

CRETE-MONEE HIGH SCHOOL

WORK PLAN FOR SCHOOL IMPROVEMENT

2018-2019 SCHOOL YEAR

IL-EMPOWER Whole Child, Whole School, Whole Community

Marjorie Triche, Principal, trichem@cm201u.org

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 preliminary school designation (Summer 2018) of underperforming was based on the 2017 data for our IEP student group. Our Fall 2018 school designation was based on the 2018 SAT data, ELL ACCESS data, Chronic Absenteeism, 9th Grade on Track and our Graduation Rate. Although we receive a commendable rating, there is room for improvement in order to meet the ESSA targets and demonstrate adequate student growth. A snapshot of our scores indicate :

Students with an IEP represent approximately 16% of the student population at CMHS.

According to our 2018 SAT data:

- Overall, our students were at 26.6% Meet/Exceed on the SAT ELA section compared to 25% at the state.
- Our IEP population were at 28% Meet/Exceed on the SAT ELA section
- On SAT Math, only 13% Met/Exceed compared to 32% at the state.
- IEP Students ELA/**NON-IEP Students ELA** - CMHS 11th grade: 5% met/ **29% met yielding a 24% gap**
- IEP Students Math/**NON-IEP Students MATH** - CMHS 11th grade: 3% met/**15% met yielding a 12% gap**
- On the SAT ELA section, the Non-IEP LI (Low Income) group had a proficiency of 20% while IEP LI students had a proficiency of 5% representing an achievement gap of 15% percentage points between these two groups.
- On the SAT Math section, the Non - IEP LI (Low (Income) group had a proficiency of 15% while IEP LI students had a proficiency of 3% yielding a 12% gap
- On SAT ELA section, White Students scored at 40%, Black Students at 22% with a 19% Gap between the two student groups.
- On SAT Math section, White Students scored at 30%, Black Students at 8% with a gap of 22% between the two student groups.

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

After reviewing our rubric, we were *Emerging* in 38 areas, *Accomplished* in 24 areas, and *Exemplary* in 1.

- We have a clear vision, clear expectations, and work continually to create a culture where students feel safe and free to ask questions.
- Our curriculum is aligned to common core standards.
- We utilize a variety of data (academic, behavioral, climate, etc.) in order to determine areas of need in our building, analyze the effectiveness of interventions put in place, and to make decisions about our programs and initiatives.
- We have building systems in place to address all areas, but see some of these areas as needing more focus and refinement, especially as it pertains to Response to Intervention and support services and methods.
- Our school provides students with social-emotional lessons and resources for support from grade-level counselors and social workers.
- Staff members in our building generally feel valued and supported by administration. Staff members (certified) are provided with opportunities for professional development. This is an area that needs some additional attention as non-teaching staff do not feel as though PD opportunities are geared towards their particular needs.
- Teacher evaluation frameworks are strong and well developed both in our school and district wide.
- Many of these categories were marked as emerging because we either don't have it at the district level (such as a District Leadership Team) or we were unaware of the district implementing them. However, as a building we were accomplished for the same categories. There needs to be a more cohesive system in place so that the district to school comparison isn't so vastly different.

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. 70.5% of our students are considered low-income. This disparity alone is difficult to overcome without a more realistic funding system in place.
- Students are limited on choice due to the shortened day at CMHS. The only feasible solution to this would be to look at adding a 7th period to the school day, which would be cost prohibitive and have contractual implications..
- Math Interventionist whose day is dedicated to students in need of math interventions.

- Math Coach who can provide PD to math department, especially SPED Co-Teachers and Instructional Teachers who are not necessarily trained to teach math. This person could also work with teachers to plan for interventions, progress monitor student progress and group/regroup students as needed.
- 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 period 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 will incorporate 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.

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:

- Systems self-assessment and action planning with CEC, our IL Empower Partner. This work will include an analysis of our current communication, collaboration and intervention systems building wide. In particular, we want to make certain that all of the work that we are doing in various departments aligns with our school-wide academic goals. This process will involve all stakeholder groups and allow for us to build on some of the strengths highlighted in the Illinois Quality Framework Rubric. In particular we are going to focus on:
 - Structure and function of our School Leadership Team
 - Structure and function of our in-house intervention time/ HERO
 - Structure and function of our departments, PLC's, Universal and Tier II teams, and grade level teams
 - Communication structures and their effectiveness in such a large building
 - Curriculum coverage and interdisciplinary connections/support
 - Stakeholder priorities and needs.

- Participation in the district Strategic Planning Process by CMHS stakeholders will be imperative in addressing some of the additional concerns regarding the functional connections between district and school.