

School Improvement Plan 2017-2018

Metamora Community Consolidated School District #1

Metamora Grade School
815 E. Chatham
Metamora IL 61548

(7-8-17)

Curriculum/Instructional Development/Professional Development/Technology/Assessments/Surveys				
<p>Goal #1: Norm-referenced test scores will show an increase in the percentage of students who meet or exceed grade level expectations.</p> <p>Specific Measurable Goal #1: Between 76-79% of our 1st-8th grade students will be identified at the 50% tile and/or above; Sixty three percent of our 3rd-8th students' ELA PARCC scores will be identified as meets/exceeds. Between 82-84% of our 2nd-8th grade students will be identified at the 40% tile and/or above; fifty-six percent of our 3rd-8th students' Math PARCC scores will be identified as meets/exceeds. (Science scores have not be shared for the last 2 years-measurable scores will be shared once data has been received).</p>				
Activities and Strategies	Responsibility	Current Level of Development or Implementation	Evidence	Cost/ Time Line
<p>English Language Arts</p> <ul style="list-style-type: none"> • Increase effectiveness of vocabulary skills. • Continue staff development and alignment to the Illinois Common Core Standards in English Language Arts, especially the types of writing on which students will be assessed. 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • General ed. teachers, RTI and special ed. staff will analyze PARCC vocabulary section • General ed. teachers, RTI and special ed. staff will analyze students' writing samples, compare writing samples, use rubric and assessments; analyze PARCC writing: expression section 	<ul style="list-style-type: none"> • Tier 2 and Tier 3 students will show increase in PARCC vocabulary results • Increase student's writing responses/ writing style samples based on PARCC writing: expression section, writing portfolio samples and rubric results 	<ul style="list-style-type: none"> • \$ 1,500 Aug. - May • \$ 1,900 Aug. - May

<ul style="list-style-type: none"> • Hire additional faculty as needed to try to keep class sizes in primary grades under 25. • An additional reading teacher will complete Wilson Reading training with practicum to learn how to address the needs of students with dyslexia. • All ELA teachers in grades K-8th will continue to research the guided reading and writing approach by attending workshops, SIP Day trainings, and visiting other schools using this approach. These approaches will begin to be implemented. • All ELA teachers in grades K-8th will be trained and administer running records and interpret our local data/assessments for students' growth. • Add a RTI facilitator at the 6th-8th grade level for reading/math. The RTI facilitator will monitor the RTI data and intervention process. 	<ul style="list-style-type: none"> • Board of education, administration, K-5 staff • RTI reading teacher • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • RTI jr, high facilitator 	<ul style="list-style-type: none"> • Class sizes reached 26 or above in some primary grades • Registration information and documentation concerning completion of training • General ed. teachers RTI and special ed. staff will research and implement this approach • General ed. teachers RTI and special ed. staff will attend • Monitor the student's reading assessments and data at the Tier II and Tier III level 	<ul style="list-style-type: none"> • Class lists • Certification • Documentation of PLC minutes, agendas, workshops, and lesson plans • Quarterly running records of all students (Kdg. results in the Spring) • Individual Intervention Plans or Benchmark Testing/ Progress Monitoring Information 	<ul style="list-style-type: none"> • \$ 60,000/ Aug. - May • \$3,500/ Aug. - May • \$3,000/ Aug. - May • \$0/ Aug. - May • \$300/ Aug. - May
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<ul style="list-style-type: none"> • ELA staff will research effective reading, spelling/writing program/series with a guiding/writing approach to purchase. 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • Research information will be provided, develop a rubric for faculty to use to assess literacy program, select, and purchase new K-5 literacy program and 6-8 writing elements will be added 	<ul style="list-style-type: none"> • Rubric, Research and purchase of materials 	<ul style="list-style-type: none"> • \$140,000/ Aug. - May
<ul style="list-style-type: none"> • ELA staff will research effective grading methods: grading scale vs. standard based reporting, and consistency from grade to grade. 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • Research information will be provided, develop a rubric for faculty to use to assess various grading methods. 	<ul style="list-style-type: none"> • Rubric, research and development of standard based reporting 	<ul style="list-style-type: none"> • \$0/ Aug. - May
<p>Math</p> <ul style="list-style-type: none"> • Continue to utilize <i>Go Math</i> textbook as the major focus of math instruction with supplemental lessons, instructional activities, and assessments as needed to address the Common Core State Standards for Math. • Continue to strengthen students' written communication in math assessed on PARCC. Lessons will include students' written extended responses to explain mathematical thinking at least weekly. 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • General ed. teachers, RTI and special ed. spec. staff will analyze assessments as Star Math, Unit Tests, and PARCC • General ed. teachers, RTI and special ed. staff will analyze assessments as PARCC, extended responses on quizzes/tests 	<ul style="list-style-type: none"> • Increase in Star Math scores for Tier 2 and Tier 3 students • Number of students who meet on PARCC Math reasoning and supporting content percentile scores 	<ul style="list-style-type: none"> • \$17,500/ Aug. - May • \$0/ Aug. - May

<ul style="list-style-type: none"> To develop and provide summer resources for parents which will strengthen and/or maintain mathematical skills at K-8 grade levels. One RTI facilitator at the 6th-8th grade level. The RTI facilitator will monitor the RTI criteria and intervention process. 	<ul style="list-style-type: none"> Principal, 1st-8th general ed., RTI staff and special ed. teachers RTI jr. high facilitator 	<ul style="list-style-type: none"> 1st -8th general ed. teachers, RTI and special ed. staff will track on-line user records Monitor the student's reading assessments and data at the Tier II and Tier III level 	<ul style="list-style-type: none"> Increase the number of students that met in Star Math and PARCC Math reasoning and supporting content percentile scores Individual Intervention Plans or Benchmark Testing/ Progress Monitoring Information 	<ul style="list-style-type: none"> \$75/ June - Aug. \$0/ Aug. - May
<p>Science</p> <ul style="list-style-type: none"> Continue to Implement the Next Generation Science Standards (NGSS) for all science instruction and practices for K-8. Continue to use the Illinois Science Assessment (ISA) to evaluate mastery of NGSS for students in grades 5th and 8th. Science PLC will continue to provide or procure staff development to support gap analysis of science curriculum and implementation of the NGSS. Continue to provide materials, supplies, and resources for proper implementation of the NGSS objectives and practices. The eighth grade science teacher will continue Science, Technology, Engineering, and Math (STEM) investigations to jr high instruction during nine week rotations. 	<ul style="list-style-type: none"> Science Curriculum Members; Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> General ed. teachers, RTI and special ed. staff will analyze ISA results and unit tests 	<ul style="list-style-type: none"> Lesson plans will show implementation of NGSS content and practices 	<ul style="list-style-type: none"> \$3,000/ Aug. - May
<p>Social Studies</p> <ul style="list-style-type: none"> Continue to conduct gap analysis and alignment of instruction to ensure current social studies expectations and practices meet the new social studies standards. Continue to include current events in students' response to text in s 6-8. 	<ul style="list-style-type: none"> Social Studies Curriculum Members; Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> General ed. teachers, RTI and special ed. staff will analyze social studies units, chapter/unit tests/standards 	<ul style="list-style-type: none"> Portfolio of curricular improvements; Lesson/lesson plans 	<ul style="list-style-type: none"> \$0/ Aug. - May

<ul style="list-style-type: none"> • Continue to include civic/economic/financial literacy standards in grades 7-8. • Utilize on-line resources for social studies lessons. • Create and ask essential questions to help guide inquiry about social studies topics grades K-8. • Develop research topics in social studies at the K-8th grade level. • Students will construct arguments and explanations using claims and evidence from multiple social studies sources. • History through Technology will be implemented at the 8th grade level. 	<ul style="list-style-type: none"> • 8th Grade History Teacher 	<ul style="list-style-type: none"> • Videotaping and on line research 	<ul style="list-style-type: none"> • Students' Final Project 	<ul style="list-style-type: none"> • \$3,500/ Aug.
<p>Technology</p> <ul style="list-style-type: none"> • Purchase Infrastructure, wiring, and chromebooks which will be used for classroom instruction, information retrieval, and assessments. • Each K-5 classroom will have technology centers with 10 chromebooks for guided reading/writing centers/on-line classroom libraries; eventually leading to K-8 <u>1-to-1 technology</u>. • Purchase 10 or more Chrome Books to be used for classroom instruction, information retrieval and assessment. • Increase students' use of text, and instructional/assessment activities on the computer to strengthen students' use of keyboarding to respond to text. 	<ul style="list-style-type: none"> • Technology director, principal, 1st-8th general ed., RTI staff and special ed. teachers • Technology director , principal, 1st-8th general ed., RTI staff and special ed. teachers • PTO and/or Educational Foundation • Technology curriculum committee and K-8 teachers, RTI teachers and spec. ed. teacher 	<ul style="list-style-type: none"> • Technology director will monitor general ed. teachers' usage of technological equipment. • Technology director will monitor general ed. teachers' usage of technological equipment • Fund raising projects will be initiated and implemented • Students will use keyboard to write longer responses as assessed by number of words per minute 	<ul style="list-style-type: none"> • WAPs, wiring, and chromebooks • WAPs, wiring, and chromebooks • Additional hardware • Increase student's length of typed response for the three writing styles assessed on the written expression section of PARCC ELA 	<ul style="list-style-type: none"> • \$180,000 Aug. - May • Cost-considered as part of the bolded amount (found above) Aug. – May • \$4,000 Aug. - May • \$0/ Aug. - May

<ul style="list-style-type: none"> • Purchase on-line licenses/apps/video cameras and computer equipment, etc., for Media Literacy class, History Through Technology, and K-5 classroom on-line centers with 10 chromebooks in each classroom for guided reading/writing centers, on-line classroom libraries. • Increase students and teachers understanding and use of media literary especially from television, radio, Internet, newspapers, magazines, books, music, etc. 	<ul style="list-style-type: none"> • Technology curriculum committee and K-8 teachers, RTI teachers and spec. ed. teacher • Technology curriculum committee and K-8 teachers, RTI teachers and spec. ed. Teacher; 7th Grade Literature Teacher-Media Literacy 	<ul style="list-style-type: none"> • Students will use sites, apps, and computer equipment for rotation classes and for use of additional computer/on-line centers in classrooms • Students will use on-line sites, apps, and computer equipment for rotation classes; attend K-8 teachers media literacy presentation on Aug. 16 and media literacy lesson developments 	<ul style="list-style-type: none"> • Increase student's reading, math, and writing fluency based on benchmark testing • Increase of teachers' media literacy lessons; 8th grade media literacy classes will utilize various technology as (Corkboard Animoto; PowToons Emaze; Storybird; iVideo; MovieMaker Teachertube, TEDTV, and TeachingChannel, etc.) 	<ul style="list-style-type: none"> • Cost-considered as part of the bolded amount (found above) Aug. - May • Cost-considered as part of the bolded amount (found above) Aug. - May
<p>Physical Education and Health</p> <ul style="list-style-type: none"> • Continue to attend PE professional development workshops concerning the new Fitness assessment mandated by the State. • Continue to review and revise PE curriculum to address new PE standards. • Continue to implement and assess students' fitness by using Fitnessgram assessment. 	<ul style="list-style-type: none"> • PE teachers and Principal • PE teachers and Principal 	<ul style="list-style-type: none"> • Professional development concerning the Fitnessgram/PE standards, etc. • Purchase the Fitnessgram assessment hardware, PE equipment/resources 	<ul style="list-style-type: none"> • Attend workshops concerning the Fitnessgram/PE standards, etc. • Increase student fitness based on the Fitnessgram assessment. At least 70% of student will fall in 	<ul style="list-style-type: none"> • \$1,000/ Aug. - May • \$200/ Aug. - May

			Healthy Fitness Zone	
<p>Other</p> <ul style="list-style-type: none"> Continue to align the kindergarten curricular expectations and instruction with the 14 State-collected School Readiness Measures (Math, Language/Literacy Development; Social/Emotional Development; and Approaches to Learning- Self Regulations components of KIDS). Based on 2017-2018 State mandate. To implement KIDS and report date to the State. To continue the implementation of procedures utilizing occupational therapist and/or occupational therapy assistants for identification and remediation of deficits in fine motor, visual motor, and related skills for students in kindergarten and first grade. Continue to provide credit recovery for 6th- 8th students that are failing 3 of the 5 core subjects after RTI interventions (CI/CO, check and connect, morning check in, lunch bunch, reading and math specialty classes, etc.) have failed. Summer interventions will be provided for these identified students. 	<ul style="list-style-type: none"> Kindergarten teachers, RTI teachers and spec. ed. teacher Kindergarten teachers, RTI teachers and spec. ed. teacher K/1, RTI teachers and spec. ed. teacher; WCSEA OT staff 6th-8th grade teachers, 6th-8th grade RTI teachers and 6th-8th spec. ed. teacher; WCSEA Social Worker/Psychologists, Dean of Student and Principal 	<ul style="list-style-type: none"> Align KIDS measures with running records, benchmarking results, and quarterly checklist Completion of the KIDS reports based on established State testing time frames Assessment is based on WCSEA criteria/assessment/ observations Progress monitoring of grades and interventions based on RTI criteria; summer intervention guidelines 	<ul style="list-style-type: none"> KIDS alignment maps, based on checklist quarterly reports Results of kindergarten students' School Readiness Measures Student intervention report Student intervention report completed 	<ul style="list-style-type: none"> \$180/ Aug. - May \$0/ Aug. - May \$0/ Aug. - May Cost-considered as part of the bolded amount (found above) Aug. - May

Goal #2: During the 2017-2018 school year, social/emotional/behavioral data will indicate an improvement concerning social/emotional/behavioral student expectations and standards.

Specific Measurable Goal #2: Data will be collected by social work and 76% of our students will met or exceed 80% of their established goals on the CI/CO charts.

<ul style="list-style-type: none"> • Social/Emotional/Behavioral • Continue to revise Response to Intervention (RTI) policy and procedures to address social, emotional, and behavioral deficits. • Continue to implement small groups (targeted Tier 2 and Tier 3) social skills instruction as Rtl for students identified as needing such support. • Continue classroom character education and individual check in-check out program to support social, emotional, and behavior growth of students. 	<ul style="list-style-type: none"> • K-8 Staff (regular ed., spec. ed., and RTI staff; school social worker/psychologist and principal) • School social worker/psychologist • K-8 Staff (regular ed., spec. ed., and RTI staff; school social worker/psychologist and principal) 	<ul style="list-style-type: none"> • The social/emotional/behavioral/ section of the K-5/Jr. High RTI policy will be updated • Calendar and group information • Weekly Check In/Check Out forms 	<ul style="list-style-type: none"> • 2016-2017 RTI policy almost completed; 2017-2018 handbook • Pre and/or post assessment • Monthly data shared with parents and teachers 	<ul style="list-style-type: none"> • \$0/ Aug. - May • \$0/ Aug. – May • \$0/ Aug. - May
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Goal #3: 2017-2018 professional development for teachers are determined by data including self-assessment/grade level needs related to indicators of effective teaching and classroom curriculum/instruction.

Specific Measurable Goal #3: SIP/Teacher Institute agendas/handouts and PLC minutes will be on file.

<p>Professional Development</p> <ul style="list-style-type: none"> • Continue the established Professional Learning Communities (PLC) for faculty to work with colleagues to increase knowledge and practices related to their instruction and to secure CPDU's required to maintain certification. • K-8 teachers reflect and discuss their instructional practices used to increase number sense, fluency, and identify an effective tracking system to pinpoint that skill that were deficits/gaps are being covered. • Complete a book study (Teach Like A Pirate), reflect and discuss lessons which have presentational practices or hooks which are enthusiastic and passionate. 	<ul style="list-style-type: none"> • PLC Members; Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • Needs Assessment completed by K-8 staff for the development of PLC • K-8 PLC Team • Training of Staff 	<ul style="list-style-type: none"> • Formation of PLCs (book studies, alignment, assessment, etc.) • SIP Day presentation • SIP Day presentation 	<ul style="list-style-type: none"> • \$0/ Aug. - May • \$0/ Aug. - May • \$0/ Aug. – May
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<ul style="list-style-type: none"> • Provide mandated staff development sessions on Ethics, Food Allergies, Diabetic Ethics, and CPR training. • Survey, review, train on updates/revisions, and continue to implement the MGS evaluation tool/student growth model which focuses on evidence-based learning. • Survey, review, train and implement SLOs for staff concerning the current faculty evaluation tool/student growth model. • Continue to meet at grade level teams/department or utilize Professional Learning Communities (PLC) to align Illinois math, PE, Fine Arts, social studies and ELA standards; and KIDS. • Continue to provide Behavioral RTI Updates – Tiered Levels; behavioral strategy packets provided; and data updates. • Review A.L. I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) safety/security program and other safety measures. • To align instruction and assessments with CCSS-NGSS, ELA, Math, PE, Fine Arts, Social 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed./specialty teachers, RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • Superintendent and two additional safety committee members • Principal, K-8th general ed. specialty teachers, RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • Training of Staff • Reviewing and Training of Staff; survey results • Reviewing and Training of Staff survey results • Minutes are used to document meetings, etc. • Agenda, data, and minutes used to document meetings, etc. • Review and update for Staff • Align CCSS with running records, 	<ul style="list-style-type: none"> • SIP Day presentation • SIP Day presentation • SIP Day presentation • End products/project developed during meetings, etc. • Student data during parent/teacher meetings, etc. • SIP Day/Teacher Institute presentations/certificates • CCSS alignment maps, based on 	<ul style="list-style-type: none"> • \$0/ Aug. - May • \$0/ Aug. - May • \$0/ Aug. - May • \$0/ Aug. - May • \$0/ Aug. - May • \$25.000/ Aug. - May • \$0/ Aug. - May
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<p>Studies and to meet above grade level(s)/below grade level(s), to meet within grade levels with surrounding schools.</p> <ul style="list-style-type: none"> Continue to mentor new staff members with the intent to increase the following strategies: curriculum development/expectations, lessons, routines, and student growth, etc. All teachers will attend the following workshops/in-services concerning the following topics: ESSA, students' mental health, family engagement, guided reading/writing; restorative training, SB 100; standard based report cards; on-line training using Infinitec or PESI. 	<ul style="list-style-type: none"> Administrators, technology supervisor, K-8th mentors Principal, K-8th general ed., RTI staff and special ed. teachers 	<p>benchmarking results, and quarterly checklist</p> <ul style="list-style-type: none"> Agenda, checklists, and minutes used to document meetings/reflective conferences, etc. General ed. teachers RTI and special ed. staff will attend training workshops registration information/ sign in records; students' running records 	<p>checklist quarterly reports</p> <ul style="list-style-type: none"> End products/project developed during meetings, etc. Documentation of handouts, agenda, workshops handouts 	<ul style="list-style-type: none"> \$0/ Aug. - May \$ 500/ Aug. - May
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Goal #4: During the 2017-2018 school years, all teachers will test frequently using a variety of evaluation methods and maintain a record of the results.

Specific Measurable Goal #4: Benchmark scores, running records, progress monitoring scores will be available upon request.

<p>Assessments/Surveys</p> <ul style="list-style-type: none"> Continue to establish and utilize a variety of assessments and develop a systematic manner to maintain a record data results at each grade level in order to monitor student progress. Continue differentiated lessons and utilizing varied assessments. 	<ul style="list-style-type: none"> Principal, K-8th general ed., RTI staff and special ed. teachers Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> Needs Assessment completed by K-8 staff concerning assessment types: (Type 1, Type 2, & Type 3) Needs Assessment completed by K-8 staff concerning assessment types: (Type 1, Type 2, & Type 3) 	<ul style="list-style-type: none"> System to record data System to record data 	<ul style="list-style-type: none"> \$0/ Aug. - May \$0/ Aug. - May
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<ul style="list-style-type: none"> • Continue to assist teachers to learn and implement to assess students using on-line STAR testing, etc.; research NWEA MAP student growth components vs. STAR components. • Training/implementation of new/current assessments: Fitnessgram, DLM, Access, ISA, KIDS, PARCC, etc. • Aggregate the following surveys: ISBE 5 Essentials and PLC Needs Assessment Survey, etc. for curriculum development and professional development. 	<ul style="list-style-type: none"> • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers • Principal, K-8th general ed., RTI staff and special ed. teachers 	<ul style="list-style-type: none"> • Training of Staff/research concerning student growth using STAR vs. MAP • Training of Staff • Training of Staff/Parents 	<ul style="list-style-type: none"> • SIP Day presentation/research • SIP Day presentation • SIP Day presentation/certificate 	<ul style="list-style-type: none"> • \$0/ Aug. - May • \$0/ Aug. - May • \$500/ Aug. - May
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