

Lathrop Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Title I Plan for Julia Lathrop Elementary School

1. Comprehensive Needs Assessment – Attached.

SMART SIP Cycle process: Julia Lathrop's staff members meet in June each year to review our year's SMART data, goals, indicators, strategies, measures, targets, and results. We conduct a SMART Share to discuss what has worked and what needs to change regarding instruction and structures. We set new targets and adjust our indicators and strategies if necessary. This Data Camp is focused on student growth and may require such things as:

- Professional development activities, trainers, and materials
- Materials and supplies to enhance our PLC work
- Large chart paper

During the school year, our grade-level PLCs meet regularly (at least weekly), during common planning time, to strategize, plan, and create pre/post assessments when necessary. Twice monthly, our teachers have the opportunity to work in grade-level PLCs or in vertical PLCs to compare and analyze data, strategize, work on differentiation using the Continuum Report, and check alignment. Professional development aligned to SMART indicators is offered monthly, as well as other professional development opportunities such as Tech Snacks. SMART Shares play an important part in the Lathrop learning community. Teaching teams share out their successes and what works for them. This is an idea that can be introduced to the students along with their student-growth goals. It is another way to help students take ownership of their learning.

2. List other special or support programs offered Lathrop.

- 21st Century ASAP
- ScoutReach
- Garden Club
- String Club
- Guitar Club
- Girls on the Run
- Jr. Lego League
- Lego Robotics League
- Readers' Workshop
- Coding Club
- Student Council
- Media Club
- REBA

3. School-wide improvement or reform strategies in narrative forms, include:

- a. Opportunities for all students, including each of the subgroups:
Lathrop has adopted and fully implemented school-wide improvement strategies including but not limited to:

- Thinking Maps school-wide across all subgroups and all subject areas. Thinking Maps enhance critical thinking and help students organize their thoughts. Thinking Maps are tools to help implement specific strategies to enable students to become independent thinkers. Thinking Maps have strengthened Writing across all grade levels. We use them throughout each day, in all subject areas. The 8 Thinking Map organizers correspond to the 8 fundamental thinking processes. They provide a visual language which then leads to rich, in-depth discussions, and higher level thought. Resources, support, ongoing PD, PLC model to support implementation, Thinking Maps Online Community, and other supplies necessary for continued implementation. Our next step will be to fully implement Path to Proficiency. For this, we will need TM professional development from the vendor. Instructional resources may include large chart paper, markers, post-its, highlighters, Thinking Map manuals and teacher resources.
- We have also fully implemented Units of Study school-wide. Units of Study kits, model texts to support the writing (English/Spanish), other supplementary materials to support small group instruction are required for this such as Post-Its, highlighters, pens/pencils, journals, spirals, paper, chart paper, markers, colored pencils, handwriting books, fiction/non-fiction reading materials (Spanish/English). Ongoing job-embedded training is necessary, as well as collaborative planning, strategizing, scoring, and reflection in order for this school-wide focus to be truly successful and effective in raising student achievement.
- We integrate supplemental technology into the curriculum to support the instruction and learning.

Title I funds can assist with PD or purchase of items such as, but not limited to RAZ Kids & Reading A to Z through Learning A to Z - Both provide text in both English and Spanish. RAZ Kids reads to the students as well as the tool to do Running Records via the app and comprehension questions at the end to assess students. Literacy K-5

Gynzy: (new for next school year) = SMARTBoard lessons and activities to use the SMARTBoard as an interactive tool to intellectually engage students. This is for both Reading & Math K-5.

Flocabulary- A tool to work on vocabulary K-5, interactive with large motor skill movement.

Mindplay-A supplementary resource for literacy.

Sphero robots-They work on STEM, math; measurement, speed, angles, etc. They engage students with hands - on experiments and activities.

OSMO- K-5: Numbers (math), Tangrams (math), Newton (science) and Words (literacy) Engaging work for students, hands on manipulatives.

Edgenuity

Seesaw

Google Classroom

Virtual hangouts and tools

iPads and/or Chromebooks with charging carts

b. Methods and strategies to strengthen and enrich the program:

We provide small-group instruction throughout the day in all areas of the curriculum, particularly where we have moved to integrated literacy. Literacy and Math centers concentrate on our SMART indicators for both Reading and Math. Supplies and materials for integrated units, instructional centers, and classroom needs

Paper, folders, pencils, pens, post-its, markers, highlighters, colored pencils, chart paper, index cards, leveled texts and chapter books suitable for grade levels, scissors, glue, binders, headsets, CDs, Google Explorer materials, Khan Academy, Compass Learning, Prodigy

We hold conferences with students regularly, and set student-growth goals. Seesaw will help with goal-setting. Seesaw enables students to create portfolios of work and events to connect with parents, taking the learning experience to the home. Parents gain a better understanding of their child's assignments, goals, and achievement.

c. Ways to address students' needs, especially those at risk of failing:

- We believe that well-stocked classroom libraries and school library with age-appropriate materials in both English and Spanish will afford our students the opportunity to have books at their fingertips, and enable them to borrow books to read at home. This will strengthen their reading skills and their love of reading. We are always in need of fiction and non-fiction books to bolster our school libraries.
- Supplemental Tier 2 reading instruction is provided by the classroom teacher for 30 minutes at the beginning of the day

- Supplemental tutoring before school in the mornings is provided by a certified teacher for students who are more than one grade level behind in reading
 - Khan Academy/ Compass Learning - Edgenuity provides the students opportunities to work at their level and advance through the levels at their pace. Khan is available from home as well. We have seen positive results in classrooms that have used Khan Academy
 - 21st Century After -School Program Grades 1-5 takes place 5 days a week, Monday through Friday. Teachers are hired from Lathrop and our coordinator works closely with the coordinator of the Discovery Center. During the one hour tutoring time each day, the students (Grades 1-5) receive instruction focusing on our SMART indicators for Math and Reading: Vocabulary Acquisition, Informational Text, Writing, Numbers and Operation, Algebraic Expression, Measurement and data.
 - Title 1 Teacher provides supplemental instruction and monitors small group progress in Reading and Math on a daily basis to students who are more than 2 grade levels behind academically.
 - Small group supplemental instruction provided by tutors who work with students who may need a little extra help for a specific skill. These groups are very fluid and change throughout the year.
 - Volunteer mentors from I READ work with individual students, grades K-2, for thirty minutes per week.
 - Before-school tutoring for 3rd Grade students failing to meet projected growth goals, delivered by certified teacher
4. Julia Lathrop School's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas:
- Classrooms provide whole-group social interventions such as, but not limited to
- 2nd Step
 - Digital Citizenship
 - PBS School-wide interventions
- Small group interventions may include programs such as but not limited to:
- Rainbows
 - DLAM
- PBS focuses on school-wide goals and our discipline referral data drives our PBS interventions. We concentrate on a new Cool Tool every two weeks. The Cool Tool (expected behavior) is modeled and reviewed, and students earn Paw Prints for exhibiting the expected behavior. We organize all-school celebrations and monthly celebrations to recognize good citizenship.

Title 1 can help by providing funding for celebrations such as but not limited to all-school assemblies, all-school art projects, all-school dance and movement projects.

2nd Step is delivered in the classroom on a daily to weekly schedule depending on the class's need. Again, discipline data drives this decision, along with the type of infractions.

Title 1 funding can help with purchasing of kits and supplies to teach this and similar programs.

Digital Citizenship is taught by the librarian at the beginning of the year, with refresher sessions at the beginning of each trimester, focusing on using the internet responsibly.

Rainbows is a program that helps a child deal with trauma. This program is used as needed.

Don't Laugh at Me is used as a small-group intervention, particularly for instances such as bullying. These sessions are conducted by the principal who has received training.

Lathrop is pro-active with regards to its ongoing anti-bullying campaign, starting each year off with anti-bullying workshop sessions for all grade levels, presented by the district's Student Support Staff. This is followed up by a positive presentation by our police liaison officer for our 5th grade students, and supporting refresher lessons and assemblies throughout the year.

5. Activities regarding the preparation for and awareness of postsecondary education and career.

Preparation for Career and College Readiness begins with mindset, and the staff has begun a new project – Growth Mindset. The following book studies have been identified to be of value in promoting College and Career Readiness at Lathrop: Mindset in the Classroom and Mind Up. Title 1 funds can assist with the purchase of these books for each certified staff member in order to complete book studies and implement ideas to promote growth mindset leading to career readiness.

Title 1 funds can also assist with the purchase of, but not limited to:

Speakers

Field Trips - to the Discovery Center, for example, where students can visit a News Room, weather station, and sample other interesting career paths.

Virtual visits

Assemblies

College and Career Fairs/Days: Activities and presentations requiring, but not limited to, the following:

Paper, tablecloths, flyers, markers, posters, technology, literature

6. Activities regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how Lathrop coordinates such with IDEA services:

Julia Lathrop is a school-wide PBS school. At the beginning of each school year, parents/guardians are educated in the PBS philosophy, and students participate in a PBS Kick-Off during the first week. Expected behaviors are modeled in all areas of the school and students partake in Cool Tool lessons.

During the school year, students are supported with monthly Cool Tools, Biweekly rewards, Trimester all-school celebrations. Students needing extra support are placed in Tier 2 and the Problem-Solving Team discusses appropriate supports for each child.

These may include Check-in, Check-out; Individualized Behavior Plans; Student Success Plans. Supports for Tier 3 may involve interventions from the Social Worker and wrap-around interventions for student and family. Title 1 funds can assist with the purchase of the following, but not limited to:

- Ribbons
- Writing materials
- Paper
- Games addressing S/E
- Book rewards
- Certificates
- Assemblies

7. Activities regarding professional development to improve instruction and use of data. PD activities include but are not limited to:

- PD for new school-wide initiatives such as Thinking Maps, Units of Study, Seesaw, Growth Mindset, Integrated Literacy, Reading Horizons
 - The PD for Thinking Maps is ongoing as there is always something new to learn. Lathrop has now implemented Thinking Maps school-wide, but we are ready to extend our knowledge into the ELL world and also learn new ways to utilize the maps. We currently use them for monolingual and bilingual classrooms, but now there is specific training for bilingual teachers. This PD may be delivered by the TM rep for IL, or in-house trainer. Representatives from Lathrop may need to attend training elsewhere and then bring the knowledge back to school.
 - Units of Study – New teachers transferring to Lathrop will need training on the progression chart and how to fully implement Units of Study. They will need to meet with their Grade-level team to help plan and meet with vertical teams to understand the expectations.
 - Job-embedded PD for Units of Study as well as work sessions for grade level teams
 - Job-embedded PD for Integrated Literacy as well as other Professional development opportunities to improve instruction. Work sessions for grade level teams enabling them to plan, instruct, and reflect collaboratively. This planning incorporates our focus areas of writing and Thinking Maps.

- Seesaw is a new way to assist student with their student-growth goal setting. Research shows that students who set their own goals make the most growth, and so we are hoping that this tool will encourage our students to take ownership of their learning.
 - Growth Mindset PD will take place on a monthly basis in the form of book studies.
 - Integrated Literacy PD: Work sessions for planning, collaboration, reflection
 - Reading Horizons requires ongoing PD for monolingual and bilingual staff as well as accompanying materials
 - NWEA provides training sessions for data collection and interpretation as well as analysis. Teachers are shown how to effectively navigate through the reports to find the ones most appropriate for their needs, and then shown how to use the data to drive instruction and improve student growth
- PD for effective use of MAP reports and data to drive instruction and support student academic growth will be given by MAP trainers, at MAP conferences, etc.
 - PD activities aligned with Lathrop's SMART Goal indicators for ELA/SLA, and Math will be given by district experts
 - PD activities to increase repertoire of instructional strategies to support and differentiated instruction will be given by district experts and NWEA trainers
 - PD to support the implementation of technology with instruction to increase effective student engagement and ultimately achievement. This will be given by the Instructional Coach as well as other members of the instructional technology team.
 - Illinois Reading Conference for PD regarding best practices in reading instruction. Instructional Coach will attend in order to learn about the latest innovations and best practices.
 - Raising Student Achievement Conference for PD in innovative ideas to increase student achievement such as Thinking Maps, Question Formulation Technique, etc.
 - Ongoing PD for effective implementation of Reading Horizons, and coaching
 - Ongoing PD for Thinking Maps, K-5, particularly in the area of ELL, and for new teachers to Lathrop
 - Job-embedded planning and work sessions for Integrated Literacy/Thinking Maps/Writing

Title 1 funds can assist with providing professional development opportunities to strengthen instruction and student growth by providing professional books and materials required to for activities and work sessions and funds to attend conferences/trainings/workshops.

8. Activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.

Lathrop has an Open Evening when EC students can meet their teachers and visit their classrooms. Parents are introduced to the curriculum and expectations for KG. From K to 12 – Parents are made aware of opportunities available to their children as they progress along their education path. The students receive incentives such as but not limited to

- Books to read with parents. Parents receive literature related to the transition to share with students.
9. Activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching:

- Average experience of Lathrop teachers: 10.5 years
- All but 3 teachers are licensed in the areas for which they are teaching. Three teachers hold Type 29 certification and are working on full certification in Bilingual Elementary Education
- Professional development for teachers may be individualized and differentiated according to a Needs Survey and based on the requests of the teacher and Instructional Coach. All individualized PD must be related to Domains 2 and/or 3 of Danielson – These areas include but are not limited to
 - a. Classroom management
 - b. Higher level thinking – Questions and Discussions
 - c. Student engagement
 - d. Assessment

Materials/Personnel required for professional development activities may include but are not limited to chart paper, post-its, professional reading materials, markers, posters, professional learning materials such as DVDs, workshops, speakers/trainers, etc.

Major foci for professional development at Lathrop:

Thinking Maps

Integrated Literacy

Units of Study

Reading Horizons

NWEA

Time is set aside for grade-level planning and job-embedded professional development and coaching.

Long-term substitute teachers would require help and support from the the Instructional Coach, the Mentor-Teacher, and other supports at district level such as Deans of Curriculum. Title 1 funds can assist with the purchase of items such as, but not limited to:

- Professional texts
- Supplemental supplies to help a long-term substitute with organization, communication with families, etc.
- Training in school initiatives

10. Activities and/or approaches to support homeless children and youth:

Julia Lathrop School works with the FIT Program to make sure that each child has a means to get to school, and that the children have supplies and clothing.

Julia Lathrop School has an average of 4% homeless students and Title 1 funds can assist with the purchase of items such as, but not limited to:

- Clothes and shoes
- School supplies and book bags
- Food
- Toiletries
- Before/after-school tutoring

Supplemental instruction will need the instructional supplies such as, but not limited to, the following:

Pencils, pens, chart paper, post-its, spirals, paper, chart markers, take-home reading materials, folders, etc.

11. Activities and/or approaches to engage parents in their child's education and school:

- Open House is held before school begins in August. Parents/Guardians are given a virtual tour of the school. They learn about Title 1 and district as well as school policies. The parents and students meet the teachers.
- Parent/Teacher conferences and Student-Led Conferences officially happen twice a year, although Lathrop has an open-door policy, and parents are able to call a conference at any time.
- Reading/Math Nights – Monthly nights for students to have fun with Reading and Math activities which address the CCS and focus on our SMART indicators. This enables parents to see examples of activities they can do at home with their children to strengthen their child's skills.
- Training for Reading A-Z and Khan Academy/Compass Learning 3 times a year: This enables parents to access these tools at home to help their children succeed.
- Family Nights including but not limited to Welcome Week Cook Out, The Snow Ball Dance, Turkey Bingo, Family Math and Reading Nights.

These activities are opportunities for parents and families to interact with school to strengthen the home/school connection. These events require supplemental materials such as, but not limited to,

- Graphs/Charts
- PowerPoint presentations, flyers, handbooks, informational texts

- Children’s books to take home, Math Games related to Standards, paper, construction paper, glue sticks and other supplies for Math and Reading stations
- 40 Developmental Assets
- Planners

12. Activities and/or approaches that engaged stakeholders in the development of our school’s Title I Plan:

- Teachers’ PD Needs Survey
- 5th Grade focus group ideas contributed to Sections 2, 3, 5, and 6 of Plan – Students created Thinking Maps to help us critique plans already in place and make adjustments to improve.
- Title 1 Plan was created by Lathrop’s Leadership Team representing the following:
 - Upper Elementary
 - Lower Elementary
 - Bilingual
 - Instructional Coach
 - REA
 - Principalwith student input for Sections 2, 3, 5, 6.