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Applicant: HARVEY SD 152

County: Cook

Title I District Plan ♦

Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application

Project Number: 18-T1Plan-00-07-016-1520-02

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District Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

   (A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

   ([count] of 7500 maximum characters used)

   Student achievement is the core of our efforts and drives all our decisions. Each fall, the building leaders meet with their staff to begin the school year by analyzing student data and determining student needs so that teachers can provide instruction to accelerate student learning.

   In order to ensure that our curriculum leads to high student achievement that meets the academic needs of our students, the district is conducting a comprehensive curriculum design project beginning with our reading curriculum. The district curriculum design team which has members from all grade levels and all schools will create engaging units of study which are aligned to the Common Core State Standards, instruction that intentionally provides students with opportunities to utilize higher thinking skills at the appropriate level of rigor, and assessments which are related and rigorous. Team members will be comprised of all district principals, all district reading coaches, central office administrators, and a variety of teachers from every school and every grade level.

   The steps involved in creating the rigorous curriculum include the following: conduct an analysis of our current curriculum, create the district curriculum design team, provide ongoing training for all design team members, "unpack" the CCSS and identify priority and secondary standards for each grade level, create essential questions and big ideas for thematic, skills-based, or topical units that are created by the district curriculum writing team, create common district assessments for each grade level unit that show a progression of skills across the grade levels, create pacing and curriculum maps for each unit, and write units that contain engaging scenarios, research-based teaching strategies, specific 21st century skills and learning progression instructional sequence. These units will be rolled out within the schools with the curriculum design team members facilitating the training within their schools.

   In order to ensure that the instructional program meets the needs of all students, the following will occur: Principals will conduct formal and informal observations on a regular basis, school and district data teams will meet monthly to analyze student data from a wide-variety of resources including but not limited to NWEA Map benchmark assessment data, spelling inventories, and previous year PARCC data, changes will be made in instruction or activities provided to students to improve student achievement, reading coaches will team teach, observe within the classroom, conduct data meetings with grade level teachers, and provide ongoing professional development, and instructional day common planning will be provided for teachers to work on weekly planning and data analysis.

   All K-8 students are provided with Tier I instruction: Enhanced Core Classroom Academic/ Behavioral/Speech and Language Instruction provides whole class/ large-group guided-academic and behavioral strategies, which are intended to help 80 percent of the students at each grade level meet the state academic, behavioral, or speech/language goals.

A. Every child receives whole group instruction using the grade-level core academic and behavioral materials every day provided by the classroom teacher.
B. Tier I for kindergarten through 6th grade consists of a solid 90 minutes daily of high quality uninterrupted literacy block and a 60 minutes daily math block. Middle school (7th and 8th grade) consist of two (2) daily 40-minute sessions of literacy and one (1) daily 40-minute session of mathematics.
C. During the week, children additionally receive differentiated small group instruction using materials that are at the instructional academic level of the student. Accommodations and Interventions are made for these students at his/her appropriate level provided by the classroom teacher.
D. Academic centers provide opportunities for students to practice skills learned during the week. Learning Center activities should be differentiated and based upon the needs and abilities of the students

(B) What measures does the district take to use and create the identification criteria for students at risk of failure?   Please list.*

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All K-8 students are assessed according to the district assessment calendar using valid and reliable assessments to ensure consistency. In addition to state assessments (PARCC, ACCESS, DLM, and ISA), Harvey School District 152 has determined all elementary and middle school students shall be benchmarked and identified by a universal screening assessment, which will be given 3 times a school year (Fall, Winter, & Spring). The assessment instrument is used within a 3-week window during the Fall (September/October), Winter (January), Spring (April/May). The Northwest Evaluation Assessment/Measure of Academic Progress (NWEA/MAP) is administered to all students for the academic diagnostic purposes.

Data is compiled from the assessments, administered three times during the school year, and instructional decisions are made to increase student achievement. The FY 2017 school year was the first year for NWEA Map assessments. The district will meet to set growth targets for our students from the previous year. School data teams will set individual school goals, aligned with the district's goal of improvement.

Data meetings are conducted by data teams which can include classroom teachers, reading coach, special education teachers, support staff, and administrators as appropriate. Those students who score in the bottom 20% of each grade level in each school are identified as Tier II students based on an analysis of data from previous assessments. Students are then placed into the appropriate tier and will be provided with additional intervention instruction and opportunities for learning during the school day. PARCC and ACCESS scores are also utilized to ensure that all students who are at risk of failure are identified and provided intervention as determined by the data team. English Language Learners will be offered the opportunity to participate in full or part time TBE or TPI programs.

Benchmark & formative assessments, along with progress monitoring evaluations are used to identify students needing additional assistance. Teachers administer progress monitoring assessments to all Tier I, Tier II and Tier III students per the district assessment calendar. During FY2017, we used NWEA Map Skills Checklists and Skills Navigator. We will be meeting to determine whether the data from these progress monitoring tools helped teachers monitor progress toward mastery or if a new progress monitoring assessment is needed. Progress reports will be generated for each student. Students who are nonresponsive for three/four progress monitoring probes can be referred to Tier III based on an analysis of data from previous assessments.

Principals and instructional coaches then inform and meet with key stakeholders to devise a plan to address individual student needs. Plans are put in place and students are monitored regularly to ensure that plans are effective.

In addition to these assessments, many teachers conduct running records to determine the coordination of reading strategies and skills of the students throughout the school year, classroom curriculum assessments, informal observations, and rubrics. The district design team is creating unit formative and summative assessments to measure mastery of skills and strategies throughout the school year. Students who are not successful will receive reteaching and assessment.

The district provides additional software such as Imagine Learning, Study Island, Accelerated Reader, Raz-Kids, and Coach Digital which assesses and provides practice in skills identified as needing additional work.

Complying with the Illinois State Board of Education General Education Initiative, Harvey School District 152 has chosen to utilize Multi-Tiered System of Supports (MTSS) with a three-tiered Problem Solving Model. The Enhanced Core Classroom Instruction of Tier I is designed to meet the needs of 80 percent of the students. The Supplemental Practices of Tier II are designed to initially meet the needs of lower 20 percent of the students, which drops to 15 percent once Tier III has begun. The Critical Interventions of Tier III are designed to meet the lowest 5 percent of

the students, which are taken from Tier II.

The data teams also utilize school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

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Supplemental Intensive Practices are in place to help improve the academic achievement of at-risk students, who theoretically initially comprise the lower 20 percent of a grade, with this number dropping to 15 percent once Tier III students have been removed. Students identified as not meeting the latest benchmark criteria and recommended by the MTSS Building team are eligible for Tier II supplemental interventions. Tier II interventions are in addition to continuing Tier I instruction by increased instructional time, intensity, and differentiation provided by the classroom teacher and the interventionist(s). Tier II students have small group instruction within the Tier I: elementary (90 minute literacy block, and 60 minute mathematics); and the middle school students have small group instruction within the daily (80 minute literacy and 40 minutes mathematics timeframe for middle school. At the elementary/middle schools, additional Tier II interventions are designed to be done in small groups of 4 to 7 students outside the standard Tier I literacy or mathematics block. It must be a minimum of 30- minutes per session one to three times a week by the classroom teacher and an additional 30 minutes per session one to three times a week by the interventionist. The Building MTSS Team will determine the frequency of session(s) per student. Tier II intervention progress will be strategically monitored on every two weeks using appropriate assessment tools. A student's Tier II intervention is discontinued when the monitoring data indicates the pre-established "exit criteria" has been met.

Exit criteria is determined by the intervention plan. If the Tier II student is at a level of performance that matches that of his/her grade-level peers (as determined by the Building MTSS Team), he/she returns to Tier I. The Building MTSS Team must ensure that multiple interventions have been implemented prior to referring a student to Tier III.

Tier II intensive intervention materials and techniques for at-risk students may include but are not limited to: Study Island, Michael Heggerty Phonemic Awareness , Reading A-Z phonics lessons & Reader's Theatre, Imagine Learning, Restorative Justice Practices, SpiralUp/BuildUp/Benchmark, Imagine Learning, Skills Navigator, after-school tutoring, Saturday school tutoring, and/or Summer School, structural analysis, fluency, vocabulary, and comprehension, Edmentum, Corrective Academic and Behavioral Series (remediation). A wide variety of personnel are involved in providing Tier II interventions including classroom teachers, reading tutors, and others. The reading tutors pull groups of 4-7 students outside the standard Tier I literacy or mathematics block.

Tier III: Critical interventions are meant to help highly-at-risk students (extracted from Tier II) who comprise the lowest 5 percent of a grade. Tier III is for students who do not meet the latest benchmark criteria or are consistently & significantly below the assessment aim line on progress monitoring graphs and the Building MTSS Team has recommended a move from Tier II. Tier III is for students who are nonresponsive to Tier II interventions. They require intensive instruction and appropriate materials which are more explicit and specifically designed to meet their critical individual needs. At the elementary schools it will consist of three-five 30-minute sessions per week of intensive intervention with students in small groups of one-three with the interventionist. In addition, to the three-five 30-minute sessions per week of intensive intervention with students in small groups of one-three by the classroom teacher. At the middle school, an extra 40-minute period of academic and behavioral is provided which concentrates on preventative, supportive, and remedial instruction. Typically, students who do Tier III intervention will NOT be provided with Tier II intervention; although everyone continues Tier I instruction. A child does not receive both Tier II and Tier III. Tier III assistance may be provided to students having difficulties with academic, behavioral, or speech/language by the literacy coach, social worker, tutor, speech/language pathologist or the special education teacher who is providing inclusion help. Tier III students will be strategically progress monitored every week using appropriate assessment. A student's intervention is discontinued at Tier III when the monitoring data indicates the pre-established "exit criteria" has been met. Exit criteria is determined by the intervention plan. If the Tier III student is at a level of performance that matches that of his/her grade level peers (as determined by the Building MTSS Team), he/she returns to Tier II.

The Building MTSS Team will store original intervention logs and lesson plans. The MTSS Portfolio will be kept in the principal or assistant principal's office of scientifically research-based methods used to teach specific skills to student(s) in Tier II and Tier III. The MTSS Portfolio is designed to help keep track of such records for each student at Tiers II and III. The Building MTSS Team will meet bi-weekly to review data on each child in Tier III and make decisions about the effectiveness or ineffectiveness of current interventions. The Building MTSS Team must ensure that multiple interventions have been implemented prior to referring a student's MTSS Portfolio to the Office of Special Services. For those few students who have academic, behavior problems, or speech/language so serious the Multi-Tiered System of Supports (MTSS) process cannot meet their needs, Harvey School District 152 considers the

possibility of Special Education Services. In other words, Special Education services are not a component of the MTSS process; although, lack improvement in the MTSS process may indicate Special Education Services may need to be considered. Reading tutors, reading coaches, and special education teachers and support staff are involved in providing interventions for Tier III students.

The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. We currently have continuous training, the opportunity to review data and provide schools with the necessary technology for collection and reporting of data. The need to continue to train staff how to look at data and use data collection for improvement of instruction. The district has technology tools that includes; computers, mobile hand held devices, mobile lap top carts and interactive white boards. The district continues to plan ongoing training sessions with teachers, principals, and coaches to review data for improvement of instruction, student achievement, and professional development. District continues to provide training on the various technology tools and software. Building principals are currently reporting student data to teachers, students, and parents.

We continue to offer targeted PD in areas such as guided reading, differentiation, social-emotional well-being, components of reading and writing, and mathematics instruction in order to ensure that teachers have skills to collect data and use it for the improvement of instruction.

(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

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The purpose of our instructional program is to increase student engagement and improved student achievement through the use of effective instruction and a rigorous curriculum. Data teams which include the principal, reading coach, and teachers will meet monthly to analyze student data to determine which students need additional. Students who are not making adequate progress will be provided with additional opportunities such as interventions, tutoring, extended day programs, summer school, and other support as deemed appropriate by the data teams.

Administrators will evaluate teachers using the Danielson model, observations, and student performance data to determine whether teachers are excellent, proficient, or needs improvement. Effective teachers will be identified and supported. Ineffective teachers will receive extensive support and professional development opportunities to improve their performance.

The district currently has reading coaches in each building who deliver ongoing professional development and support teachers as they improve instruction. Within each building, some group planning occurs but district wide grade level articulation is limited. This should increase as we roll out the district curriculum units. Current district trends and protocol support common implementation of effective teaching, assessments and an instructional framework that guides curriculum and a compelling learning climate.

Teachers have received professional development to allow them to use a variety of strategies that are to be introduced with explicit instruction and teacher modeling. Students will continue to use these strategies with teacher scaffolding and support as they apply the strategies across a range of text. Some of these strategies include the following: making predictions, visualizing, QAR (Question Answer Relationship), KWL charts, response journals, think-alouds, compare/contrast charts, semantic maps, graphic organizers, word maps, using context clues, list-group-label, semantic feature analysis, repeated readings, readers theater, word sorts, read-alouds, quick writes, readers workshop and writers workshop.

In order to differentiate learning, teachers will implement a variety of grouping strategies such as guided reading, shared reading, whole class instruction, individual instruction, small group instruction for interventions, and differentiated learning centers. Many of the software programs that have been purchased for all schools are able to differentiate learning and practice for students. Some of these are Imagine Learning, Study Island, Accelerated Reader, Reading A-Z, Science A-Z, and Raz-Kids.

The classroom environment is one where children feel well cared for and safe. It also stimulates children's cognitive growth and provides multiple and varied opportunities for language and literacy experiences. Ongoing assessment allows teachers to check student growth and tailor their instruction to the needs of individual children as well as to identify children who may need special help. Teachers are encouraged to use running records to analyze the integration of reading skills and strategies.

The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Each school has a data team that meets monthly or as needed, to look and evaluate performance, classroom and school data, in order to make decisions about school improvement. At least one member of each building team belongs to the District's Leadership Team, to ensure cohesiveness and alignment with district policies, goals and protocols.

In addition to meeting with the school leadership teams to set goals, Principals will meet with teachers to discuss student progress and put interventions in place to address student needs. The Principal will also will meet with the Director of Teaching and Learning and the Superintendent for monthly data meetings, in order to review the goals, progress in interventions, and that school goals are aligned to district goals.

Teachers need additional CCSS training, support for implementation and articulation sessions by grade level as we

move to design a more rigorous curriculum. Most of the K-3 grade teachers district wide are implementing consistent instructional strategies and standards. We are working towards uniformity for the upper elementary and middle school teachers district wide. The rigorous curriculum design work that is in progress should allow us to focus on priority and supplemental CCSS which will allow us to narrow our instructional focus for each grade level unit.

For the last few school years and for the upcoming year, the district has built in school improvement days for professional development. These days occur once a month and principals have the discretion most of the time to decide how to best address their school needs. The district selects professional development opportunities that are aligned and address the goals set forth at the beginning of the school year. Sometimes, those sessions are administered district-wide, yet mostly administered to designated groups. Ultimately, the district wants 100% HQ staff and uses funds to ensure that all staff are compliant. Additionally, funds are used to increase parental involvement, by offering professional development opportunities to all parent coordinators, as well. One of the district's main goals is to offer targeted differentiated professional development sessions, in order to address the individual needs of the staff.

The district provides and maintains for schools the technology, training, and support needed for effective application of assistive technology. The district employs technology staff to ensure that schools have adequate support for effective technology application.

Curriculum implementation is monitored by administrative and peer focus walks. All grade level staff share common curriculum and follow district-wide pacing guides. Curriculum and assessments are coordinated to ensure engagement and rigor. Professional development is sustained over time, is job embedded and ongoing. Training sessions will include coaching and support, as well as targeted and differentiated sessions.

*Required Field