

HARVEY SCHOOL DISTRICT 152 SCHOOLWIDE PROGRAM TEMPLATE

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

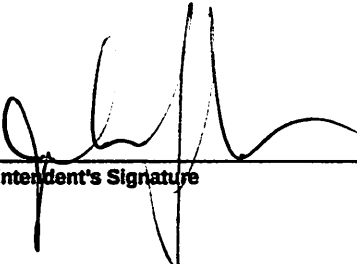
Instructions: This completed template along with all related documentation must be:
 Approved by the Local Board of Education
 Signed by the School District Superintendent
 Kept on file with all Title I record
 Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Gwendolyn Brooks Middle School		
RCDT:	07-016-1520-1001		
Principal:	Frank Kuzniewski		
Address:	14741 Wallace Street		
City, ZIP code:	Harvey, IL 60426		
Telephone:	708-333-6390		
Email address:	FKuzniewski@harvey152.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	Harvey Public Schools District 152
Superintendent:	John Thomas
Telephone:	708-333-0300
Email address:	jthomas@harvey152.org



 Superintendent's Signature

9-12-18

 Date

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Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Frank Kuzniewski	Principal
Jason D. Hill	Social Studies Teacher
Norma Young-white	ELA Teacher
Ravi Shah	Math Teacher
Kathy Roseen	Science Teacher
Delphine Scott	Special Education Teacher
Danielle Martin	ELA Teacher
Kimberly Watkins	ELA Teacher
Phyllis Rozier	District Literacy Coach

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program: **N/A**
3. Conduct a comprehensive needs assessment of the entire school. *(Include a copy of the documents used to conduct the assessment)*

Student Demographics

	2015-2016	2016-2017	2017-2018
Total Enrollment	435	423	407
ELL/LEP	4%	9%	
Students with Disabilities	16%	14%	
Male	215	215	199
Female	220	208	208
Ethnicity/Race - Black	338	293	268
Ethnicity/Race - Hispanic	91	119	121
Ethnicity/Race - White	0	0	0
Ethnicity/Race - Two or More	4	5	4
Attendance Rates	95%	95%	

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Mobility	20%	13%	
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Student Achievement – Local

READING	2015-2016		2016-2017		2017-2018	
	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level
Grade K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7	N/A	13.3%	52%	22.4%	48%	19.3%
Grade 8	N/A	27.3%	36%	14.4%	49%	22%
Special Edu.		3.4%		3%		0%
LEP						
Overall						

MATH	2015-2016		2016-2017		2017-2018	
	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level	NWEA MAP % Met or Exceeded Growth	PARCC % Ready for Next Level
Grade K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						

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Grade 7	N/A	9.7%	42%	5.6%	49%	10.7%
Grade 8	N/A	8.1%	45%	7.4%	46%	6.4%
Special Edu.		0%		0%		0%
LEP						
Overall						

Process

What is happening (practices) in your school?
(Data Sources = Walkthroughs, Teacher Observations, Student Discipline, Assessment Results, Curriculum Documents, Curriculum Materials, etc.)

Dr. Richard Voltz from the Illinois Association of School Administrators provided a group presentation to the District administrators as a refresher for the Danielson Framework Evaluation Process. Dr. Voltz then spent a full day with Mr. Kuzniewski doing walkthroughs in all content areas to practice and provide feedback to the principal on what was observed. This process was beneficial because it confirmed a focus on walk throughs focusing on Domains 2 and 3 which are still a focal point of instructional observations for the 2018-2019 school year. Differentiation, higher level questioning, and more student engagement are the areas for improvement. Building walk throughs will continue during the 2018-2019 school year. Assessment data from NWEA MAP will be used to differentiate instruction. In addition, the data will be used to identify students for intervention. Student discipline data is being tracked through PBIS rewards and trends are being identified. We expect to see and increase in positive behaviors this academic year. An ELA curriculum is being implemented and teachers have access to Study Sync.

Perception

What do stakeholders think, believe or perceive about your school?
(Data Sources = 5 Essential Survey, Parents Surveys, Staff Surveys, Student Surveys, Meeting Minutes, Self-Assessment Tools etc.)

A staff survey was pushed out to the faculty and staff of Gwendolyn Brooks Middle School soliciting feedback using the ASCD platform on Thursday, August 23, 2018. The results of the survey indicate areas of strength being leadership and community involvement. Areas of weakness are curriculum and instruction, school climate, and access to professional development. Survey results from students and the community are forthcoming.

Notable Trends

Identify notable performance trends – including both, positive and negative patterns.
Notable trend statements include the following elements: the measure and metric about which the trend is being described, the content area(s), which students are included in the trend (grade-levels, disaggregated groups), the direction of the trend, the amount of change in the metric, the time period over which the trend was observed, and what makes the trend notable.
Example - For the past three years, English learners (making up 60% of the student

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population) have had median growth percentiles below 30 in all content areas, substantially below the minimum state expectation of 55.

There is a notable trend in the Special Education results at the middle school level. This trend shows consistent under performance in both reading and math. The data is not consistent between NWEA Map and PARCC, so we will focus on developing a curriculum that is challenging yet appropriate for our students. Teacher collaboration has increased for the 2018-2019 school year, and a master schedule has been created to allow for common planning time. The social studies and ELA teachers share a common plan time, and the science and math teachers have a common plan time. Meetings are held within and across grade levels. Teachers share their minutes from these meetings with building administration biweekly. Another positive trend is teachers using NWEA MAP data to drive instruction for the students targeted for intervention. Teacher collaboration has increased due to technology improvements. Teachers have benefited from the Google Suite.

Root Causes

Identify the underlying causes behind the priority performance challenges identified in the prior step. Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are the causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school or district's control.

There are several identified causes for the under performance of our special education students in the areas of reading and math. General education teachers lack knowledge of students' I.E.P's. Teachers need more information that what is provided by the IEP at a glance. General education teachers need time for collaboration with the special education teachers. In mathematics, the lack of curriculum and textbooks have had a negative impact on student learning. In science and social studies there is a lack of curriculum and textbooks. In its current state the MTSS process is ineffective in identifying and helping students. Time for structured interventions had not been provided to teachers. Prior to the 2018-2019 school year teachers did not have common planning time or grade level teams. Teachers are now able to meet and provide minutes of their meetings.

4. Describe schoolwide reform GOALS and strategies to include the following:
 - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

2018-2021 Targets

Based on the Needs Assessment, planning teams must identify the performance targets for the next three years. The targets must explicitly address performance challenges and move the school toward district, state and federal expectations.

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Example - By the Spring of 2021, the percentage of students ready for the next grade level on the PARCC Math assessment will increase to 55%.

TARGET (GOAL) #1: By the Spring of 2021, the percentage of students ready for the next grade level will increase by 9% on NWEA Map and/or the State Assessment.	
Benchmark #1 (Annual Performance Targets)	Dates
Implementing a literacy focus across content areas.	2018-2019 School Year
<u>Strategies</u>	
In science and social studies, teachers will reinforce annotating non-fiction text, text features, and text structure. There will be a focus on vocabulary with tier 2 and tier 3 word walls; as well as interventions by the teachers using the district reading coach to provide professional development.	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

TARGET (GOAL) #2: By the spring of 2021, student achievement in mathematics will increase by 6% on the NWEA MAP and/or State Assessment.	
Benchmark #1 (Annual Performance Targets)	Dates
Implement guided math (small group instruction) in the math classrooms.	2018-2019 School Year
<u>Strategies</u>	
Utilizing the district math coach as a professional development resource teachers will begin implementing small group instruction. Teachers will use math talks to solve real world problems within a time-frame and use manipulatives to improve conceptual thinking. Math textbooks will be provided and teachers will receive professional development.	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates

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<u>Strategies</u>	

TARGET (GOAL) #3: By the spring of 2021, trauma informed instruction and instructional strategies will improve the school climate and culture.	
Benchmark #1 (Annual Performance Targets)	Dates
Increase awareness of ACE's and the Partnership for Resilience	2018-2019 School Year
<u>Strategies</u>	
Through a partnership with Governors State University and the Partnership for Resilience, teachers and staff will become aware of Adverse Childhood Experiences through professional development opportunities. This will have a positive impact on the climate and culture as teachers begin to learn strategies to help students and families with ACE's.	
Benchmark #2 (Annual Performance Targets)	Dates
<u>Strategies</u>	
Benchmark #3 (Annual Performance Targets)	Dates
<u>Strategies</u>	

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

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A daily advisory is provided to students. This class uses Teaching Tolerance as a guide and a different theme is discussed every month. Character education is provided by the school social worker. The school has an active PBIS team led by teachers to increase positive student behaviors. Various data points are tracked using the PBIS Rewards System such as discipline and other rewards.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

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There is a collaboration between Gwendolyn Brooks Middle School and Thornton Township High School District 205. Students in the middle school are able to test into and take AP Human Geography, as well as pass a placement test for Algebra 1. In the spring the school hosts Career Day in which community members and others are invited to share thoughts and insights into their careers.

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7. **Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).**

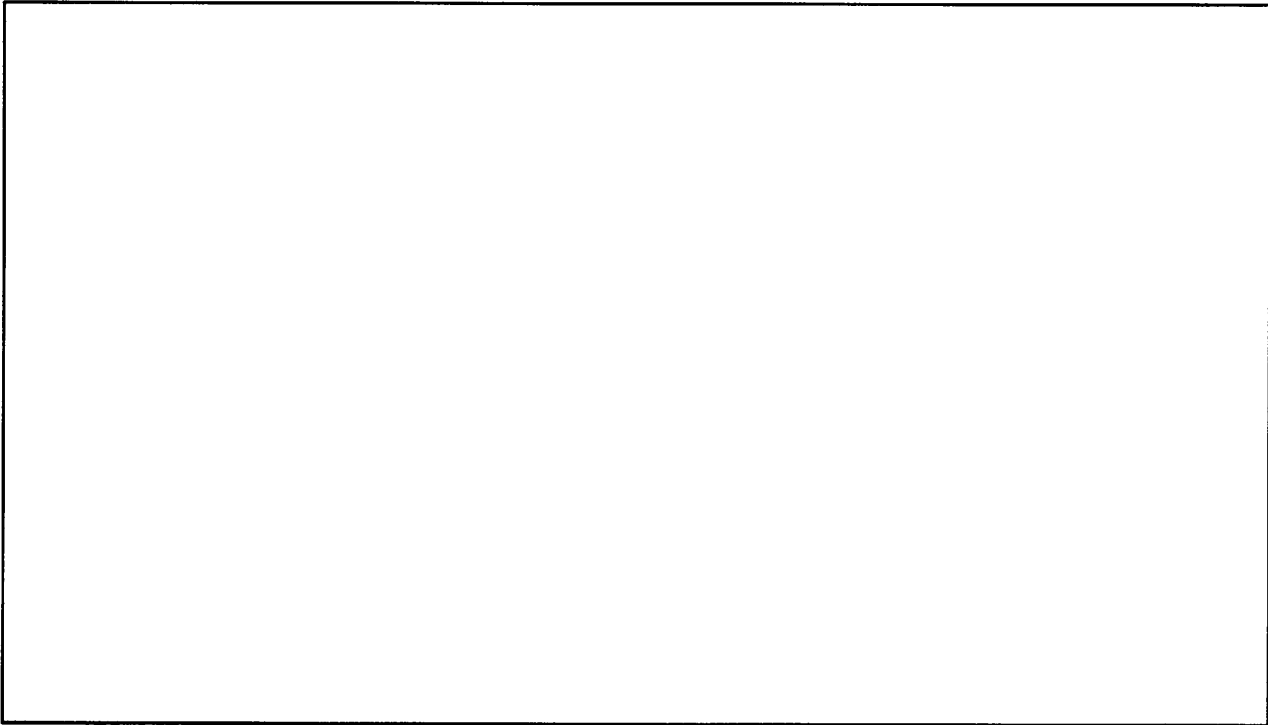
The classroom teachers identify students who are in need of additional supports in both academics and behavior. GBMS is developing an Intervention class where students receive additional supports in small instructional groups that are differentiated at the instructional academic and behavioral level of the student. We are in need additional supports in technology to use as a tool to reach students in a non-traditional manner. The Intervention groups are team taught by the content area teachers and students will be strategically monitored every two-three weeks and use an exit criteria once established by the District. As of this time we do not have multiple interventions, but we hope to have more access to online programs with guidance from the new MTSS Coordinator for the District.

8. **Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

Harvey School District 152 provides professional learning opportunities in many areas through the Department of Teaching and Learning and School Improvement Days. Learning sessions are provided by administrators, instructional coaches, staff members, and outside experts. In addition, the GBMS staff participates in district professional learning throughout the school year as well as outside training. Specific professional development will be provided during the 2018-19 school year as follows: standards alignment, creation of quality formative and summative assessment, growth mindset, classroom management and school safety, guided reading and math instruction, ACES for trauma informed/sensitive classrooms, curriculum alignment differentiation for high performing and high ability students, Professional Learning Communities, co-teaching models, MAP student profile and learning continuum to identify student needs, and Close Read. Hiring practices include screening that is open to all participants and applicants. All hiring practices are free from discrimination that could limit access to any participant or applicant based on the following: gender, race, national origin, color, disability, or age. Persons with special needs would not be denied access to participate, apply or access any of the program activities. Building administrators review applicants and participants to ensure that equity exists in the procedures and practices that lead to accessing program activities, employment opportunities, participation, etc. Administrators will provide Professional Development opportunities which support instructional improvement in the areas of: standards alignment, creation of quality formative and summative assessments, growth mindset, classroom management and school safety, guided reading and math instruction, ACES for trauma informed/sensitive classroom, curriculum alignment differentiation for high performing and high ability students, Professional Learning Communities, co-teaching models, MAP student profile and learning continuum to identify student needs, and Close Read.

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9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

A large, empty rectangular box with a black border, intended for the user to describe strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.