

2016-2017
Internal Review Summary Report

Metamora Community Consolidated School District #1
(Metamora Grade School)
815 E. Chatham
Metamora, IL 61548



- Administrative Review on _____
- Board of Education review and acceptance, _____
- ROE submission _____

Green=New

Goal #1: During the 2015-2016 school year, 82% of our students will meet or exceed in the ELA area on the PARCC test, and other norm-referenced assessments. During the 2016-2017 school year, 60% of our students will meet or exceed in the ELA area on the PARCC test, and other norm-referenced assessments.

Topic: Activities and Strategies	Assessment of Plan of Action	Status <u>Met</u> <u>Ongoing</u> <u>Scheduled</u> <u>Revised/Reviewed</u>	Date Completed/ Scheduled
K-8 teachers will implement common rubrics and writing lessons in response to reading.	K-8 grade level teams met monthly and shared and implemented common rubrics and writing responses.	O	
Writing maps were reviewed, revised, and completed.	Completed writing maps were placed on the server.	O	
Special ed. staff and principal meet 4 times to improve instructional services for special ed. students.	45.3% the special ed. students will receive 80% or more of their instruction in the regular classroom setting.	M O R	August 2016-May 2017

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Junior high teachers will continue using the Rebecca Caudill nominated books.	Each school year a Rebecca Caudill voting program and party were held in the spring for students in grades 6-8 who participated in the reading program.	M	Spring 2015
Administrators and reading specialists continue to seek effective research-based assessments.	Alternative assessments need to be reviewed, possibly purchased.	O R	
K-8 teachers developed lessons aligned to the Common Core State Standards and objectives for learning were addressed.	Teachers' lessons (which addressed key CCSS) were required to be placed on desks and observed by the principal during formal and informal evaluations.	R O	
5 teachers and 2 administrators attended Student Growth/SLO training.	The 7 members developed a student growth model/SLO guidelines. Four meetings were held and additional meeting will be conducted to refine the model/SLOs.	M R	October 2014 to June 2015 July 2015 –June 2016
1 teacher attended an ISBE writing workshop.	Written language updates will be provided by Mrs. Grebner concerning the Illinois Writing Matters during SIP days.	M O R	June 2015 August to May 2015

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The junior high RTI plan was updated by the junior high staff, reading specialists, specialty staff and administrator.	Monthly collaboration meetings were conducted among junior high staff, specialty staff, and administrator.	M plan updated R	February 2015
MGS teachers and administration will be trained utilizing the Common Core Curriculum State Standards.	Administrator and 13 teachers attended ROE, ISBE, and IPA workshops. After the Common Core State Standard trainings, teachers and administrator shared information at curriculum meetings. Teachers and administrators will receive professional training concerning the CCSS during the 2015-2016 school year.	M O	August 2014-June 2015 August 2015-June 2016
The RTI process will continue to play a part in alignment and core curriculum in grades K-8. The RTI plans in Reading in grades K-5 and 6-8 were revised.	The RTI process is continually refined through group collaboration at grades K-8. The K-5 RTI committee met 2 times to clearly define this process, roles of staff, interventions, etc. Junior high reading specialists and ELA teachers met 3 times to monitor procedures, assessments, and interventions.	O	
One teacher will continue working toward her master's degree in Reading.	This teacher will become part of the RTI committee and will share her expertise as we continue to update/refine our RTI plan.	O	
RTI teachers (Grades 2-5) presented parent and student training.	RTI teachers presented to RTI parents and students in 2-5 grades.	M O	November 2015 November 2016

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Four teachers and 2 administrators received KIDS training.	Specialty teachers will be trained in the Fall of 2015 concerning this assessment.	M	Feb. to April 2015
Five teachers attended professional development on Equip: Quality Lessons/Units; Principal observed weekly PARCC/DLM ISBE training webinars for PARCC/DLM testing; Principal attended 504 training via WCSEA.	Five teachers presented information on Equip: Quality Lesson/Units; Principal shared information with teachers and trained the 2 special ed. teachers concerning the DLM assessment; Power 504 plans are utilized.	M	October2014-May 2015
Reading specialist attended IL Reading Conference.	One jr. high teacher attended the Reading Conference and shared the information with the jr. high ELA teachers at a department meeting.	M	Oct. 2014
Two teachers attended professional development on Helping Students to Produce Well Written Argument (Grade 6-12)	Presentation conducted at Jr. High ELA department meeting	M	Nov. 2014

Focused School Improvement Activities 2016-2017:

Since 34% of MGS students did not meet in the area of reading on 2014 ISATs the following will occur (PARCC scores were not available this summer), we will use the 2014 grade level ISAT data, current Star Reading, and current Aimsweb results to review and analyze factors that will affect student's individual growth, especially for students not meeting on the ISAT test and Star/Aimsweb scores which are between the 12-20 percentiles. 53% of MGS students did not meet in the area of ELA reading during the 2016 school year, current Star Reading, and current Aimsweb results to review and analyze factors that will affect student's individual growth, especially for students not meeting on the PARCC test and Star/Aimsweb scores which are at or below the 25 percentiles.

- Activities will center on continued improvement of our core reading and written language curriculum in grades K-8.
- Lesson alignment and grade level articulation will be conducted for the Common Core Standards in English Language Arts. (Alignment above & below grade(s) level).
- Special ed. staff and principal will maintain improved instructional services for special ed. students in which 45.3% of the special ed. student will receive 50% or more of their instruction in the regular classroom setting
- Professional development will occur in CCSS (especially writing styles), SLOs, student growth training, writing styles, and KIDS,
- Type I, Type II and Type III assessments will correlate with the student growth model, and a group of teachers will monitor our K-8 needs, individual student growth and SLOs.
- Star Reading will continue to be utilized by grades 1-8 as universal screening tool. In grades 6-8, RTI teachers will assess Tier 2 and Tier 3 students every 6 weeks in order to gather several data points for use in progress monitoring. Star Reading is utilized quarterly for K-5 Tier III students. Running records and Dolch vocabulary checks are

used monthly at Grade 1. Running records are used 4th 9 weeks at the kindergarten level and ISEL and Dolch vocabulary checks are used three times yearly. 3rd through 5th grade students are assessed using CARS (Comprehensive Assessment of Reading) 3 times this year. Additionally, 2-8 students were assessed three times a year using Aimsweb and Star Reading. Staff will develop SLO based on various assessments

- KIDS assessments will be utilized to improve student growth at the kindergarten level in the ELA area.
- Teachers will continue to utilize best instructional strategies/practices.

Goal #2: During the 2015-2016 school year, 82% of our students will meet or exceed in the math on the PARCC test, and other norm-referenced assessments. Science lessons, units and assessments will be aligned to the NGSS to prepare for the State science tests.			
Topic: Activities and Strategies	Assessment of Plan of Action	Status <u>Met</u> <u>Ongoing</u> <u>Scheduled</u> <u>Revised/Reviewed</u>	Date Completed/Scheduled
Special ed. staff and principal meet 4 times to improve instructional services for special ed. students.	45.3% the special ed. students will receive 80% or more of their instruction in the regular classroom setting.	M O R	April 2015 April 2016 August 2015-May 2016
Teacher will continue to meet during grade level or department meetings to align curriculum with Common Core State Standards in math and science.	Grades 6-8 for the math department met monthly to discuss Common Core instructional techniques, as well as gaining common understanding of the standards across grade levels. K-5 grade level team meetings focused on alignment, instruction, and assessment to CCSS Go math consultant, our jr. high math teacher, two K-5 math facilitators, and science teacher will train and review information on the Common Core Standards and PARCC.	O –Meetings and Training	
Continue to include instruction of basic facts in grades 1-4.	The curriculum includes basic facts practice for students in grades 1-4. Rocket Math is used in grades 1-4.	O	
6-8 mathematics will be a focus for the RTI program as we continue to identify students with specific needs in this area.	RTI used time during the school day to work individually, or in small groups, with 6 th -8 th grade students in need of mathematics remediation. In all grades, teachers worked with students based on needs during rotation time and study hall time, as needed. Specifically, jr. high's remediation takes place in study halls in small group setting and with increased RTI assistants. Sixth grade remediates during a rotation period and study hall.	O	

Topic: Activities and Strategies	Assessment of Plan of Action	Status Met Ongoing Scheduled Revised/Reviewed	Date Completed/ Scheduled
Star Math was utilized as the Universal Screener for the RTI program in math. In 2 nd -8 th . Tier II and Tier III students will be assessed more frequently so response to math interventions can be assessed. In 1 st grade Star Math Enterprise was utilized during Jan 2015 school year. Go math assessments will be utilized.	In September of 2014 Star Math was utilized in grades K-8 quarterly for the Tier II students as a screening tool to gather enough data points to make decisions to drive curricular math interventions. In September of 2015, Tier III students will be screened every 3-4 weeks in order to provide effecting math interventions. K-4 instruction included time for interventions.	O	
3 rd -8 th grade math teachers will continue to use Accelerated Math or TenMarks to help differentiate instruction for student success. 1 st - 8 th grade use TenMarks to help increase math skills to help differentiate instruction for student success.	Accelerated Math was used in grades 3-8 to help remediate or to build higher math skills based on students' performance. 1 st through 8 th grade use TenMarks to help increase math skills.	O	
Tier II and Tier III services will be implemented for identified math students in all grade levels.	The RTI, general ed., and special ed. teachers are working together to address areas of math concerning student weaknesses, scheduling and time constraints. However, teachers have been creative with their time and volunteer resources for extra help with individual kids. Tier II and Tier III services will be implemented for identified math students in all grade levels.	O	
For our Tier II and Tier III students in RTI, programming will include additional targeted interventions within the regular/special ed. classrooms.	K-8 teachers, reading specialists, special ed. teachers, special ed. assistants, and RTI assistants provided RTI sessions within the regular classroom at the K-5 level. Junior high teachers provided small group interventions or "guided math" support.	O	

Topic: Activities and Strategies	Assessment of Plan of Action	Status Met Ongoing Scheduled Revised/Reviewed	Date Completed/ Scheduled
An effective math screener (Go Math) was identified to be used for Tier III students.	Math instructors purchased and piloted screener for the school during the 2015-2016 school year.	O	May 2015
Teachers investigate and utilize on-line resources such as Go Math, MARS, Engage NY, Howard Co., Jordan School, Georgia Math Frameworks, South Carolina problem solving decks, etc. to increase math reasoning, problem solving, and communication.	Teachers modified math program and lessons to align with CCSS objectives, instruction, and assessments. Teachers will refine Go Math lessons/units/assessments.	O	
Administrators and reading/specialist continue to seek effective research-based assessment.	Additional assessment need to be purchased.	O	
Four teachers and 2 administrators received KIDS training.	Specialty teachers will be trained in the Fall of 2015 concerning this assessment.	M	Feb. to April 2015
Type I, Type II and Type III assessments will be realigned to match our K-8 needs, student growth process and SLO.	Star Math was utilized by grades 2-8 as universal screening tool. In grades 6-8, RTI specialists assessed Tier 2 and Tier 3 students every 6 weeks to monitor progress. Star Math is utilized quarterly for K-5 Tier III students. Staff will develop SLO based on various assessments.	O R	
Five teachers received Next Generation State Standards (NGSS) training.	Staff will be trained during the 2015-2016 school year concerning the NGSS.	O	
Three jr. high science teachers met with feeder schools to MTHS, along with MTHS science teachers to align the science curriculum.	Staff developed standard science lessons/units/strategies, etc. The MGS principal attended 3 of these meetings.	M	July 2014-May2015
Five teachers attend ISBE workshop in Springfield concerning math strategies, CCSS, etc.	Teachers presented information during SIP/Institute day/articulation meetings.	M C R	June 2014 Aug. 2014-April 2014
Five teachers attended professional development on Equip: Quality Lessons/Units.	Five teachers presented information on the Equip.	M	Nov. & Dec. 2014
Principal observed weekly PARCC/DLM ISBE training webinars for PARCC/DLM testing; Principal attended 504 training via WCSEA.	Principal shared information with teachers and trained the 2 special ed. teachers concerning the DLM assessment; Power 504 plans are utilized.	M	Oct. 2014-May 2014
Three Teachers attended Using Number Talks and Math Fact Instruction to Teach Number Sense.	The teachers shared information with K-4 math teachers. Math facilitator presented information to K-4 teachers during math articulation meetings.	M	Oct. 2014-April 2014

<p>The RTI process will continue to play a part in alignment and core curriculum in grades K-8. The RTI plans in math in grades K-5 and 6-8 were revised.</p>	<p>The RTI process is continually refined through group collaboration at grades K-8. The K-5 RTI committee met 2 times to clearly define this process, roles of staff, interventions, etc. Junior high reading specialists and ELA teachers met 3 times to monitor procedures, assessments, and interventions.</p>	<p>○</p>	
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Focused School Improvement Activities 2015-2016:

Since 33% of MGS students did not meet in the area of math on 2014 ISATs the following will occur (PARCC scores were not available this summer), we will use the 2014 grade level ISAT data and current Star Math results to review and analyze factors that will affect students' individual growth, especially for students not meeting on the ISAT test and Star Math scores which are between the 12-20 percentiles.

- Activities will center on continued improvement of our core math and science curriculum in grades K-8.
- 2014 ISAT, STAR Math, and PARCC data and factors reviewed and analyzed so we can increase students' individual growth, especially for students not meeting on the ISAT test.
- Teachers will increase the frequency of remediation services.
- K-8 teachers will continue to research and be trained on utilizing and developing effective questioning, student led lessons, discourse, structured design, indicators of success, inquiry/problem solving within classrooms in science and math. Two K-5 math teachers, one jr. high math teacher, and one jr. high science teacher will train on the following various math and science math topics: NGSS, developmental processes, fractions, model number sense, math vocabulary, math progression, math practices, etc. concerning CCSS.
- Articulation meetings will occur: Julie LeMasters will be the main facilitator during NGSS articulation meetings and at SIP/Teacher Institutes. Go Math consultant will train our K-8 math teachers.

- The feeder schools and MTHS will meet to discuss science alignment during the 2015-2016 school year.
- K-8 team and department meetings will continue and lesson alignment and grade level articulation will be conducted for the Common Core Standards in math. Teachers' lessons will include the following: weekly use of "Problem of the Day" at each grade level to increase math reasoning, problem solving, and communication; strengthening students' written math response; and using on-line resources such as Go Math MARS, Engage NY, Howard Co., Jordan School, Georgia Math Frameworks, South Carolina problem solving decks, NGSS, etc.
- Kdg.-8th grade math teachers will begin to develop parent 2015 inservice materials to present to MGS parents. The parent presentations will help to further the understanding of CCSS standards, Go Math, NGSS, PARCC, science and math practices, etc.
- Teachers will continue to investigate and implement reliable/valid math assessments to monitor K-8 student growth patterns. Especially, the MGS math teachers will assess the updated Go Math, Star Math and PARCC assessment tools and review its validity as an indicator of student growth/curricular alignment with CCSS-M.
- The RTI process will continue to play a part in alignment and core curriculum in grades K-8. Most importantly, our RTI teachers, special education teachers, aides, and regular classrooms will work with students to provide Targeted Tier I and Tier II interventions; sharing and modeling effective interventions, working cooperatively with all students, and assessing interventions, etc.
- RTI will improve our delivery model to increase effective interventions for at risk students and monitor response to interventions.
- The RTI plan in math in grades K-8 will be more clearly defined, through a process of collaboration during monthly curriculum meetings with reading specialist, resource teachers and general classroom teachers.
- Additional training will be given to resource teachers, regular classroom, and RTI teachers concerning differentiation of interventions for all students, Math, CCSS, differentiated instruction, math practices, problem solving, etc.
- K-8 teachers will collaborate to create and score assessments based on the essential standards, then, use the data from these assessments to make teaching and learning improvements so student achievement can increase.
- Universal screening procedures and instruments will be discussed and realigned to match our needs and desired goals.
- Math teachers will continue to revise and/or refine rubrics to monitor each student's individual growth.
- Teachers will continue to enhance their instructional practices to utilize best practices. Classroom instruction will focus on developing students' effective use of the math and science practices.
 - General ed, special ed. staff, RTI teachers, and principal will maintain improved instructional services for special ed. students in which 45.3% of the special ed. student will receive 50% or more of their instruction in the regular classroom setting
 - Professional development will occur in CCSS, SLOs, PARCC, student growth training, writing styles, and KIDS.
 - Type I, Type II and Type III assessments will correlate with the student growth model, and a pilot group of teachers will monitor our K-8 needs, individual student growth and SLOs.

- Star Math will continue to be utilized by grades 2-8 as universal screening tool. In grades 6-8, RTI specialists assessed Tier 2 and Tier 3 students every 6 weeks in order to gather several data points for use in data collection. Star Math is utilized quarterly for K-5 Tier III students. TenMarks is used by the jr. high math teachers. Math probes and Go math assessments will be used monthly at Kdg-8 grade level.
- Staff will develop SLO based on various assessments
- KIDS assessments will be utilized to improve student growth at the kindergarten level in the math area.

Goal #3: Metamora Grade School community stakeholders will understand the Common Core State Standards, state testing and its impact on instruction, assessment and technology.

Activities and Strategies	Assessment of Plan of Action	Status <u>Met</u> <u>Ongoing</u> <u>Scheduled</u> <u>Revised/Reviewed</u>	Date Completed/ Scheduled
MGS staff will use newsletters, emails, letters, etc. to educate parents/stakeholder within the community about Common Core State Standards, NGSS, and PARCC testing, and classroom expectations.	Through the newsletter, email blasts, and other forms of media, Common Core brochures of expected goals, cut score changes, math practices, and other information were shared. 5 Essentials survey (ISBE) was provided to teachers, parents and junior high students. Teachers have math curriculum information placed on teacher server for access by faculty.	O	
Parents will increase their understanding of Common Core Standards processes.	Teachers and administrators will use media, web site, parent trainings and various methods to inform parents of the Common Core Standards	O	
Parents and students will have access to Go Math information on line.	Go Math parent training and on-line information will be provided in August 2015.	O	June 2015

Focused School Improvement Activities 2015-2016:

Metamora Grade School staff will inform community stakeholders of the CCSS and technology for PARCC preparation/learning in the following ways:

- MGS staff will keep parents and other stakeholders informed of the Common Core Standards using various forms of media.
- MGS staff will inform parents of on-line academic resources to assist students at home.
- Teachers will prepare for parent math presentations on CCSS during the 2015-16 school year. Continue to develop other parent workshops
- Regularly, teachers will meet for grade level or department meetings to align curriculum with Common Core State Standards and research effective math, science, and ELA practices.
- Technology needs (on-line student/teacher PARCC training, increase teachers' and students' knowledge of computer applications, additional equipment, etc.) will be discussed, assessed, and acquired.
- Increase parent awareness to on-line resources for academic practice and support