

BALMORAL ELEMENTARY SCHOOL WORK PLAN FOR SCHOOL IMPROVEMENT

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)

ISBE's long-term goal is that every child deserves to attend a system in Illinois wherein:

- All kindergartners are assessed for readiness; 90% or more of 3rd grade students are reading at or above grade level; 90% or more of 5th grade students meet or exceed expectations in mathematics.
- Our school designation was based on an underperforming student group in our school: Students with an IEP. Students with an IEP represent approximately 17% of the student population at Balmoral Elementary.

2018 PARCC	IEP Students ELA	NON IEP Students ELA	IEP Students Math	NON IEP Students Math
4th Grade	0%	27%	0%	14%
5th Grade	0%	27%	0%	22%

- On the PARCC ELA section for 4th and 5th graders, the Non-IEP group had a proficiency of 27% and IEP students had a proficiency of 0% representing an achievement gap of 27 percentage points between these two groups.
- On the PARCC Math section for 4th graders, the Non-IEP group had a proficiency of 14% and IEP students had a proficiency of 0% representing an achievement gap of 14 percentage points between these two groups.
- On the PARCC Math section for 5th graders, the Non-IEP group had a proficiency of 22% and IEP students had a proficiency of 0% representing an achievement gap of 22 percentage points between these two groups.

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

Findings of Illinois Quality Framework Needs Assessment

After reviewing our rubric, we were **Ineffective in 2 areas, Emerging in 3 areas, Accomplished in 8 areas, and Exemplary in 5 areas:**

Continuous Improvement

- At the building level, there is regular communication with district leaders. Data is analyzed and monitored at the building level.

Culture and Climate

- Balmoral's mission and vision statements are established. Additionally, classrooms develop personalized Mission Statements at the start of the school year to guide class goals.
- The school cultivates a responsible, respectful and safe environment for each student. Students are encouraged to work toward behavioral and academic goals during monthly Responsibility Meetings.
- Teachers develop weekly lessons for our tool time to reinforce PBIS expectations and to build classroom community using Talking Circles.
- The school believes in clear communication to all stakeholders in order to facilitate participation from all families in their students' learning experience.

Shared Leadership

- Teams facilitate data analysis meetings upon the conclusion of local benchmark testing for the purpose of establishing Tier 1 focus and Tier 2 groups and their foci.
- Interventions and academic supports are place 2-5 times a week in reading and math. The literacy coach and math specialist meet with teachers of students receiving Tier 2 and Tier 3 services to track formative assessments.

Educator and Employee Quality

- Balmoral staff participates professional learning opportunities. This year there is a high focus on math achievement.
- Evaluation frameworks are strong and well developed both in the school and district wide.

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

- District Financial Capacity to Meet Expectations = 64%; Inadequate funding 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.
- Due to the age of the facility, Balmoral has considerable structural problems. These structural problems cause a loss of substantial instructional time. The district's long term facility plans for new construction, infrastructural upgrades and/or renovations are not currently funded.
- Due to lack of funding, the elementary schools share specialists. These constraints create conflicts with instructional scheduling.
- Professional Development budgets have decreased for external training. E-learning is a platform being used to support some gaps. However, not all needs are met.
- Due to funding, summer intervention options are currently not an option for students in grades 3rd - 5th.
- Balmoral demographics include: Enrollment: 466, Poverty Level: 75%, Minority Population: 68%, Transitional Bilingual Ed.: 6%, and Special Education Services: 17%. Our site receives the same number of content specialists as all district elementary buildings to service the needs of this diverse population despite size and demographics.
- Lack of instructional programs for cross categorical classrooms.
- Lack of programs, personnel, professional development to support IEP students with emotional disabilities diagnosis.

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 building wide systems with instruction, collaboration, monitoring and reflections. In particular, we want to make certain that all of the work that we are doing at each grade level 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 build stronger focus on developing:

- Systems and Frameworks to Create Collective Inquiry into Best Practices and Current Reality
- Systems and Frameworks to Foster Deeper and More Meaningful Collaboration at each Grade Level
- Systems and Frameworks Clarifying Learning and What Will Happen When Students Still Struggle
- Systems and Frameworks for Monitoring Learning and Making Results Visible
- Systems and Frameworks for Teacher Reflection
- Student Learning and Development: Content Professional Development for Teachers (Special Education Teachers)