



[School Name]

WORK PLAN FOR SCHOOL IMPROVEMENT 2018-19

[Year of Plan]

IL-EMPOWER

Whole Child, Whole School, Whole Community

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, Principal

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School Requested Planning Year: ☒ YES ☐ NO

**I. Indicate current status of school performance against State-determined long term goals.
(Include: performance of subgroups, achievement gaps, and performance relative to indicators beyond academic achievement)**

In 2018-19 based on our 2016-17 PARCC data, ISBE designated Wood Dale Jr. High as underperforming as indicated by the performance of ELLs. with the state's preliminary release of district designations in August, 2019. When the final list was released in November, 2019, Wood Dale Jr. High School's designation changed from underperforming to commendable. In 2016-17, we had more than 10 ELL students at 7th and 8th grade. In the last 2 years, we have had fewer than 10 students. Our PARCC performance levels have remained flat overall for students in both math and ELA., However, closure in the achievement gap for low income and non low income students has been obtained while our gaps for ethnic groups has been inconsistent. In 2017-18 and 2016-17, 8th grade students PARCC scores indicate gains that are above the state average performance.

Our MAP data in both in Math and ELA demonstrate gains in students' performance from fall to spring in both math and ELA for our students as a whole, low income, Hispanic population and male/female. 7th grade MAP data for both math and ELA demonstrate lower achievement for all groups. Analysis of our reading intervention program indicates gains in performance for both 6th and 8th grade and inconsistent performance of groups within 7th grade. With our district change in focus for student performance from fall to spring data to spring to spring data, student performance indicates consistent gains and performance for 8th graders. 6th and 7th grade data presents inconsistencies in growth of cohort groups.

In the past two years, an SEL focus through support of CASEL has been implemented. Impact of SEL skills in students' academic skills have been suggested and observed with increase in our low income population and social emotional needs of our student population. Student assessment data to monitor progress of our SEL programming for students has been explored to support our decision making and instructional planning.

II. Summarize school findings based on IBAM Needs Assessment and/or other needs assessments conducted at the school.

The following Standards and descriptors are identified as emerging and areas for improvement and included as part of our School Improvement Plan:

1. Standard II: Culture and Climate: In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments. Evidence suggests school culture inconsistently supports instruction to responsively meet multiple cultural, learning and linguistic needs.
2. Standard III Shared Leadership: In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within. Evidence suggests some students infrequently participate in age-appropriate leadership opportunities.
3. Standard V Educator and Employee Quality: In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community. Evidence suggests some professional learning opportunities are monitored for effectiveness of outcomes. Evidence suggests some opportunities for professional learning are individualized based on educator needs.

III. Identify any resource inequities, which may including budgeting, to be addressed through implementation of this improvement plan.

In order to maintain a high quality learning environment and instruction that supports and responds to our culturally diverse population including ELLs, the following will be implemented:

1. Provide individualized and team professional development opportunities with a quality consultant within academic areas at middle school level f
2. Investigate and continue to purchase culturally diverse materials for students use and for staff access for planning and instruction.
3. Investigate and provide opportunities for staff professional development in order to increase awareness and use of instructional strategies to address our culturally diverse community of learners and social emotional learning needs including ELL.
4. Increase our awareness and planning for one way Spanish Dual Language program to be implemented in Fall 2019-20.
5. Investigate and provide opportunities to plan and execute quality parent education related to cultural diversity and student achievement including share multicultural materials and resources.
6. Seek to promote and support our diverse populations through communication and offering of parent programs such as Padres Unidos and Dual Language.

IV. Detail activities, interventions, and strategies the school intends to implement to address needs identified earlier. Briefly describe how these strategies and interventions will address gaps in achievement and student inequities.

Professional development planned to review math instruction through lesson study with reflection and cross curricular articulation across grade levels with Math Consultant. All math teachers including special education teacher to participate in one full day and one half day of professional development each trimester. Maintain our math intervention program focusing on students' areas of needs based on MAP Math benchmarks and math common grade level assessments.

Professional development planned to support implementation of Writer's workshop using Lucy Calkins Program as resource with Reading Consultant. All language arts teachers including special education and ELL teacher to participate in one full day of professional development each trimester. Maintain our SOAR (Reading) intervention program based on their area of need identified by MAP reading benchmarks, SOAR Reading Assessment and classroom performance and recommendation.

Principal and two content teachers attend La Cosecha Dual Language Conference in NM to gain awareness, network and obtain resources to support implementation of our one way Spanish Dual Language program and plan transition for students and parents who are to participate.

Continue to implement social emotional learning (SEL) with teachers to increase their own awareness of adult competencies and our transition to reinforce students social emotional learning through our Advisory and curricular programs.

Continue to implement modeling and use of engagement strategies for all learners including ELLs with our building based Kagan trainer who is in training to gain certification in Summer, 2019.

Continue to promote and support our three certified teachers who are obtaining their ESL endorsement offered by District 7.