

# James N Thorp Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Sharrone Travis	Principal	smtravis@cps.edu	No Access
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Paulette Williams	Parent-LSC Chair	williamspaulette1979@cps.edu	No Access
Shondra Cooper	Middle School ELA	slcooper5@cps.edu	No Access
Michelle Paramore	Primary DL Teacher	miparamore@cps.edu	Has access

## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/31/2020	Sharrone Travis, Julie Kortz, Victoria Lorch, Sannette Williams, Elizabeth Mason, Monique Grady, Patsy Carter, Efrem Popel, Patsy Carter, Diane Rutter, Mary Scott, Lucero Ramos-Magana, Angelica Sierra-Correa	CIWP Team selection and review of what the CIWP is and what the team role is
02/11/2020	Sharrone Travis, Julie Kortz, Angelica Sierra-Correa, Elizabeth Mason, Diane Rutter, Lucero Magna-Ramos,	Root Cause Analysis
02/19/2020	Sharrone Travis, Elizabeth Mason, Diane Rutter, Victoria Lorch, Patsy Carter, Monique Grady	Goals
02/25/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Paramore, Monique Grady	Review Critical Needs and Goals --
04/14/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Theory of Action
04/16/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies
04/21/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies
04/23/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies
04/28/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies
04/30/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies Parent Plan
05/05/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies Parent Plan
05/08/2020	Sharrone Travis, Victoria Lorch, Elizabeth Mason, Diane Rutter, Efrem Popel, Michelle Paramore, Angelica Sierra-Correa	Strategies Parent Plan

## 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

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Goals and objectives are established weekly for teachers and staff via grade level team meetings.
- 3 - Structure for Continuous Improvement
  - 2 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
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 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
  - 3 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)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Regular meetings with facilities to ensure cleanliness of the school. Numerous bulletin boards line the halls to promote student work and positive messages. Every staff participates in a school committee.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 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
- 2 Curriculum connects to real world, authentic application of learning
- 2 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 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:** All staff have access to leveled curriculum to support all subject areas.
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 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:** Lesson plans are reviewed weekly. Peer observations occur monthly.
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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
  - 2 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** The ILT and GLT meet on a regular basis to analyze data and make decisions to support student learning. Quarterly assessments are given to students

and teachers and teams analyze the data to look for trends of successes and areas of improvement to drive next steps. Progress Monitoring is done in the primary grades regularly to inform small group instruction. Teachers conduct 1 on 1 goal setting with their teachers. Parent meetings occur to include parents in on the assessment processes and expectations.

- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 2 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)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 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)
  - 3 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 2 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)
  - 2 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)
  - 2 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)
  - 3 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)
  - 2 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)
  - 2 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)
  - 2 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)
- 3 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)
- 2 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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:** Small group instruction occurs in Reading and Math daily. The ILT uses the SAM framework to address areas of focus.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 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:** The counselor guides parents and students during 1 on 1 sessions to assist with the GoCPS process. Students in grades 6-8th actively engage in activities on the Naviance system. There were Friday HS fairs at the school for each Friday leading to the opening of the GoCPS applications. High School visits occur throughout the school year.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Students are provided with choice during lunch and recess as to who they sit by and what play activity they want to participate in. While in their classrooms there are opportunities for students to work in groups. The Second Step curriculum is teaching empathy and relationship building. The school counselor teachers and support students SEL learning. Staff attend OSEL training throughout the year. Students and Staff are celebrated with Student of the Month, intercom shout outs, and Newsletter acknowledgement.
- 1 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:** School staff participate in District and Network PD related to Civic Engagement.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 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:** School wide expectations are in place that promote smooth and quiet transitions throughout the school. Staff utilize SEL curriculum to teach students appropriate behaviors to ensure a positive learning environment. The school theme is ROARING our Way to Success (Respectful, Optimistic, Achieving, and Responsible)
- 3 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 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)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Restorative conversations are used with students to "diffuse" situations and help students understand how to make appropriate choices. Staff members attend workshops offered by the Office of Social Emotional Learning and share information learned from these workshops with the entire school staff.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 3 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).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 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)
- 3 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)
- 2 Partner equitably with parents speaking languages other than English
- 2 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:** Attendance committee reviews attendance data on a bi weekly basis and reaches out to parents of students in tier 2 and tier 3 to ask what supports are needed to help improve attendance. Teachers contact parents regarding student attendance, grades, etc--this is done through phone calls, texts, and classroom newsletters

## School Excellence Framework Priorities

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



Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

[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.

Area of Critical Need 1	Diverse Learners and English Learners growth in both reading and math (ACCESS and NWEA)
Root Cause 1	General education teachers and EL/DL teachers lack the opportunities to create a Master instructional schedule that best supports Diverse Learners
Area of Critical Need 1	Math and Literacy attainment among all students (benchmark performance on all assessment metrics)
Root Cause 2	Lack of vertical planning of effective instructional practices across all grade levels (lack of transferrable strategies that build upon one another as students progress through each grade level)
Area of Critical Need 3	Wide range of student performance on NWEA assessment in each grade level (students performing at or above the 90th percentile in the same classroom as students performing in the 1st percentile)
Root Cause 3	Lack a systematic way to provide interventions, track progress with the intervention, and purposeful movement within the Tiers as students progress (or not)--MTSS

## 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
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>According to the 2019 SQRP 15% of our students that take the ACCESS assessment make sufficient annual progress.</p>	EL		30.00	40.00
	Students with IEPs		25.00	40.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>According to the 2019 SQRP students with IEPs in grades 3rd-8th scored at the 25 percentile in Math Growth in comparison to the overall school Growth percentile which is 55th.</p>	Students with IEPs		50.00	60.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>According to the 2019 SQRP students in grade two scored in the 2nd percentile on National School Attainment Percentile</p>	Overall		20.00	50.00
	Students with IEPs			
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>(Blank)</p>	Overall		25.00	40.00
	Students with IEPs			
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>According to the 2019 SQRP, students in Grades 3-8th scored in the 10th percentile on National School Attainment Percentile in Math</p>	Overall		30.00	45.00
	Students with IEPs			

## Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> According to the 2019-2020 SQRP the My Voice, My School 5 Essentials Survey the overall score for the year is Well Organized. This is up one from the Organized rating in 2018-2019.					

### Custom metrics (100% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
Attendance Our average daily attendance has declined over the past two school years. According to the 2019-2020 SQRP the Average Daily Attendance Rate for K-8 students was 2% under the goal of 95%.	93.40			95.00	95.00

## Strategies

### Strategy 1

If we do...	Implement a PD plan for all teachers and staff on the WIDA Standards/ Language objectives which includes: cycles of learning, practice implementation (based on grade level criteria and framework), analysis of student work and teacher practices, and evaluation (using rubrics) which will be guided by the ELPT and GLT every 5 weeks.
Then we see...	EL and monolingual teachers will design and implement differentiated Language Units and lessons to meet the needs of EL students using WIDA Standards
which leads to...	an increase of the % of Students Making Sufficient Annual Progress for Access from 15% to 40% by the end of the 2021-2022 school year
Budget Description	Professional Development Consultants/vendors Ext. Day - Buckets Materials (instr. and software)
Tags	OLCE
Action steps	<ul style="list-style-type: none"> <li>(Not started)</li> </ul>

	<p>Tags:OLCE, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>(Not started) Create rubrics for lesson/unit plans to help guide teachers to incorporate the WIDA Standards/Language Objectives</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p> <ul style="list-style-type: none"> <li>(Not started) The ELPT will engage teachers in a PD the understanding each component assesd on the ACCESS test, analyzing student ACCESS scores.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will create weekly lesson plans which incorporate differentiation for each student/group based on the rubrics for each grade band. The lesson plans will be reviewed weekly according to a lesson plan feedback schedule.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) ELPT will establish a co-teaching calendar and rubric that will guide individualized support for teachers with the implementation of instructional strategies</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) ELPT will co-plan and co-teach with monolingual teachers on a weekly basis</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	During 5 week cycles teachers (GLT) will use multiple sources of student data (which includes but not limited to; attendance, NWEA, Amplify, Access,DLM, Sandi, Access, student work, class assessments, Benchmark assessments) to determine student academic and social emotional strengths and areas of growth to align them with the resources based on the school tiered supports students need to increase achievement.
Then we see...	teachers tailoring instruction and SEL activities based on the needs of individual students and student small groups
which leads to...	Increase in NWEA Growth Percentile and Attainment Percentile based on the CIWP goal components section of the document
Budget Description	Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses

Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Analyze summative assessment data from the previous SY (Amplify, PARCC, NWEA, Attendance) to determine overall performance levels of students and student groups  Tags:</li> <li>• (Not started) Develop a schoolwide student Tiering system based on data from multiple sources (Attendance, Amplify, PARCC, NWEA, etc) and align school curriculum, materials, and resources for each Tier  Tags:</li> <li>• (Not started) Develop and implement a continuous cycle that will 1) analyze student work weekly 2) progress monitoring 3) make adjustments to instruction and Tiers as needed  Tags:</li> <li>• (Not started) Design/Develop/Choose a consistent school wide 5 week assessment tool to monitor student progress toward meeting the CCSS taught in the 5 week cycle (ex. Edgenuity or CPS benchmark assessments)  Tags:</li> <li>• (Not started) create a list of MTSS interventions available for each Tier and an intervention audit tool to analyze the impact of the intervention(s)  Tags:</li> <li>• (Not started) Implement a weekly designated school wide MTSS intervention hour  Tags:</li> </ul>

**Strategy 3**

If we do...	Utilize the books Teach Like a Champion and Understanding by Design to assist with creating and implementing school wide instructional practices and strategies.
Then we see...	administrators collaborating with teachers about best practices for planning and implementation of the instructional strategies, teachers utilizing these strategies more consistently in class, students
which leads to...	An increased percentage of 2nd-8th grade students that are at or above their attainment goals for math and reading on NWEA according to the CIWP goal components and at least 75% of teachers with proficient ratings in Domain 1 and Domain 3c.

Budget Description	Supplies Equipment Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Assessment: Improving Assessment Literacy, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Engage in 2 structured professional book studies per year to improve instructional mindset, establish individualized goals, and benchmarks for improvement.  Tags:</li> <li>• (Not started) Set aside funds to ensure that teachers have additional time to reflect and collaborate on the implementation of instructional practices and strategies  Tags:</li> <li>• (Not started) Conduct monthly instructional rounds to assess and monitor school wide strategy implementation  Tags:</li> <li>• (Not started) Develop a cycle to analyze student work to see student achievement and plan for next steps.  Tags:</li> <li>• (Not started) Prioritize the development of teachers by pairing a teacher mentors with small groups of teachers to coach and assist with teacher capacity  Tags:</li> <li>• (Not started) Develop a cycle of Learning Rounds that outlines professional readings with practice and deliverables  Tags:</li> </ul>

# Action Plan

## Strategy 1

Jul 06, 2020 to Aug 07, 2020 - ELPT Teachers Administration

Create rubrics for lesson/unit plans to help guide teachers to incorporate the WIDA Standards/Language Objectives

Jul 06, 2020 to Aug 07, 2020 - ELPT ILT

The ELPT will engage teachers in a PD the understanding each component assessed on the ACCESS test, analyzing student ACCESS scores.

Aug 24, 2020 to Sep 11, 2020 - ELPT

Teachers will create weekly lesson plans which incorporate differentiation for each student/group based on the rubrics for each grade band. The lesson plans will be reviewed weekly according to a lesson plan feedback schedule.

Sep 07, 2020 to Jun 18, 2021 - Teachers Administration

ELPT will establish a co-teaching calendar and rubric that will guide individualized support for teachers with the implementation of instructional strategies

Aug 07, 2020 to Aug 21, 2020 - ELPT

ELPT will co-plan and co-teach with monolingual teachers on a weekly basis

Sep 07, 2020 to Jun 18, 2021 - ELPT Teacher

## **Strategy 2**

Analyze summative assessment data from the previous SY (Amplify, PARCC, NWEA, Attendance) to determine overall performance levels of students and student groups

Jul 01, 2020 to Jul 15, 2020 - Teachers Administration

Develop a schoolwide student Tiering system based on data from multiple sources (Attendance, Amplify, PARCC, NWEA, etc) and align school curriculum, materials, and resources for each Tier

Jul 06, 2020 to Jul 17, 2020 - ILT

Develop and implement a continuous cycle that will 1) analyze student work weekly 2) progress monitoring 3) make adjustments to instruction and Tiers as needed

Jul 13, 2020 to Jun 18, 2021 - ILT Teachers Administration

Design/Develop/Choose a consistent school wide 5 week assessment tool to monitor student progress toward meeting the CCSS taught in the 5 week cycle (ex. Edgenuity or CPS benchmark assessments)

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create a list of MTSS interventions available for each Tier and an intervention audit tool to analyze the impact of the intervention(s)

-

Implement a weekly designated school wide MTSS intervention hour

-

### Strategy 3

Engage in 2 structured professional book studies per year to improve instructional mindset, establish individualized goals, and benchmarks for improvement.

Sep 07, 2020 to Jun 17, 2022 - ILT Administration

Set aside funds to ensure that teachers have additional time to reflect and collaborate on the implementation of instructional practices and strategies

-

Conduct monthly instructional rounds to assess and monitor school wide strategy implementation

-

Develop a cycle to analyze student work to see student achievement and plan for next steps.

-

Prioritize the development of teachers by pairing a teacher mentors with small groups of teachers to coach and assist with teacher capacity

-

Develop a cycle of Learning Rounds that outlines professional readings with practice and deliverables

-

## Fund Compliance

### ESSA Program

[X]

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.**

Data from all Benchmark Assessments, attendance data, classroom/teacher based assessment data, and informal data were all assessed to determine that the need for all students in grades PK-8.

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

The ILT will create a school wide MTSS plan. The plan will include tiering criteria for all three levels, supports that are available for each level, and a fluid system of recommending students for supports. Also, Instruction is a CIWP priority for the next two years.

**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.**

The ILT will create a school wide MTSS plan. The plan will include tiering criteria for all three levels, supports that are available for each level, and a fluid system of recommending students for supports. Also, Instruction is a CIWP priority for the next two years.

**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).**

The ILT will create a school wide MTSS plan. The plan will include tiering criteria for all three levels, supports that are available for each level, and a fluid system of recommending students for supports. Also, Instruction is a CIWP priority for the next two years.

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

To attract highly-qualified teachers we 1) advertise the open positions on Taleo 2) solicit recommendations from highly-qualified staff 3) use professional networking to ask for recommendation from other professionals

**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.**

The weekly and monthly PD calendar is based on scientifically based researched instructional strategies and concepts

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

Monthly PAC and BAC meetings, monthly LSC meetings, Quarterly family engagement activities, Lunch/Recess parent volunteer opportunities, monthly principal coffee and conversation events

**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.**

The Kindergarten teacher will partner with the PreK teachers during the second semester of the school year to host activities for parents that will help bridge the learning from PreK to Kindergarten

**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.**

Teachers and the PPC helped build the assessment plan for the 2020-2021 school year. The PPC engaged teachers in discussions about the plan and provided suggestions and feedback to administration.

**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.**

The ILT has created a MTSS plan for the school that will encompass both Academic and Social emotional supports that are available for students.

**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.**

The programs will be integrated during Social Science instruction, Counseling sessions, health education, and various civic learning activities that are planned during units of learning.

## ESSA Targeted Assistance Program

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## 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.**

The PAC will host monthly meetings. At the end of each meeting there will be a meeting evaluation that will be given to get feedback on how each meeting can be improved. Parents will also have the opportunity to offer suggestions on topics and activities that they believe would be beneficial.

**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**

The annual meeting and organizational meeting will take place within the first 30 days of the 2020-2021 school year. Parents will be provided key data and information about the performance of the school over time. The PAC and BAC will host monthly meetings that align with the academic and social emotional goals of the school year. The meetings will take place during the school day as well as after school to make sure all parents have time to attend as often as possible. Parents will be provided details about meetings via flyers, social media postings, personal phone calls, emails, and face to face contact at arrival and dismissal. The projected date of the Annual Meeting and Organizational Meeting is October 8, 2020.

**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.**

The PAC will host monthly meetings. At the end of each meeting there will be a meeting evaluation that will be given to get feedback on how each meeting can be improved. Parents will also have the opportunity to offer suggestions on topics and activities that they believe would be beneficial.

**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.**

We will distribute the State's individual student performance sheet to parents. During PAC and BAC meetings, we will include topics on the agenda that reflect analyzing and reflecting on this data while helping parents to understand what the data shows/means.

**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.**

Parents will receive a phone call by administration letting them know that they will receive a letter stating that their child's teacher is not "highly qualified". A meeting will be established for parents to attend

and/or chime in virtually for a Q & A. The school's action plan for securing "highly qualified" teachers will be shared with all parents.

**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.**

The PAC will host monthly meetings. At the end of each meeting there will be a meeting evaluation that will be given to get feedback on how each meeting can be improved. Parents will also have the opportunity to offer suggestions on topics and activities that they believe would be beneficial.

**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.**

The PAC will host monthly meetings. At the end of each meeting there will be a meeting evaluation that will be given to get feedback on how each meeting can be improved. Parents will also have the opportunity to offer suggestions on topics and activities that they believe would be beneficial.

**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.**

Each classroom PK-5 will have a 'room parent' that will assist with developing a community of parents for each classroom, sharing details about how to support the classrooms and students. The 'room parent' will also share feedback to the teacher and administration as needed on how and what is needed for parents to be able to support their children academically. The PAC will be the organizing group of the 'room parents' the room parents will attend monthly PAC meetings.

**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.**

The PAC will host monthly meetings. At the end of each meeting there will be a meeting evaluation that will be given to get feedback on how each meeting can be improved. Parents will also have the opportunity to offer suggestions on topics and activities that they believe would be beneficial.

**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.**

Staff at the school will assist with translating both the written and verbal communication with parents.

## Policy Implementation Activities

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

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

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

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

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

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.)**

James N. Thorp School Mission Statement

To prepare our students to be critical thinkers, problem solvers, and productive members of society through learning experiences that address the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image and cross-cultural understanding.

James N. Thorp School's Vision Statement

The staff of James N. Thorp School are dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success in social and academic growth. Students engage in cooperative experiences and take responsibility for their learning.

**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.**

Parent teacher conferences will be held school wide in accordance with the CPS calendar. Teacher will hosts individual parent-teacher conferences outside of those dates as needed. Parents and or staff can initiate/request for the conferences.

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

Every five weeks, parents will receive a progress report of student learning. Parents will receive quarterly report cards which reflect their child's learning. Teachers will send home weekly graded work. Reports from each school progress monitoring and assessment plan will be shared during the monthly PAC meetings.

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

Each teachers preparation period time will be shared. Staff email addresses will also be shared. If a parent calls and requests a staff member during instructional time, the clerk will email the staff member letting them know to give the parent a return call.

**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.**

Parents will have the opportunity to volunteer during school assemblies, during lunch and recess, on class party days, and during field trips.

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

Parents will assist their child with learning by helping with homework, ensuring that students are at school each day, attending parent teacher conferences, engaging in the PAC activities, and listening to their child as needed for social emotional support

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

Parents will engage in PAC, BAC, and LSC meetings to help make decisions relating to the education of their children. They will confer with teachers when necessary and engage with administration .

**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).**

Students will follow through with the Thorp motto of ROARING. Respectful, Optimistic, Achieving, Responsible.

## **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.**

The overarching goal is to increase student achievement. PAC will engage in monthly activities that will strengthen the ability for parents to support their children.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$100.00
<b>53405</b>	<b>Supplies</b> 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
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$100.00
<b>54125</b>	<b>Consultants</b> 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
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$100.00
<b>54205</b>	<b>Travel</b> 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.	\$200.00
<b>54565</b>	<b>Reimbursements</b> 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.	\$100.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$100.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$500.00
<b>55005</b>	<b>Furniture and Equipment</b> 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.	\$786.00