

CRETE ELEMENTARY

**WORK PLAN FOR
SCHOOL IMPROVEMENT**

2018-2019 SCHOOL YEAR

IL-EMPOWER Whole Child, Whole School, Whole Community

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School Requested Planning Year: YES

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)

Our school designation was based on an underperforming student group in our school: Students with an IEP. Students with an IEP represent approximately 21% of the student population at Crete Elementary. According to our data:

- Overall, our students were 35% proficient on the PARCC ELA section compared to 37% at the state.
- On PARCC Math, only 16% of our overall population were proficient compared to 32% at the state.
- Math is a relative weakness for all students (IEP and non-IEP students) on PARCC statewide; however, there is a much larger achievement gap between IEP and non-IEP students in ELA according to PARCC (42% gap in ELA vs 18% gap in Math)
- 2018 PARCC
 - IEP Students ELA/**NON-IEP Students ELA**
 - Crete 5th grade: 5% met/**35% met**
 - Crete 4th grade: 0% met/**34% met**
 - Crete 3rd grade: 0% met/**46% met**
 - IEP Students Math/**NON-IEP Students MATH**
 - Crete 5th grade: 0%met/**11% met**
 - Crete 4th grade: 0%met/**18%met**
 - Crete 3rd grade: 7%met/**20%met**
- On the PARCC ELA section, the Non-IEP group had a proficiency of 44% and IEP students had a proficiency of 2% representing an achievement gap of 42 percentage points between these two groups. Compare this with a state gap of 33 percentage points between both of the same identified groups (41% Non-IEP Proficiency to 8% IEP Proficiency).
- On the PARCC Math section, the Non-IEP group had a proficiency of 20% and IEP students had a proficiency of 2% representing an achievement gap of 18 percentage points between these two groups. Compare this with a statewide gap of 27 percentage points between both of the same identified groups (35% non-IEP Proficiency to 8% IEP Proficiency).

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

After reviewing our rubric, we were *Accomplished in 17 areas, Emerging in 5 areas and Ineffective in one area. The reason for the ineffective rating dealt with a District Leadership team which is currently non-existent. The following were identified as needs at the building level:*

- Establishment of District Leadership team with opportunities for two-way communication between the individual school leadership teams.
- Aligned vision statements between district and school
- School vision statement aligned to school goals.
- Teachers need more guidance in the support of ELL students due to this growing student sub-group.
- More opportunities for cultural competency and equity training
- Communication of a positive message about all district schools to increase a positive community perception.
- More opportunities for student leadership, especially at the primary grades
- More of a focus on the growth of accelerated learners
- Encouraging a larger group of teachers to become more involved in leadership opportunities.
- A technology component that will assist teachers in monitoring student activity in real-time.
- More mentoring of new teachers by staff within our building
- More curriculum professional development for non-tenured teachers
- More professional development that is relevant to our students' needs – special education
- Initiatives with more follow-up opportunities
- Over – focus on one area of the curriculum often creates gaps in other areas such as writing.
- It often feels like there are too many areas of student need to address.
- More opportunities for collaborative inquiry – too much of a time constraint with morning meetings
- Teacher assistants need more training specific to the students they service.
- Special education staff does not always feel they are supported and there is a lack of communication within their department. ·
- Students need more opportunities for goal setting and taking ownership of their learning.

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

There are a variety of inequities that we believe need to be addressed:

- Our district is at 64% financial capacity to meet expectations. 71.8% of our students are considered low-income. This disparity alone is difficult to overcome without a more realistic funding system in place.
- We are currently in need of an updated facility. Our current building is not adequate for the basic needs of our students/staff.. Many classrooms and office spaces do not have adequate heating and are extremely uncomfortable in the spring/summer months due to a lack of air conditioning. We also have certain water sources that cannot be accessed due to health reasons. There is also a concern that much of our tile has asbestos underneath, so when tiles are dislodged it is a general practice to patch, and not remove large sections due to disturbing the asbestos that may be underneath. All of these environmental conditions/factors contribute to a learning environment that is less than optimal for learning. Since our building is quite old, it is not considered cost-effective to make many of the repairs.
- Lack of collaborative time for our teachers is a concern and difficult to address due to contractual issues. Currently, we only have a thirty minute morning meeting time during the contractual school day. Establishing a common planning time at each grade level is also difficult to achieve due to the fact that we currently share specialists between buildings and we have three sections of almost every grade level.
- More system wide interventions and common intervention/acceleration thresholds among all district schools. There are a multitude of strategies and interventions in place district wide, but the uniformity of this is not always evident. Students who come through our system need to be identified by a common set of thresholds and receive common interventions regardless of what building they come from. This also includes availability of targeted interventions district wide.
- Extended school day and summer intervention options are not always feasible for us due to budgetary constraints. We have made some inroads with this using Title I money and have incorporated some summer offerings and some after school intervention.
- Technology is being implemented quickly for students. We are moving to a 1:1 environment in the next year yet our classroom technology is aging, and our teachers are not all at the same level of proficiency with the instructional technology that is available to them. Many teachers also have outdated technology such as laptops that will not hold an adequate charge. Additionally, the system for certified staff receiving similar types of technology is not always equitable. Many classroom teachers have received chrome books, but not necessarily special education resource teachers.

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.

Our plan will include the following components:

- Crete Elementary will establish a partnership with CEC that will include some initial conversation around our building wide goals,

strengths, and opportunities for improvement. Some initial areas that will be targeted will include but will not be limited to:

- More clarity around our priorities as a school.
- Establishing a success metric for building wide goals.
- Increasing opportunities for two – way communication
 - Amongst grade level teams
 - Between special education and general education teachers
 - Between interventionists and classroom teachers
- Theory around continuous improvement
- Formation of clearly defined and functioning PLC's
- Crete Elementary will establish a partnership with ECRA to support our teachers in their continuous effort to monitor student data, and if our strategies and interventions are working to help all of our student sub-groups achieve growth.
- Participation in the Strategic Planning Process by Crete Elementary stakeholders will be imperative in addressing some of the additional concerns regarding the functional connections between district and school.