



WORK PLAN FOR BROOKS MIDDLE SCHOOL SCHOOL IMPROVEMENT

2018-2019

IL-EMPOWER

Whole Child, Whole School, Whole Community

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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 student groups, achievement gaps, and performance relative to indicators beyond academic achievement)

From test years 2015 - 2018, students meeting or exceeding in ELA increased 5% and in Math, 1%. For the same time frame, students in the underperforming subgroup, students with IEPs, met or exceeded in ELA, 2% and in Math, 0%.

The achievement gap between low income and non low income decreased from -24 to 0 (ELA) and from -13 to 0 (Math); between Hispanic and Black, the gap increased from -3 to -8 (ELA) and -2 to -7 (Math); between non-IEP and IEP students, in ELA, the gap increased from -19 to -21 and in Math, from -9 to -10; For the numbers indicated here, the first number is from 2015 and the second from 2018.

II. Summarize school findings based on Illinois Quality Framework Supporting Rubric needs assessment and/or other needs assessments conducted at the school

We are emerging because it is not consistent across the board. We decided this because there is a curriculum for ELA that is common core aligned and our Math curriculum is CCSS aligned and we have no curriculum for Social Studies or Science.

We have the data analysis piece in our district yet the data personnel may collect and analyze data, but it is not consistently communicated with all stakeholders in the district. A benefit would be someone to run reports upon request for needed and necessary data to better inform the teachers of student performance. Another need is for more data available than only PARCC and MAP results. The district does use PARCC and MAP to monitor improvement and where the students need to be. Teachers and other staff members at the schools also do their own analysis of their students, which is then communicated through meetings, documentation, and school improvement meetings. Evidence suggests we are moving in the right direction because our district has an effective technology structure with personnel support.

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

There are several identified causes for the underperformance of our special education students in the areas of reading and math.

1. General education teachers lack knowledge of students' IEPs. Teachers need more information than what is provided by the IEP at a glance. Teachers need time to read through the IEP and understand the document to implement the accommodations.
2. General education teachers need time for collaboration with the special education teachers.
3. The lack of a math curriculum and textbooks have had a negative impact on student learning. In science and social studies there is also a lack of curriculum and textbooks.
4. Scheduling to include an ED/BD classroom so students can learn skills to better manage emotions and behaviors on a daily basis. Topics such as: coping skills, conflict resolution, and emotion management would be taught in a 'resource' setting. This strategy would benefit students because they would have improved self-control learning to focus and achieve maximum academic success.
5. In its current state, the MTSS process is ineffective in identifying and helping students move beyond tier II. We would benefit by integrating a data collection and assessment system, including universal screening and diagnostics and progress monitoring, to inform decisions appropriate for each tier of delivery. Professional development is needed so staff can deliver interventions and monitor progress effectively.
6. The assignment of special education teachers dual-certified in special education and ELA and/or Math to more effectively blend curriculum and teaching strategies would benefit our students because a more highly trained teacher would deliver and support the learning of specified content through their expertise.
7. The need for ongoing, high quality professional development for the teachers, both special education and general education, along with paraprofessionals to build their skills and capacity in identified areas to better understand the needs of students with disabilities. The professional development should also focus on the CCSS that would provide all teachers with a better understanding of the literacy and math standards. This strategy would benefit students because there would be more support to implement grade level standards.
8. Scheduling students based on ability levels rather than grade level would help teachers because it would limit the extensive amount of differentiation needed to reach the current wide-range of abilities and/or disabilities in one classroom.
9. Common planning time for the Special Education teachers to collaborate. This benefits the teacher with needed time to look at data, student progress, identify and respond to students who are falling off track, plan interventions, and share instructional practices.
10. Professional development granted based on the teachers' needs rather than placing a limit on the PD opportunities. This would benefit the teachers by strengthening their practice. Furthermore, student learning and achievement will increase when teachers engage in effective professional development focused on the skills they need to address students' learning challenges.
11. Substitutes provided to allow time for special education teachers to progress monitor the students because this is a timely process to be done every two weeks. The substitutes would cover the teacher while he/she conducted the required progress monitoring. This would benefit the student because the teacher will have more timely data points to determine growth towards achieving the students' IEP goals.
12. Social worker per grade level will provide support for both general education and special education students, building-wide. The social workers will loop with the students for consistent support over the three years. The grade level social workers will provide restorative practices and ongoing support to address the three SEL goals: Develop self-awareness and self-management skills to achieve school and life success; Use social-awareness and interpersonal skills to establish and maintain positive relationships; Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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.

1. The master schedule will be revised to incorporate common planning time to increase collaboration among grade level teams and content area teachers. We will use this time to plan lessons, develop, review, and analyze common assessment results, and share effective instructional practices. Documentation of agendas, minutes, and meetings will be maintained and shared using the Google Drive. This strategy will allow teachers to identify at-risk students and intervene quickly and improve instructional delivery to meet the needs of all learners.
2. Develop and incorporate an intervention block for all students for classroom teacher(s) to provide targeted instruction/enrichment for students. These intervention periods are 40 minutes and incorporates a blend of direct instruction and technology based instruction program, and provided 2-3 days per week. Intervention will be provided by ELA, Math, Science, and Social Studies teachers working together to address literacy and math enrichment. This strategy will allow intensive, targeted instruction based on students' individual learning needs identify in his/her PARCC and NWEA MAP performance results.
3. A before and after school program will be developed and implemented to meet the learning needs of all students. These programs will ensure students are exposed to grade level content at their instructional levels; thereby, increasing student achievement on local and State assessments.
4. Science and Social Studies teachers will incorporate literacy in their content areas by reinforcing annotating non-fiction text, text features and text structure. There will be a focus on content-specific vocabulary and developing background knowledge to increase rigor in instruction. The district reading coach will provide professional development to these teachers to achieve this goal. This strategy will help improve our students' achievement in reading as well as foster critical thinking skills required of students on local and State assessments.
5. Teachers will use math talks to solve real world problems to improve conceptual thinking. In addition, a comprehensive curriculum will be developed and a new math textbook series will be adopted. This is important because it will ensure our students are consistently exposed to grade level content aligned to the CCSS.
6. Through a partnership with Governors State University and 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 ACEs. This strategy will help in reducing disciplinary infractions while improving teacher-student relationships.