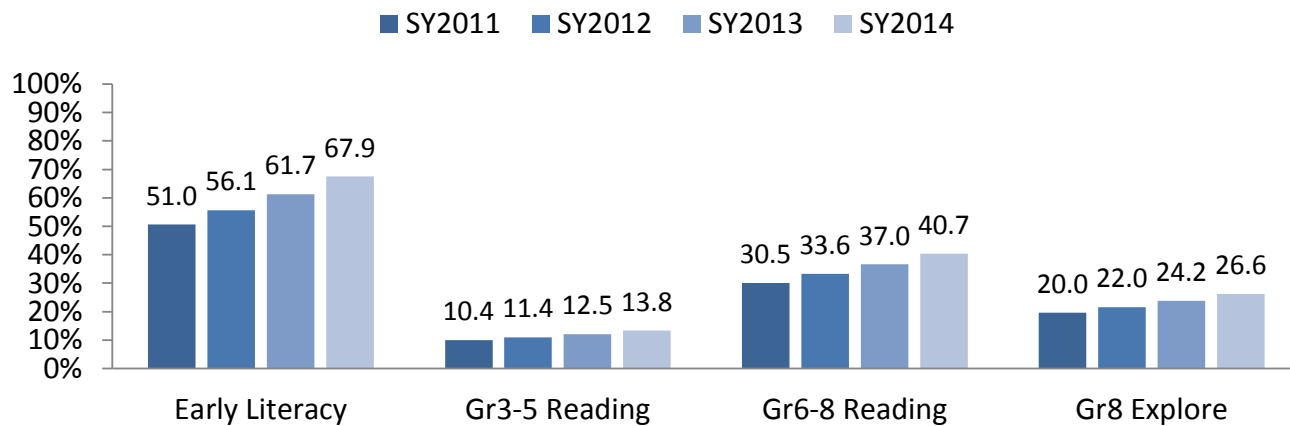
Mission Statement

The stakeholders of J.N. Thorp School are committed to the education of a community of diverse learners, which are inclusive of Special Needs and English Language Learners. By implementing the Common Core State Standards, we will meet the needs of our students and prepare them to be high school, college and career ready.
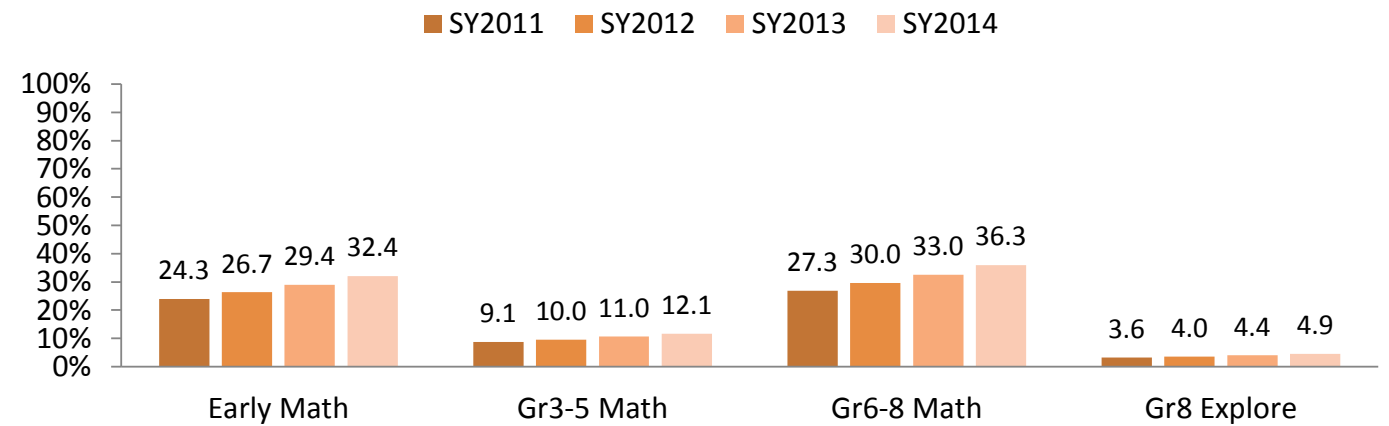
Strategic Priorities

1. School Leadership: This is to support the ILT, TCTs, and administration in providing support for clear communication, structures and support in preparing students for high school, college and career readiness and assessment development. This category also supports core classroom instruction with a focus on balanced literacy,

2. Learning Climate, Culture & Safety: This is to support a 'culture of calm' and safety within the building and among our students. This category also includes support for restorative justice strategies and interventions, preventive de-escalation training and activities, socio-emotional support, incentives, ISS or alternative learning

3. Professional Learning: This is to support staff development in the effective implementation of the Common Core objectives. This category also includes training and upgrades in technology, curricular materials, thematic unit planning, development, and monitoring strategies.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	51.0	56.1	61.7	67.9
Gr3-5 Reading	10.4	11.4	12.5	13.8
Gr6-8 Reading	30.5	33.6	37.0	40.7
Gr8 Explore	20.0	22.0	24.2	26.6

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	24.3	26.7	29.4	32.4
Gr3-5 Math	9.1	10.0	11.0	12.1
Gr6-8 Math	27.3	30.0	33.0	36.3
Gr8 Explore	3.6	4.0	4.4	4.9

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	James N Thorp Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Alexander, Mary Jane	Classroom Teacher
Buris-Gaines, Rhonda	Lead/ Resource Teacher
Carter, Patsy	Classroom Teacher
Cooney, Cheryleta	Classroom Teacher
Ferguson, Ora	Special Education Faculty
Love, Tina	Classroom Teacher
Lynch-Graham, Margaret	LSC Member
McCrary, Terrie	LSC Member
Minniefield, Terrie	Classroom Teacher
Moore, Arneice	Lead/ Resource Teacher
West, Henry	Classroom Teacher
Young, Mattie	Special Education Faculty

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	51.0	56.1	61.7	67.9		**Early Math** % of students at Benchmark on mClass	24.3	26.7	29.4	32.4

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.4	11.4	12.5	13.8		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	9.1	10.0	11.0	12.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	33.6	37.0	40.7	44.8		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	31.0	34.1	37.5	41.3

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.5	33.6	37.0	40.7		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	27.3	30.0	33.0	36.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.8	48.2	53.0	58.3		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	52.9	58.2	64.0	70.4

8th Grade										
Explore - Reading % of students at college readiness benchmark	20.0	22.0	24.2	26.6		**Explore - Math** % of students at college readiness benchmark	3.6	4.0	4.4	4.9

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.8	95.0	95.0	95.0	Misconducts Rate of Misconducts (any) per 100	45.4	40.9	36.8	33.1

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	57.9	63.7	70.1	77.1	ISAT - Reading % of students exceeding state standards	3.6	4.0	4.4	4.9
ISAT - Mathematics % of students meeting or exceeding state standards	62.7	69.0	75.9	83.5	ISAT - Mathematics % of students exceeding state standards	8.7	9.6	10.6	11.7
ISAT - Science % of students meeting or exceeding state standards	44.2	48.6	53.3	58.6	ISAT - Science % of students exceeding state standards	0.0	1.0	2.0	3.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has established clear goals and there is a plan for implementation, however growth has been incremental. Goals have been derived by using school data. We need to work on implementing the action plans with fidelity. Too many competing or distracting factors have at time slowed down implementation.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal has demonstrated leadership by providing opportunites for the staff practice and improve on best instructional practices. The principal actively monitors quality and drives continuous improvement. Further evidence can be found for creating a system that empowers families can be found in the leadership provided to the PAC, BAC, LSC, Literacy/Career Day, fund raising activities, Rally Day, and with the 8th grade Parent committies.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Our school functions more like a typical school as evidenced by partially functioning committies which has led to a lack of equity in voice. It is recommended that we work on more team building activities.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Our school functions more like a typical school as evidenced by partially functioning committies in that all members of the team have not been in attendance for meetings. The ILT must work on sharing and disseminating information to the Teacher Teams. Teacher teams need to meet regularly at all levels. The ILT will need to work on decision making, communication and on self-reflection.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Our school is moving toward becoming an effective school in that we have a systematic approach to analysing and reviewing data as evidenced by our Data Analysis Reports, Data Walls, ILT reviews and consulting teams.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Pacing is a major concern for teaching and reteaching.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Our school is moving toward an effective school however we need to insure that aterials are supportive for helping special needs and ELL students attain proficiency.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	In this area, we are moving toward an effective school. We recognize that we need to continuously improve so that we consistently provide effective assessment school-wide. Suggestions for improvement include designing more rigorous rubrics for products and performances and to have horizontal and vertical teams backwards map instruction using the Common Core Standards.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Our school operates more like a typical school in this dimension although each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding and student learning. We need to improve in using high level questioning techniques, scaffolding instruction to ensure all students have access to complex text and engage in complex task and in purposefully sequencing and aligning of standards based objectives to build understanding and mastery.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	We are moving toward the effective school in the area of Intervention. We have a systematic approach to the following: -administering diagnostic assessments; -screening to provide academic interventions; - identifying skill gaps; -providing push-in support by specialist; - and by providing one on one supports. Collaboration logs and RTI provide evidence of effective and monitored interventions.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Evidence found in the collection of the lesson plans; the monitoring of the bulletin boards and meets stated requirements listed. However there is a need to improve. - Bridge special needs training in PD for everything - Include teacher aides in PD - Have benchmarks listed and strategies for monitoring - Have time line for monitoring progress of PD - We need to evaluate or use a feedback survey (internally) - Team Leaders need to log and bring back notes to the ILT	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Our school is typical in this area.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Our school is typical in this area.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture	-->		2
• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Evidence – Things are done on the team level for celebrations. Information needs to broadcast school-wide. Suggestions for improvement - Career Day & College Fair - Research requirements for jobs and career - More celebration of accomplishment - Current Affairs Bulletin Boards on all levels - Have students fill out job applications	
Relationships	-->		2
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	-We are good at inclusion but need to work on both African –American and Hispanic Cultures. - It was suggested that we provide a conversational Spanish class for teachers and staff to better facilitate communication with our Spanish speaking parents.	
Behavior& Safety	-->		2
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Although our school is typical, it is suggested that we use the Calm Classroom Model (Gomper's Model).	

DIMENSION 4:Climate and Culture

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Expectations	--->		**2**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	We are a typical school in this dimension.	
Ongoing communication	--->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	It's difficult to get parents unless there is a social event. -parents are here for social events, sports events and celebrations. Suggestions - We need to have coffee sips and more social events. - Set higher expectations for parent participation.	
Bonding	--->		**2**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Although our school is typical, we are continually improving by providing a non-threatening welcoming environment. It is suggested that we Contact Urban Gateways to be an external partener.	

Left sidebar: **DIMENSION 5: Family and Community Engagement**

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Our school is typical in this dimension.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Upper Grades and counselors are having discussions about colleges and careers. - We need to work on this issue school-wide. - Add college banners - Career preparation/ Career Day	
Academic Planning	--->		**1**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	This is new for the elementary school. Although components may be mentioned it has not been expressed as such or focused on. Upper Grades and counselors are having discussions about colleges and careers.	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We have chess club, poetry club, violin, band, yearbook, etc. - Focus on advertising the clubs and activities at Thorp on bulletin boards and on the web site. - Advertise using banners	

6: College and Career Readiness Supports

CIWP

**2012-2014 Continuous
Improvement Work Plan**

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	--->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our school is typical in this dimension.	
	College & Career Admissions and Affordability	--->		1
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable for elementary schools	
	Transitions	--->		3
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Evidence: Scantrons, Diebels, Common Core, parents informed, progress reports, IEP	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Evidence: Update on science equipment, substitutes, technology upgrades, ISAT rally, rewards assembly, etc. - We need to work on more grant writing and pursue other avenues for funding - Provide department with budgets	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Our school is moving toward that of an effective school. We will continue to work on consistency.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Our school is moving toward that of an effective school. We will continue to work on consistency.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The stakeholders of J.N. Thorp School are committed to the education of a community of diverse learners, which are inclusive of Special Needs and English Language Learners. By implementing the Common Core State Standards, we will meet the needs of our students and prepare them to be high school, college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	School Leadership: This is to support the ILT, TCTs, and administration in providing support for clear communication, structures and support in preparing students for high school, college and career readiness and assessment development. This category also supports core classroom instruction with a focus on balanced literacy, mathematics, and science integration in preparation for ISAT, NWEA, Explore, and Common Core Exams.	After reflecting on the School Effectiveness Framework (SEF), the school's report card, and data trends, we decided that we needed to focus on the area of school leadership. Although there are a lot of best practices that occur throughout the building, much has been done in isolated pockets. There is a clear need for two way communication, functioning committees, and unwavering focus on fully implementing school initiatives. By providing clear communication, structure, and scaffolding organizational support, we will be able to successfully transition into and implement Common Core Standards; prepare students for high school, college and career readiness; and design multiple performance assessments to gage student learning.
2	Learning Climate, Culture & Safety: This is to support a 'culture of calm' and safety within the building and among our students. This category also includes support for restorative justice strategies and interventions, preventive de-escalation training and activities, socio-emotional support, incentives, ISS or alternative learning center support, extra-curricular and academic enhancement.	After reviewing the data for discipline, attendance, & extracurricular/enrichment, we recognize that there is a great need for socio-emotional support, character education, gender equity in athletics, cultural awareness, incentives for academic excellence, and a need for an effective alternative to suspension. By addressing these issues comprehensively, we will shift the culture and climate of the building towards that of a safe, nurturing center of academic excellence.
3	Professional Learning: This is to support staff development in the effective implementation of the Common Core objectives. This category also includes training and upgrades in technology, curricular materials, thematic unit planning, development, and monitoring strategies.	After reviewing the CPS Framework for Teaching and the Common Core State Standards, it was obvious that we are undergoing a paradigm shift in 'how we teach', 'what we teach', and 'how it will be assessed'. The gap between current knowledge and practice and what is required for optimal future student learning must be bridged in order to fulfill our mission.
4	Optional	

5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
School Leadership: This is to support the ILT, TCTs, and administration in providing support for clear communication, structures and support in preparing students for high school, college and career readiness and assessment development. This category also supports core classroom instruction with a focus on balanced literacy, mathematics, and science integration in preparation for ISAT, NWEA, Explore, and Common Core Exams.	After reviewing the data for discipline, attendance, & extracurricular/enrichment, we recognize that there is a great need for socio-emotional support, character education, gender equity in athletics, cultural awareness, incentives for academic excellence, and a need for an effective alternative to suspension. By addressing these issues comprehensively, we will shift the culture and climate of the building towards that of a safe, nurturing

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Summer Registration Day is designed to gather and centralize the collection of necessary forms and data prior to the start of school.	Other	All	Attendance Coordinator, Nurse, School Clerk, Administration	Summer 2012	On-going	On-Track	Responsible party will form a committee to establish procedures and set the date for the Registration Day. The goal is to collect 95% of the necessary forms. This is to be an annual event.
Communication to the community about the events and accomplishments at Thorp will include monthly announcements via the website, newsletters, advertisement, and participation in community events as appropriate. The goals are to increase awareness and available options at Thorp that will be measured by the school survey, and the number of new students drawn Thorp at the pre-K and primary levels as the school of choice.	Other	All	Principal, Website/ Announcement Clerk	Summer 2012	On-going		
On track rate for graduation/promotion will be monitored by the counselor, teachers, administration and students on 5 week intervals. Particularly we will examine grades, discipline, attendance, & deficits found in formative data (Scantron, NWEA,etc). Incentive and recovery strategies will be in place to insure that students maintain on pace rate. This will help us move from a '3' towards a '4' on the SEF.	ILT/ Teacher Teams	All	Administration, Counselor, Teachers, Students, Parents	Quarter 1	Quarter 4		

Strategic Priority 1

Design a schedule to accommodate common planning time by grade band. This will help us address several areas on the SEF in which we scored 2 particularly in the areas of Teacher Leadership, Goal and Theory of Action, ILT, Core Instruction, Interventions, Grade-level Teams and High expectations & College –going culture.	ILT/ Teacher Teams			Principal	Summer 2012	Summer 2012	

Strategic Priority 2

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

Strategic Priority Description	Rationale
Learning Climate, Culture & Safety: This is to support a 'culture of calm' and safety within the building and among our students. This category also includes support for restorative justice strategies and interventions, preventive de-escalation training and activities, socio-emotional support, incentives, ISS or alternative learning center support, extra-curricular and academic enhancement.	#REF!

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of an Alternative Learning Center (ALC) in lieu of suspension. The ALC will serve to redirect negative behaviors and sutain an academic focus.	Instruction	Other student group	Assistant Principal, ACL staff, Principal	Quarter 2	On-going		Criteria for the ACL needs to be established. ACL must be staffed. Specific interventions and targets must be developed.
Development of a visual, technological and/or performing arts program/ curricula that enhance students cultural literacy and learning.	Instruction	All	Principal, Arts Instuctors	Quarter 1			The type of program needs to be selected and align with school-wide themeatic units. Staff for the program needs to be selected.
Discipline will be tracked and monitored using Dashboard and other tools to insure that Thorp maintains an optimal learning environment. Monthly data walls will be published and posted in the halls and monthly attendance rallies will honor students that have mainted good behavior, attendance, and academic performance. The goal is to decrease disciplinary infractions by 10% and increase daily attendance to at least 95% yearly.	Other	All	Attendance Cordinator, Administration, Teachers	Quarter 1	On-going		
During the course of each school year, there will be a series of activities that will focus on balance literacy in accordance to the school-wide thematic units implemented. Such activities may include but are not limited to literacy night, the science fair, career day, cultural performances, the spelling Bee and the ISAT/IAA/NWEA rally. The goal of such activities is to celebrate and demonstrate student accomplishments and knowledge gained periodically throughout the year.	Other	All	Teachers, Administration	Quarter 1	On-going		

Strategic Priority 2

When possible, assistive instructional technology will be made available to assist students with disabilities in accordance with the IEP. The goal is to significantly narrow the gap between the special needs students and the general student population.	Equipment/ Technology	Students With Disabilities	Case Manager, Service Provider	Summer 2012	On-going		Students will needto be individually assessed as to whether or not this approach is appropriate.
'Calm Classroom', character education themes, and restorative justice strategies will be employed and monitored to assist in reducing discipline infractions by 10% and to shift the climate of the building to a more tranquil academic environment.	Other	All	Teachers, Administration	Quarter 1	On-going		
Parent/community forums designed to inform, invite participation and build a positive rapport with the school will be held monthly. This will be monitored by examining feedback from event survey responses, the amount of parental/community participation and the parental survey on school satisfaction.	Parental Involvement		LSC, BAC, PAC, & Administration	Quarter 1	On-going		
Gender equity for participation in athletics will be available. Opportunities for girls will be provided (cheerleading, volleyball, etc.) if there is an interest.	After School/ Extended Day	All	Principal, Athletics Director	Quarter 1	On-going		
Clubs (poetry, yearbook, chess etc.) and Extra-curricular activities will enhance the social climate of Thorp. This will provide a creative interest for student to take pride in their school. This will also help us move from a '2' to a '3' in the area of Enrichment and extracurricular activities on the SEF.	After School/ Extended Day	All	Administration, Club Sponsors	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Professional Learning: This is to support staff development in the effective implementation of the Common Core objectives. This category also includes training and upgrades in technology, curricular materials, thematic unit planning, development, and monitoring strategies.	After reviewing the CPS Framework for Teaching and the Common Core State Standards, it was obvious that we are undergoing a paradigm shift in 'how we teach', 'what we teach', and 'how it will be assessed'. The gap between current knowledge and practice and what is required for optimal future student learning must be bridged in order to fulfill our mission.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders or consultants to each grade band.	ILT/ Teacher Teams	Not Applicable	ILT, administration, teacher leaders	Summer 2012	On-going	On-Track	After the initial summer training, continuous monitoring and review will occur during TCT & ILT biweekly meetings. Professional learning will target unit/lesson planning, backwards mapping, designing assessments, using instructional technology, behavioral management, providing accommodations according to LRE, RTI implementation, understanding the CPS Framework for teaching, gap analysis, NWEA design and unpacking the common core, etc.
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts.	Instructional Materials	All	Teachers, PLC, Principal, LSC	Summer 2012	On-going	On-Track	
Technology hardware and software will be upgraded or purchased to support Common Core State Standards, testing, and instruction. The will help in meeting the goal of increasing academic gains by at least 10% per year.	Equipment/ Technology	All	Principal & Technology Coordinator	Summer 2012	On-going		The technology plan will detail priorities and policies for oblescence.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

CIWP

2012-2014 Continuous Improvement Work Plan

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Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps