

# Memorandum

To: Patty O'Neil  
From: Terry Bleau *TB*  
Date: 1/23/2013  
Re: School Improvement Plan

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The purpose of this memo is to summarize the work completed this year on the creation of the Geneva Middle School South school improvement plan through the use of the Rising Star E-Plan process. Attached to this memo are the documents produced through the Rising Star system that details our school goals and the tasks related to each goal.

Through the Rising Star process our building leadership team evaluated the performance of our school based upon indicators designated by Rising Star to be key indicators of successful schools. There are 104 indicators in Rising Star. We have evaluated the first two groups of indicators known as the Smart Start indicators (11) and the Smart Plan indicators (14). The other indicators will be evaluated as we continue with the process. Based on the evaluation of these initial twenty-five indicators, our leadership team isolated five areas to be the focus of our school improvement plan. These goal areas were chosen due to their connection to the district wide initiatives related to common core, common assessments, teacher evaluation and social-emotional learning standards. After deciding on these indicators, the team developed a task list to help accomplish the goals that were created from these indicators as well as a timeline for the completion of this task list. The final step in this process is to have the Board of Education review our plan before implementation begins.

The following is a list of our school improvement goals based on this process:

- Units of instruction will include specific learning activities aligned to objectives.
- Instructional Teams will develop standards-aligned units of instruction for each subject and grade level.
- All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.
- The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning.
- The principal will monitor curriculum and classroom instruction regularly.

Attached are the supporting documents related to the school improvement plan as well as the document that requires the signature of the President of the Board of Education and that of the Superintendent. Please submit this information for the Board of Education to review at their regular meeting on January 28, 2013. I will be in attendance and can answer questions as needed.

## IIC01

**Units of instruction include specific learning activities aligned to objectives.**

**GOAL STATEMENT:** Units of instruction will include specific learning activities aligned to objectives.

**How the objective will look when fully implemented:** All teachers will have access to learning activities that support objectives of each instructional unit. Teachers will regularly communicate with their teaching partners to discuss instructional goals. A formal document will be created that will assist teachers in communicating their lesson activities in an organized manner. Also, a central database will be set aside that allows those documents to be shared and accessed efficiently.

| <b>Task Assigned to Objective</b>  | <b>Assigned to</b> | <b>Completed</b> |
|--|--------------------|------------------|
| Create a template document that supports a clear connection among learning outcomes, lesson, and mastery representation. | Bill Fader         | Aug 2013         |
| Develop parameters for the sharing of learning activities.   | Bill Fader         | Aug 2013         |
| Create a database on which learning activities can be stored and shared.   | Matt Gain          | Aug 2013         |
| Develop a plan for differentiating for multiple tiers of students.   | Bill Fader         | May 2014         |
| Share learning activities on a database that is catalogued clearly and is easily accessible.                             | Matt Gain          | May 2014         |

## IIA01

**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.**

**GOAL STATEMENT:** Instructional Teams will develop standards-aligned units of instruction for each subject and grade level.

**How the objective will look when fully implemented:** Instructional teams pool their expertise to develop a plan for each unit that provides opportunities for enhanced learning. The alignment process serves two purposes: It serves as a check on guide/text/test congruence, and it provides teachers with an organizational structure for their own planning. The plan is used and shared by all teachers. The curriculum is built from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials.

| <b>Task Assigned to Objective</b>   | <b>Assigned to</b> | <b>Completed</b> |
|---|--------------------|------------------|
| Develop a plan to provide time for teacher articulation.  | Diane Chapman      | May 2014         |
| Determine the concepts, principles, and skills that will be covered within a unit. (Frameworks)   | Diane Chapman      | Aug 2014         |
| Identify the standards/benchmarks that apply to the grade level and unit topic.   | Diane Chapman      | Aug 2014         |
| Develop all objectives that clearly align to the selected standards/benchmarks.   | Diane Chapman      | Aug 2014         |
| Arrange the objectives in sequential order.   | Christina Lindahl  | Aug 2014         |
| Determine the best objective descriptors.   | Christina Lindahl  | Aug 2014         |
| Consider the most appropriate elements for mastery and constructs criteria for mastery.   | Christina Lindahl  | Aug 2014         |
| Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. | Christina Lindahl  | May 2015         |

## IIIA01

**All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.**

GOAL STATEMENT: All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.

How the objective will look when fully implemented: All students at a given grade level have received instruction on the same standards. They also have been assessed to reveal their performance on those standards in a manner that allows for comparison and communication of the most important objectives and allows for the future adjustment of instruction.

| <b>Task Assigned to Objective</b>   | <b>Assigned to</b> | <b>Completed</b> |
|---|--------------------|------------------|
| Frameworks will be developed for units of instruction with clearly stated objectives.             | Heather Kontos     | Aug 2014         |
| Frameworks will be made accessible to teachers with an explanation of expectations for their use. | Heather Kontos     | Aug 2014         |
| All teachers will utilize the document to guide their instruction.                                | Heather Kontos     | Aug 2014         |
| Teachers will meet quarterly to collaborate on their implementation of the guide.                 | Heather Kontos     | Aug 2014         |

## CL7

**The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.**

**GOAL STATEMENT:** The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning.

**How the objective will look when fully implemented:** Students will attend school in a safe and welcoming environment. Students will understand the importance of school rules in helping to maintain this safe environment and understand that consequences for not following school rules will be issued in an effort to positively change student behavior which, as a result, will improve the instructional environment. Teachers and staff will model expectations for students through their interactions with students, staff, parents, and school visitors.

| <b>Task Assigned to Objective</b>   | <b>Assigned to</b>    | <b>Completed</b> |
|---|-----------------------|------------------|
| Meet with the PTO to discuss the Code of Conduct to clearly articulate the school's expectations.   | Rhonda Hibbeler       | May 2013         |
| Hold quarterly meetings between the counselors and the teams/departments with the goal of supporting socially/emotionally at-risk students. | Jennifer Mott-Mueller | May 2013         |
| Create a parent signature form on which parents agree to support the school Code of Conduct.  | Rhonda Hibbeler       | Aug 2013         |
| Create a system to facilitate communication among staff regarding parent contacts.  | Jennifer Mott-Mueller | Aug 2013         |
| Review annually with staff the Code of Conduct and elicit discussion to revise school rules.  | Rhonda Hibbeler       | Dec 2013         |
| Conduct a social/emotional learning survey to gather data from students on their perceptions.   | Jennifer Mott-Mueller | Dec 2013         |
| Investigate social/emotional curriculum options.  | Jennifer Mott-Mueller | May 2014         |
| Facilitate staff development with techniques for positively affecting student behavior.   | Jennifer Mott-Mueller | Oct 2014         |

## IE07

**The principal monitors curriculum and classroom instruction regularly.**

**GOAL STATEMENT:** The principal will monitor curriculum and classroom instruction regularly.

**How the objective will look when fully implemented:** The principal is highly visible in classrooms, monitors student progress by continually analyzing student data, conducting classroom observations and analyzing student work to determine the adjustments needed in instruction. The principal provides feedback in order to improve instruction. The principal provides professional development in teaching-specific skills and resources. The principal is knowledgeable about assessment practices and instructional programs.

| <b>Task Assigned to Objective</b>   | <b>Assigned to</b> | <b>Completed</b> |
|---|--------------------|------------------|
| Ensure that a tool for analyzing data is maintained and updated.  | Lisa Falls         | May 2013         |
| Meet with departmental instructional coordinators and/or teams to:<br>a. Discuss curriculum<br>b. Share data<br>c. Keep updated on changes in curriculum/assessment<br>d. Evaluate student work | Lisa Falls         | May 2013         |
| Analyze student data for school-wide trends.  | Lisa Falls         | May 2013         |
| Conduct classroom observations to monitor curriculum and instructional practices to identify trends and opportunities that could be supported through professional development.                 | Lisa Falls         | May 2013         |
| Make recommendations to the professional development committee based on staff discussions, observation and data.  | Lisa Falls         | May 2013         |

Local Board Action Report

**A. ASSURANCES**

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**B. SUPERINTENDENT'S CERTIFICATION**

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):

Superintendent Signature:

Board President Signature: