

Freeport School District 145

District and School Improvement Plans (SIP) 2018-2019

*Blackhawk Elementary School
Empire Elementary School
Center Elementary School
Lincoln Douglas Elementary School
Taylor Park Elementary School
Jones Farrar IB World School
Carl Sandburg Middle School
Freeport Middle School
Freeport High School
Freeport Alternative High School*

1.1 EDUCATOR DATA (From 2017-2018 School Report Card)

Educator Characteristics and Qualifications as reported on the most current Illinois School Report Card.

	District	State
Total Full Time Employees (FTE)	287	127,238
Bachelor's Degree (%)	46.1	38.5
Master's degree or higher (%)	52.7	61
Pupil-Teacher Ratio Elementary	15.1	19.1
Pupil-Teacher Ratio High School	19.1	19.1

White, non-Hispanic Teachers (FTE)	90.1	83.2
Black, non-Hispanic Teachers (FTE)	6.6	5.8
American Indian / Alaskan Native Teachers (FTE)	0.0	0.2
Asian or Pacific Islander Teachers (FTE)	1.4	1.5
Hispanic Teachers (FTE)	1.4	6.2
Male Teachers (FTE)	27.7	23.3
Female Teachers (FTE)	72.3	76.7

1.2 DISTRICT/Community Characteristics

FSD 145 serves a 99 square-mile geographic area and a population of approximately 27,000 within the Freeport, Cedarville, and Ridott communities. The district administers nine schools, two alternative program buildings, and services about 4,100 students in preschool through twelfth grade, making it the largest school district in our three-county region service area. The school district demographic data indicate that 64.5% of the students come from low-income families. The district's ethnicity breakdown is 49.4% White, 25.4% Black, 13.2% Multiracial, 10.8% Hispanic, 0.8% Asian, 0.2% Pacific Islander. The majority of district students are native speakers of English; 4.4% have limited English proficiency.

Partnerships within the community support and enhance the District 145 educational program. The YMCA works with the school district to provide before-and after-school care for District 145 students while the Freeport Public School Fund provides materials and equipment for classrooms. The Freeport Park District and Boys and Girls Club of Freeport provide afterschool programs for our students. Every District 145 school has an active PTO (Parent Teacher Organization), which works to foster collaborative relationships between home and school.

2.0 District-Wide Goals

ADMINISTRATOR GOALS

Each principal and assistant principal will address the following goals in their School Improvement Plan as outlined:

District Goal 1

The Administrator will provide instructional leadership to their staff and infuse 21st Century Teaching and Learning in all classrooms. The Administrator will implement Critical Component D of the 21st Century Teaching and Learning Matrix. Key elements include: Project Based Learning, Inquiry Based Learning, Short Focused Research, and the 4 C's (Creativity, Collaboration, Critical Thinking, and Communication).

Standard I: **Living a Mission, Vision and Beliefs for Results**-The Principal works with staff and community to build a shared mission, and vision of high expectations that ensures all students are on a path to college and career readiness and holds staff accountable for results.

Indicator: a. Coordinates efforts to create and Implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to school improvement for all learners

Indicator: c. Conducts difficult but crucial conversation with individual teams and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Standard III: **Improving Teaching and Learning**-The Principal works with the school staff and community to develop a research based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Indicator a. Works with and engages staff in the development and continuous refinement of a shared vision of effective teaching and learning by implementing a standards based curriculum, relevant to students needs and interests, researched based effective practice, academic rigor, and high expectations for student performance.

Standard VI: **Creating and Sustaining a Culture of High Expectations**-The Principal works with the school staff and community to build a culture of high expectations and aspirations for every student by setting clear and student expectations for positive learning behaviors by focusing on student's social-emotional learning.

Indicator a. Builds a culture of high aspirations and achievement for every student.

Evidence:

A. Conduct research and document ongoing work in collaboration with teachers with input from C&I Staff (Curriculum Coordinator for 21st Century Learning) to

- develop a shared understanding of 21st century learning skills (i.e. inquiry, critical thinking, creativity, collaboration & communication) and what a 21st century learning should look like.
- B. Lead a book study as a part of a staff meeting that focuses on 21st century practices and discuss how the strategies can be implemented in the classroom to better engage students in the learning process. Recommended books: *Who Owns the Learning*, by Alan November and *Role Reversal: Achieving Uncommonly Excellent Results in the Student Centered Classroom* by Mark Barnes
 - C. Document the implementation of **Critical Component D** of the Matrix for 21st Century Teaching and Learning
 - D. Report in the spring 2017, the activities implemented related to 21st Century Teaching and Learning.
 - E. Implement Authentic Tasks through Defined STEM.

District Goal 2

The Administrator will create intervention plans for all sub groups, i.e. African American, Economically Disadvantaged (except for special education) not meeting standards as measured by Literacy First and NWEA/Map,Aimsweb and/or other assessments to close the achievement gap.

Standard I: **Living a Mission, Vision and Beliefs for Results**-The Principal works with staff and community to build a shared mission, and vision of high expectations that ensures all students are on a path to college and career readiness and holds staff accountable for results.

Indicator: a. Coordinates efforts to create and Implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to school improvement for all learners

Indicator: c. Conducts difficult but crucial conversation with individual teams and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.

Standard III: **Improving Teaching and Learning**-The Principal works with the school staff and community to develop a research based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Indicator c. Implements student interventions that differentiate instruction based on student needs

Standard VI: Creating and Sustaining a Culture of High Expectations-The Principal works with the school staff and community to build a culture of high expectations and aspirations for every student by setting clear and student expectations for positive learning behaviors by focusing on student's social-emotional learning.

Indicator a: Builds a culture of high aspirations and achievement for every student.

Evidence:

- A. Documentation of monthly Rtl meetings that discusses progress of students not meeting goals as measured by PARCC, AIMSWEB and MAP.
- B. Documentation of intervention plans for all sub groups, i.e. African American, Economically Disadvantaged (except for Special Education) students not performing at grade level as measured by PARCC, AIMSWEB, and MAP.
- C. Documentation of consistent daily Interventions (Research Based) for all students not meeting progress as measured by PARCC, AIMSWEB and MAP. These interventions should be provided by: Title Reading Specialists, Title I tutors or certified classroom teachers.

2.1 BLACKHAWK ELEMENTARY SCHOOL

- The Administrator will provide instructional leadership to their staff and infuse 21st Century Teaching and Learning in all classrooms. The Administrator will implement Critical Component D of the 21st Century Teaching and Learning Matrix. Key elements include: Project Based Learning, Inquiry Based Learning, Short Focused Research, and the 4 C's (Creativity, Collaboration, Critical Thinking, and Communication).

- Student intervention plans will be created and implemented for lowest 15% of all sub groups, i.e. African American, Economically Disadvantaged (except for special education) not meeting standards as measured by district assessments (MAP and Fountas and Pinnell) to close the achievement gap.
- 100% of First through Fourth grade students at Blackhawk Elementary School will meet their expected projected growth at the end of the Spring MAP Window in ELA
- 100% of First through Fourth grade students at Blackhawk Elementary School will meet their expected projected growth at the end of the Spring Map Window in Math.
- Blackhawk Elementary School will maintain their PBIS status of Gold as measured by the PBIS recognition rubric.

2.2 CENTER SCHOOL

- By May 31, 2019, 100% of Center School K through 4th grade students, who participated in the Fall '18 MAP reading assessment, will meet projected growth.
- By May 31, 2019, 100% of Center School K through 4th grade students, who participated in the Fall '18 MAP math assessment, will meet projected growth.
- Teachers will continue to infuse student centered practices (21st century learning skills) in all classrooms.
- Ms. Summers and staff will create intervention plans for the lowest 15% of all sub groups (i.e. African American, Economically Disadvantaged, Hispanic, etc) not meeting standards as measured by district assessments (i.e. Literacy First, MAP) to close the achievement gap.
- Center School will maintain their PBIS status of Silver or increase to Gold as measured by the PBIS recognition rubric for the 2018-2019 school year.

2.3 EMPIRE SCHOOL

- 100% of students at Empire School will Meet their expected Projected Growth at the end of the Winter MAP window in ELA.
- 100% of students at Empire School will Meet their expected Projected Growth at the end of the Winter MAP window in Math.
- By June 2019, 100% of Empire students Kindergarten-4th grade will receive support if they are not meeting the district's 96% attendance rate.
- Encourage parent involvement through differentiated activities in varied environments throughout the community.
- By June 1, 2019, Empire School will decrease ODRs by 10% as compared to the 2018-2019 school year.

2.4 LINCOLN DOUGLAS SCHOOL

- By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter MAP Window in ELA.
- By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter Map Window in Math.
- By June 1, 2019, 100% of teachers will have the opportunity to observe, discuss, and learn from other professionals in the teaching profession. (5 Essentials Data)
- By June 1, 2019, all grade levels will have ambassador representatives who are able to participate in age appropriate leadership opportunities.
- By June 1, 2019, if there is an unsafe classroom environment for students or staff, there will be a crisis plan in place and the plan will be implemented with fidelity.
- By June 1, 2019, 85% identified students will successfully CICO utilizing the CICO forms for our Tier 2 intervention process.

2.5 TAYLOR PARK SCHOOL

- The Administrator will provide instructional leadership to their staff and infuse 21st Century Teaching and Learning in all classrooms. The Administrator will implement Critical Component D of the 21st Century Teaching and Learning Matrix. Key elements include: Project Based Learning, Inquiry Based Learning, Short Focused Research, and the 4 C's (Creativity, Collaboration, Critical Thinking, and Communication).
- Mr. Lamm and staff will create intervention plans for the lowest 15% of all Kindergarten through Fourth Grade sub groups (i.e. African American, Caucasian, African American / Biracial etc) not meeting standards as measured by district assessments (i.e. F&P, MAP) to close the achievement gap.
- 100% of Taylor Park First through Fourth grade students will meet their expected projected growth at the end of the Winter MAP Window in ELA
- 100% of Taylor Park First through Fourth grade students will meet their expected projected growth at the end of the Winter MAP Window in Math
- By June 4, 2019, full implementation of PBIS Tier 1 and Tier 2 at Taylor Park Elementary will lead to maintaining or improving the building level PBIS recognition. In the 2017-2018 school year, Taylor Park received the Silver level of recognition.

2.6 JONES FARRAR MAGNET SCHOOL

- Mrs. De Jong will provide instructional leadership to the Jones-Farrar IB World School staff by researching and developing creative ways in collaboration with teachers to implement the IB Primary Years Programme in all classrooms which includes student centered practices and PBL (21st century learning skills).

- Mrs. De Jong and staff will create intervention plans for the lowest 15% of all sub groups (i.e. African American, Low Income, Hispanic, etc) not meeting standards as measured by district assessments (i.e. F & P, Foundations, MAP) to close the achievement gap.
- By June 1, 2019, 100% of students at Jones-Farrar IB World School, who enrolled by September 15, will meet expected projected growth on the MAP reading assessment.
- By June 1, 2019, 100% of students at Jones-Farrar IB World School, who enrolled by September 15, will meet expected projected growth on the MAP math assessment.
- By June 1, 2019, Jones-Farrar IB World School will have an average attendance of 95% or higher.

2.7 CARL SANDBURG MIDDLE SCHOOL

- Carl Sandburg students will have an average daily attendance rate of at least 95% or higher.
- All staff will use the district's code of conduct policy, PBIS, and the framework to guide classroom management strategies to increase or maintain our Silver status with PBIS while aiming for Gold status.
- 100% of CSS students will meet their projected RIT by the Spring MAP test.
- Throughout the 18-19 school year hold 4 student/family events, 2 community events and 4 staff events.

2.8 FREEPORT MIDDLE SCHOOL

- By January 2019, 100% of students at FMS who enrolled by September 28, 2018 will meet expected growth on the English Language Arts assessment from Fall to Winter.
- By January 2019, 100% of students at FMS who enrolled by September 28, 2018 will meet expected growth on the Math assessment from Fall to Winter.
- FMS students will have an average weekly attendance rate of at least 95% or higher for the following subgroups (African-American, Hispanic and Biracial students)
- Encourage parent involvement by offering differentiated opportunities at FMS throughout the school year.
- Increase FMS student involvement in FMS activities, clubs, organizations and sports.

2.9 FREEPORT HIGH SCHOOL

- AVID Schoolwide Certification
- Freshman On Track Mentoring
- Increased MAP and SAT benchmark growth

3.0 BLACKHAWK

Goal 1

The Administrator will provide instructional leadership to their staff and infuse 21st Century Teaching and Learning in all classrooms. The Administrator will implement Critical Component D of the 21st Century Teaching and Learning Matrix. Key elements include: Project Based Learning, Inquiry Based Learning, Short Focused Research, and the 4 C's (Creativity, Collaboration, Critical Thinking, and Communication).

Action Items/Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Inquiry, STEM, and PBL	Each Quarter except for kinder-1 per semester	Principal will add this to our monthly agenda (2 minute Inquiry Share)	Agenda Pictures	Time Teacher prep
Send out the 21st Century Teaching and Learning Matrix to staff	August	Principal will send out the matrix to the staff in a Just a Few Things communication	Just a few things	Matrix
21 st century presentation to new staff and invite all staff	October	Principal will present and lead staff in beginning conversations about 21 st century	Increased knowledge and implementation of 21 st century teaching and learning	21 st century presentation Alex Valencic
Project Based Learning	One per semester	Early Adopter Group will implement one per Semester and then share out with staff at the end of the project	One reflective presentation	PBL training and following up
Professional Development Activities (21 st Century Learning/Matrix section D, DefinedSTEM, PBL)	Early Release Days School Improvement Days PLC Wednesdays	Curriculum Coordinators Principal Building Teacher Leaders	Increased use of 21 st Century Learning Activities and increased student learning	21 st Century Matrix

<p>Continue Implementation of AVID Elementary at the 4th grade level and begin implementation of AVID at 3rd grade</p>	<p>2018-2019 school year</p>	<p>4th grade SITE team will implement AVID elementary by focusing on 3 goals that all focus on AVID Essential 1 Instruction.</p> <ul style="list-style-type: none"> ● Students will be able to identify the levels of Costa and use to help answer questions ● Teachers provide opportunities and structure for 2-column note taking ● Provide opportunities and structures for students to organize information, materials, and time. 	<p>AVID Elementary Assessments, student planners, student ELA and math notebooks</p>	<p>AVID School Implementation Resource book, AVID monthly building meetings AVID Elementary leadership meetings, Walkthroughs, AE assessments, AVID Weekly</p>
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Goal 2

Student intervention plans will be created and implemented for lowest 15% of all sub groups, i.e. African American, Economically Disadvantaged (except for special education) not meeting standards as measured by district assessments (MAP and Fountas and Pinnell) to close the achievement gap.

Action Items/Monitoring Plan

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
MTSS Academic Process presented, revisited	Initial presentation September 2018 Ongoing PD October-May	MTSS Coordinator, Principal and Reading teacher	Calendar	MTSS Procedure Manual Kayleigh King
Interventions documented for Rtl students	On going	Interventionist, reading specialist and classroom teachers	Educlimber Rtl groups	Educlimber Flowchart
Reading Rtl/Tutoring Groups	October-April	Classroom Teacher, Special Education Teachers, Tutors, Reading Teacher, Family Resource Coordinator, Principal	MAP Growth from Fall to Spring with winter midpoint check Fountas and Pinnell growth	MAP Fountas and Pinnell AIMSweb Spanish/English Educlimber Tutors Money LLI kit
Grade Level Meetings-data focus (reading, math, attendance, behavior)	Twice a month-2 nd and 3 rd Wednesday and or weekly	Grade Level Teachers and when needed Itinerant, special Education, and Reading Teacher	Minutes, intervention plans documented through Educlimber	Time Data sources Intervention Plan Template
Math Tutor	October until March	Kindergarten and First grade teachers will utilize a math tutor to support students in developing their skills	MAP Growth from Fall to Winter and Fall to Spring	Tutors Money

Goal 3

100% of First through Fourth grade students at Blackhawk Elementary School will meet their expected projected growth at the end of the Spring MAP Window in ELA

Action Items/Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Implement Schoolwide curriculum	Daily-throughout the year	Classroom Teachers, Students, principals	walkthroughs, lesson plans, student growth on Fountas/Pinnell, MAP growth	Schoolwide curriculum Time MAP Fountas and Pinnell Schoolwide trainers ELA District Coordinator
Conferring (independent rdg. with conferencing)	Daily-throughout the year	Classroom Teachers, Students	Conferring anecdotal records, Fountas/Pinnell growth	Nonfiction/fiction/poetry books from class library
Foundations	Daily-throughout the year	Grades K-3 Classroom Teachers, Students, principals	walkthroughs, lesson plans, student growth on Fountas/Pinnell, MAP growth	Time Foundations Curriculum
Grade level SIP SubGoal and activities	October and then on going	Classroom teachers	Using grade level data, each grade level will create subgoal using subgroup data	MAP subgroup data
Data Meetings	Each month-minimum	Reading Teacher, Principal, General Education, Bilingual Education, and Special Education Teacher	MAP, Fountas and Pinnell	MAP and Fountas/Pinnell
Reading RtI/Tutoring Groups	October-May 3 days/week	Classroom Teacher, Special Education Teachers, Bilingual paraprofessionals, Tutors, Principal	MAP Growth from Fall to Spring with winter midpoint check Fountas and Pinnell growth AIMSWeb progress monitoring Read Live data	MAP Fountas and Pinnell AIMSWeb Tutors & Money Reading A-Z Read Live Florida Center for Research

Goal 4

100% of First through Fourth grade students at Blackhawk Elementary School will meet their expected projected growth at the end of the Spring Map Window in Math.

Action Items/Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Implement Bridges curriculum	Daily-throughout the year	Classroom Teachers, Special Education Teachers, Students, principals	walkthroughs, lesson plans, MAP growth, pre and post assessments	Bridges curriculum Time MAP Math district coordinator
Math Tutor	October until March	Kindergarten and First grade teachers will utilize a math tutor to support students in developing their skills	Kindergarten KIDS Assessment First grade MAP Growth from Fall to Winter and Fall to Spring	Tutors Money
Number Corner	Daily throughout the year	Classroom teachers, students	Walkthroughs, lesson plans, MAP growth, pre and post assessments	Bridges Curriculum Time MAP Math district coordinator
Grade level SIP SubGoal and activities	October and then on going	Classroom teachers	Using grade level data, grade levels will create subgoal using subgroup data	MAP subgroup data

Goal 5

Blackhawk Elementary School will maintain their PBIS status of Gold as measured by the PBIS recognition rubric.

https://docs.google.com/document/d/1SyHnBlsvirHLy_8CBcepdG8-6nkB5JrWsC59zLk9jM0/edit

Action Items/Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
PBIS Tier 1 Monthly Meetings	Monthly Meetings	Team uses data each meeting to check and adjust building wide systems	Tier 1 building data Meeting minutes	Skyward Discipline Report
Monthly Incentives and Visual Data Representation	Each week throughout the month	Administration and Grade level rep speak with students each Monday about monthly data and visually show them where they are at each week	Monthly Visual Monday morning school meeting observation Building wide school behavior data	Skyward Discipline Report monthly and weekly
Building Wide -student and staff-Positive Behavior Recognition/Rewards	Daily Weekly Monthly	Staff will recognize students, whole classes and staff who are following PRIDE procedures	School Wide Discipline Data Classroom PRIDE handed out Staff PRIDE handed out	PRIDE ticket Classroom PRIDE Money for monthly incentives Supplies for store Incentives for staff
Second Step Lessons	Taught each week and completed by the end of grade level timeline	Classroom Teachers	Lesson Plans Walkthroughs	Second Step materials/ lessons
PBIS Tier 2 Monthly Meetings	Monthly Meetings	PBIS Tier 2 team will use data to assign, monitor students in tier two interventions	Student data, Meeting minutes	Skyward Student Discipline Report
PBIS Tier 2 Weekly Data Discussions	Held weekly to determine moves through the Tier 2 system	PBIS Tier 2 Coach and CICO Facilitator will meet weekly to evaluate discipline data, determine which students need Tier 2 Interventions.	Skyward Discipline Data Building Tier 2 Data Tracking eduClimber	Skyward Student Discipline Report eduClimber
Social Academic Intervention Groups	Throughout the school year	Tier 2 Leader, FRC, BSS, Social Worker will	Skyward Student Data SAIG group membership	SAIG Curriculum Skyward Student Discipline data

		implement SAIG / Possibly RTI time		
Behavior plans for students not responding to tier 2 interventions	As needed	Classroom Teacher, Social Worker, Principal, FRC, Behavior Specialist, BSS	Student Data, Building data	Skyward Data, Intervention data
Implementation of Tier 3	18-19 school year	Principal, Social Worker and PST Team	Tiered Triangle, Skyward discipline data, number of behavior plans, PST documentation	Flowchart Training Time Money MTSS coordinator

3.0 School Action Plans

Center School

Goal #1: By May 31, 2019, 100% of Center School K through 4th grade students, who participated in the Fall '18 MAP reading assessment, will meet projected growth.

Data Analysis:

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY	PROGRESS
Schoolwide Reading curriculum, Foundations phonics curriculum, Guided Reading, Center Activities	2018-19 School Year	K	KIDS assessment	Schoolwide Reading curriculum, Foundations phonics curriculum, MyOn, Social Centers	
Schoolwide Reading curriculum, Foundations phonics curriculum, Guided	2018-19 School Year	1 st	MAP Reading test, F/P Growth	Schoolwide Reading curriculum, Foundations phonics curriculum, MyOn	

Reading, Center Activities					
Schoolwide Reading, Writing and Grammar curriculum, Foundations phonics curriculum, Guided Reading, Center Activities	2018-19 School Year	2 nd	MAP Reading test, F/P Growth	Schoolwide curriculums, Foundations phonics curriculum, MyOn	
Schoolwide Reading, Writing and Grammar curriculum, Foundations phonics curriculum, Guided Reading, Center Activities	2018-19 School Year	3 rd	MAP Reading test, F/P Growth	Schoolwide curriculums, Foundations phonics curriculum, MyOn	
Schoolwide Reading curriculum, Words Their Way curriculum	2018-19 School Year	4 th	MAP Reading assessment, F&P Growth, BEAR assessment	Schoolwide Reading curriculum, Words Their Way curriculum, MyOn	

Goal #2: By May 31, 2019, 100% of Center School K through 4th grade students, who participated in the Fall '18 MAP math assessment, will meet projected growth.

Data Analysis:

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY	PROGRESS
Bridges Math Curriculum, Work Places	2018-2019 School Year	K	KIDS	Bridges Curriculum	

Bridges Math Curriculum, Work Places Xtramath.com	2018-2019 School Year	1 st	Bridges Assessments Xtramath.com growth MAP Math test	Bridges Curriculum	
Bridges Math Curriculum, Work Places Xtramath.com	2018-2019 School Year	2 nd	Bridges Assessments Xtramath.com growth MAP Math test	Bridges Curriculum	
Bridges Math Curriculum, Work Places Xtramath.com	2018-2019 School Year	3 rd	Bridges Assessments Xtramath.com growth MAP Math test	Bridges Curriculum	
Bridges Math Curriculum, Work Places, xtramath.com	2018-2019 School Year	4 th	Bridges Assessments, Xtramath.com growth MAP Math test	Bridges Curriculum	

Goal #3: Teachers will continue to infuse student centered practices (21st century learning skills) in all classrooms.

Data Analysis: Staff have been provided with learner-centered professional development since 2012-13 school year. Teachers have utilized strategies in their classrooms, provided professional development for other district teachers since the 2012-13 school year and participated in the pilot during the 14-15 school year. Staff have been provided a 21st Century Teaching and Learning Matrix. FSD145 is focusing our attention on the following four pedagogical concepts in order for our teachers to reach the gold standard on the Matrix for 21st Century Teaching and Learning: Inquiry, Short Focused Research, PBL-Project Based Learning and Critical Thinking, Collaboration, Creativity, and Communication (The 4C's).

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY	PROGRESS
2 project based learning activities a year	semester	K	varies upon student's level of independence	Defined STEM, PBL, Center School book room, teacher pay teachers, online resources	
4 project based learning activities a year	quarterly	1 st	varies upon student's level of independence	Defined STEM, PBL, Center School book room, teacher pay teachers, online resources	
4 project based learning activities a year	quarterly	2 nd	Rubric	Defined STEM, PBL, Center School book room, teacher pay teachers, online resources	
2 created and implemented PBL units as presented by the BIE	1 each semester	3 rd	teacher created rubrics of a one-pager	BIE resources and 21st Century coordinator t	
4 project based learning activities a year	Quarterly	4 th	Teacher Created Rubrics, Teacher Observation	Defined STEM, PBL, Center School book room, teacher pay teachers, online resources	

Goal #4: Ms. Summers and staff will create intervention plans for the lowest 15% of all sub groups (i.e. African American, Economically Disadvantaged, Hispanic, etc) not meeting standards as measured by district assessments (i.e. Literacy First, MAP) to close the achievement gap.

Data Analysis: (As of 9/10/18) 292 students 151 Female, 141 Male 41 Bi/Multi Racial, 13 Hispanic, 96 AA, 142 White

Target: 43 Students 23 Female, 21 Male 6 Bi/Multi Racial, 2 Hispanic, 14 AA, 21 White

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY	PROGRESS
RTI Tier 2 groups	2018-2019	Title One Tutors Classroom Teachers	MAP and F&P Scores	Fountas & Pinnell LLI Kits; Foundations Intervention material, Guided Reading materials	
Small focused Kindergarten reading/math/skills groups	2018-2019	Title One Tutor	Spring MAP and F&P Scores		
Read Live Intervention for 3rd and 4th Tier 2 students	2018-2019	Title One Tutors	MAP and F&P Scores	Read Live	
Documentation of consistent daily Interventions (Research Based) for all students, in Tier 2 or 3, not meeting progress as measured by district assessments.	2018-2019	Classroom Teachers, Reading Teacher	MAP and F&P Scores	Aimsweb+	
RTI Tier 3 groups	2018-2019	Reading Teacher, Special Ed. Teachers	MAP and F&P Scores	Bridges Intervention materials, Foundations Intervention materials, Guided Reading materials	

Goal #5: Center School will maintain their PBIS status of Silver or increase to Gold as measured by the PBIS recognition rubric for the 2018-2019 school year.

Target: Silver or Gold Status

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY	PROGRESS
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2nd Step, PBIS cool tools	Second Step: Weekly Cool Tools: As Needed	K	Skyward Discipline Reports	Second Step curriculum, school PBIS resources	
2nd Step, PBIS cool tools	Second Step: Weekly Cool Tools: As Needed	1 st	Skyward Discipline Reports	Second Step curriculum, school PBIS resources	
2nd Step, PBIS cool tools	Second Step: Weekly Cool Tools: As Needed	2 nd	Skyward Discipline Reports	Second step curriculum, school PBIS resources	
2nd Step, PBIS cool tools	Second Step: Weekly Cool Tools: As Needed	3 rd	Skyward Discipline Reports	Second step curriculum, PBIS school resources	
2nd Step, PBIS cool tools	Second Step: Weekly Cool Tools: As Needed	4 th	Skyward Discipline Reports	Second step curriculum, PBIS school resources	
CICO/SAIG Groups for Tier 2	Second Step CICO Pages	PBIS	Skyward Discipline Reports	Second Step	

3.0 School Action Plans

Empire Elementary School

Goal #1: 100% of students at Empire School will Meet their expected Projected Growth at the end of the Winter MAP window in ELA.

Data Analysis: Benchmark data to be established after the first testing series (October 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
RtI Tutors using research based interventions	October 2018-May 2019	Tutors, Reading Teacher, Principal, Teachers	AimsWeb, MAP, F&P, Informal and Formal Assessments	Fundations Read Naturally/Read Live FCRR.org- games/activities Supplementary books (from Literacy First) Hands- on manipulatives Marzano's strategies Higher- level questioning Close Reads AimsWeb MAP Data
MTSS Data Meetings	Quarterly	Teachers, Principal, Reading Teacher, and Special Education	AimsWeb, MAP, Report Card Data, PARCC, F&P, SchoolWide, Fundations	AimsWeb Fountas and Pinnell MAP SchoolWide Fundations
Grade Level Data Meetings (PLC)	Twice per Month	Grade Level Teachers (reading teacher, special education, principal, etc.. as needed)	AimsWEB, MAP, Report Card Data, F&P, Informal and Formal Assessment	Meeting Minutes Data sources
Documentation of consistent daily interventions (Research Based) for all students not meeting progress as measured by MAP data	October 2018-May 2019	Classroom Teachers	MAP scores utilizing the Learning Continuum	Documentation (Google Drive)

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Guided Reading	2018-2019 School Year	Classroom Teachers	Formative assessments	Leveled Readers

RTI time Flexible Grouping Tutor Guided Reading	2018-2019 School Year	First Grade Teachers	Formative Assessments (Lit 1st) F&P Data MAP Reading Data	Games and activities provided by supplementary books from Literacy First Packaged intervention kits Hands-on manipulatives including word and letter tiles Engage NY Short Term Res. Project Project Based Learning Inquiry Based Learning Technology AimsWeb Leveled Readers and RAZ books Myon Costa's Levels of Questioning Close Reads Individualized Word Study FCRR.org
RTI time Flexible Grouping Tutor	2018-2019 School Year	Second Grade Teachers	Formative assessments (Lit 1st) F&P Data MAP	Packaged Intervention Kits, leveled readers using Reading A-Z text, myON, sorts, higher levels of questioning, Marzano's effective strategies, close reads,
RtI time Tutoring Flexible Grouping	2018-2019 School Year	3rd Grade Teachers	Math MAP data F&P Data Formative Assessment (Lit 1st)	Packaged Intervention Kits Leveled Readers using reading a-z and newsela (trying to purchase leveled readers) Hands-on manipulatives such as word sorts for patterns Literacy First Resources

				Engage NY Resources MyON Costa's levels of questioning Close Reads
RtI time Tutor Flexible Grouping	2018-2019 School Year	4th Grade Teachers	MAP Data Formative Assessment F & P data	Leveled Readers AIMSWeb Scholastic News MyOn Reading A-Z FCRR.org (Florida Website) Higher levels of questioning AVID strategies MAP Data
RTI Groups Guided Reading	2018-2019 School Year	Reading Teacher	MAP Literacy First Data Fountas & Pinnell Level AIMSWeb	Leveled Literacy Intervention Kits (Fountas & Pinnell) Foundations Phonemic Awareness (Michael Heggerty) MAP Data AIMSWeb Reading Records (F&P)
Guided Reading	2018-2019 School Year	Special Education Teacher	Fountas & Pinnell Data Lit. First Data	Leveled Readers Ticket to Read Hands-on manipulatives such as word sorts for patterns Literacy First Resources Packaged intervention kits

Goal #2: 100% of students at Empire School will Meet their expected Projected Growth at the end of the Winter MAP window in Math.

Data Analysis: Benchmark data to be established after the first testing series (September 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Bridges Daily Math Curriculum <ul style="list-style-type: none"> ● Daily Number Corner ● Hands-on Activities ● Guided Math (Some teachers are adapting Bridges and using it as guided math, a few times per week). 	2018-2019 School Year	Teachers	Formative and Summative Assessments, MAP	Daily Number Corner Hands-on Activities Guided Math
MTSS Data Meetings	Quarterly	Teachers, Principal, Special Education	MAP, Formative and Summative Assessments from Bridges	MAP Data and Assessment Data
Grade Level Data Meetings (PLC)	Twice per Month	Grade Level Teachers (special education, principal, etc.. as needed)	MAP, Formative and Summative Assessments from Bridges, Report Card Data	MAP Data and Assessment Data
Documentation of consistent daily interventions (Research Based) for all students not meeting progress as measured by MAP data	October 2018-May 2019	Classroom Teachers	MAP scores utilizing the Learning Continuum	Documentation (Google Drive)

**1.0 School Goals and Action Plans
Empire Elementary School**

Goal #3: By June 2019, 100% of Empire students Kindergarten-4th grade will receive support if they are not meeting the district's 96% attendance rate.

Data Analysis: Skyward attendance data will be analyzed bi-weekly throughout the school year.

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Share data from previous year	September 15, 2018	FRC, Office Manager, Principal,	Skyward Attendance Data	Skyward
Monitoring Attendance Data	Weekly	FRC, Office Manager, Principal	Weekly Attendance Reports	Skyward Distributed Reports
Parent Contact <ul style="list-style-type: none"> ● House Visits ● 3 forms of contact ● Problem Solving Alternative Solutions 	After 3 consecutive absences or more than 4 per quarter Or 8 tardies	FRC, Office Manager, Principal	Skyward Attendance Data PBIS	Google Document and/or Skyward

Goal #4: Encourage parent involvement through differentiated activities in varied environments throughout the community.

Data Analysis: Develop baseline data during the 2018-2019 school year.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Meet the Teacher Night	August 2018	Empire Certified Staff, FRC	Sign in Sheets (Office)	Data Collection
Back to School Picnic	August 2018	Empire Staff	Sign in Sheets (Office)	Data Collection

Open House	October 2018	Empire Certified Staff, FRC	Sign in Sheets (Office)	Data Collection
McTeacher Night	October 2018	Empire Staff	Sign in Sheet Office	Data Collection
Veterans Day Assembly	November 2018	Empire Staff	Sign in Sheet	Data Collection
Parent-Teacher Conferences	November 2018	Empire Staff	Sign in Sheets (Teacher gives to Office)	Data Collection
Winter Concert	December 2018	Music Teacher, Empire Staff	Sign in Sheets	Data Collection
Family Interactive Night	January 2019	Empire Certified Staff, FRC	Sign in Sheets (Office)	Data Collection
Fun Fair		Empire Certified Staff, FRC	Sign in Sheets (Office)	Data Collection
AVID	1 per Semester	4th Grade Teachers	Sign in Sheets (Teacher gives to Office)	Data Collection
Make & Take Parent Workshops	December 2018 February 2019 April 2019	Administrator FRC Teachers Empire Staff	Sign in Sheets (Office)	Data Collection
Spring Concert	May 2019	Empire Staff	Sign in Sheets (Office)	Data Collection

Fine Arts Festival	May 2019	Empire 2019	Sign in Sheets	Data Collection
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Goal #5: By June 1, 2019, Empire School will decrease ODRs by 10% as compared to the 2018-2019 school year.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Building Wide Positive Behavior Recognition/Rewards	Daily Weekly Monthly Quarterly	Staff will recognize students and whole classes who are following PBIS expectations	School Wide Discipline Data Classroom Compliments handed out	Classroom Compliments Supplies for store Project Wisdom Pretzel Points
Second Step Lessons	Taught each week and completed according to district schedule	Classroom Teachers	Lesson Plans Walkthroughs	Second Step Calendar Second Step materials
PBIS Tier 2 Monthly Meetings	Monthly Meetings	PBIS Tier 2 team will use data to assign, monitor students in tier two interventions	Student data, Meeting minutes	Skyward Student Discipline Report
The PST team has monthly meetings where it is decided whether a student will receive further interventions if necessary.	As needed	Classroom Teacher, Social Worker, Principal, Behavior Specialist	Student Data, Building data	Skyward Data, Intervention data

3.0 School Action Plans

Lincoln-Douglas Elementary School

Goal #1: By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter MAP Window in ELA.

Data Analysis: Lincoln-Douglas will evaluate, utilizing MAP results, at least 3 times per the school year. We will, during staff meetings, late arrival Wednesday meetings, and team meeting times, review, discuss, record, and evaluate outcomes from our MAP assessment. In addition, we will record specific student outcomes on a form that has been created by the district and elementary administrative team, and keep a running record of scores as they become available.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Integration of PBL with the teacher evaluation system	2018-2019 School Year	Administrator, 21st Century Coordinator, and Staff	Increased Use of PBL Formal/informal evaluations	21 st Century Teaching and Learning Matrix PBL Resources Evaluwise
Work with teachers on developing greater understanding of Student Centered Instructional Practices (D: 21 st Century Teaching and Learning Matrix)	Staff Meetings one time per quarter	Principal Led	Increased use of Student Centered Instructional Practices	21 st Century Teaching and Learning Matrix Online resources
Article sharing and discussions.	2018-2019 School Year	Administrator, 21st Century Coordinator	Increased knowledge of 21 st Century Teaching and Learning	Educational articles
Increased use of technology in the classroom through 2 new mobile Chromebook labs especially at Kindergarten and 1st Grade Levels, but increasing participation throughout Lincoln-Douglas	2018-2019 School Year	Principal Classroom Teachers	Increase Use of PBL Increase Short Focused Research Encourage embedded technology use through lesson planning and instruction	Use of Chromebooks within lesson to augment learning

Observe and coach teachers utilizing the new ELA curriculum: School Wide, Foundations, Etc.	2018-2019 School Year	Principal Classroom Teachers	Increased MAP scores in both Math and ELA. Increased F&P Scores All students Reaching Growth Targets	Foundations New ELA Curriculum
Work with Teachers to develop lessons that focus on learning, targeted outcomes, and increase fidelity. Additionally, work with teachers to develop lessons that focus on purpose and process, and less on outcomes.	2018-2019 School Year	Principal Classroom Teachers	More focused lessons More learning opportunity for students Greater organization for teachers as they plan	Danielson Framework Danielson Lesson planning

Goal #2: By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter Map Window in Math.

Data Analysis: Lincoln-Douglas will evaluate, utilizing MAP results, at least 3 times per the school year. We will, during staff meetings, late arrival Wednesday meetings, and team meeting times, review, discuss, record, and evaluate outcomes from our MAP assessment. In addition, we will record specific student outcomes on a form that has been created by the district and elementary administrative team, and keep a running record of scores as they become available.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Integration of PBL with the teacher evaluation system	2018-2019 School Year	Administrator, 21st Century Coordinator, and Staff	Increased Use of PBL Formal/informal evaluations	21 st Century Teaching and Learning Matrix PBL Resources Evaluwise
Work with teachers on developing greater understanding of Student Centered Instructional Practices (D: 21 st Century Teaching and Learning Matrix)	Staff Meetings one time per quarter	Principal, 21st Century Coordinator Led,	Increased use of Student Centered Instructional Practices	21 st Century Teaching and Learning Matrix Online resources

Article sharing and discussions.	2018-2019 School Year	Administrator	Increased knowledge of 21 st Century Teaching and Learning	Educational articles
Increased use of technology in the classroom through 2 new mobile Chromebook labs especially at Kindergarten and 1st Grade Levels, but increasing participation throughout Lincoln-Douglas	2018-2019 School Year	Principal Classroom Teachers	Increase Use of PBL Increase Short Focused Research Encourage embedded technology use through lesson planning and instruction	Chromebooks Document Cameras Computers
Focus on continued, predictable use of all aspects of Bridges Curriculum, and ensure all teachers are delivering lessons with purpose and fidelity.	2018-2019 School Year	Principal Classroom Teachers	Student increased knowledge of math skills as shown through higher MAP and PARCC scores	Bridges Curriculum

Goal #3: By June 1, 2019, 100% of teachers will have the opportunity to observe, discuss, and learn from other professionals in the teaching profession. (5 Essentials Data)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Certified staff visiting classrooms in other locations	2018-2019 School Year	All certified staff	Certified staff will be invited to visit other schools and classrooms. Once they visit, they will present what they have learned at a staff meeting, grade level meeting, etc.	Other schools and classrooms

Goal #4: By June 1, 2019, all grade levels will have ambassador representatives who are able to participate in age appropriate leadership opportunities.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Create student leadership opportunities within the school setting	2018-2019 School Year	Students - Participating Teachers - Selecting students	Students participating on committees, potentially student council, being ambassadors during parent meetings.	<ol style="list-style-type: none"> 1. Students being involved and listed as participants on meeting minutes 2. Students participating in ambassador opportunities.
Student Recognition publicly displayed. Intent is to recognize all students for making a positive contribution.	2018-2019 School Year	Students - Picture up in frames outside of office. Teachers - Selecting students	Students are recognized for a variety of achievements related to their school participation. Some ideas include: <ul style="list-style-type: none"> ● Improved behavior ● Helping others ● Participating ● Leadership ● Etc. 	<ol style="list-style-type: none"> 1. Front wall outside of office set up to recognize student's efforts. 2. Teachers will select students to recognize. 3. Image displayed outside the office

Goal #5: By June 1, 2019, if there is an unsafe classroom environment for students or staff, there will be a crisis plan in place and the plan will be implemented with fidelity.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Create a safety plan for the building related to staff safety	2018-2019 School Year	SIT Team Building staff	Completion of, and implementation of the plan	Time SIT team

Goal #6: By June 1, 2019, 85% identified students will successfully CICO utilizing the CICO forms for our Tier 2 intervention process.

Data Analysis: Lincoln-Douglas staff will establish a firm check in and check out process for student who require more monitoring. As a practice, the Tier 2 team, or Yellow Team, will review this data monthly during the Tier 2, Yellow Team meeting.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Student form	2018-2019 School Year	Teachers, Resource, Students	Increase completion of all CICO forms	PBIS Teams Skyward
Teacher data form	2018-2019 School Year	Teachers, Resource, Students	Increase completion of all CICO forms	PBIS Teams Skyward

Goal #7: By June 1, 2019, 85% of Lincoln-Douglas' 4th grade students will be able to utilize organizational tools as presented through the AVID program.

Data Analysis: Lincoln-Douglas fourth grade students will be instructed on how to utilize organizational tool utilizing the AVID process. Since this is our first year as an AVID school, the team fully recognizes that organizational skills is an area that is sorely lacking, and our primary goal is to bring students to a point of independence and self-management. The team will meet monthly to discuss our AVID progress, and will discuss at least 3 times throughout the school year on progress made with student using the AVID organizational methods.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Students will successful organization use of AVID binders.	2018-2019 School Year	Teachers Administration	AVID Organization Rubric (AVID Created)	AVID Teacher Principal

Goal #8: By June 1, 2019, 100% of kindergarten and first grade students, at Lincoln-Douglas, will be exposed to PBL activities throughout the course of the school year.

Target: Lincoln-Douglas has made bringing PBL practiced a priority for our kindergarten and first grade students. Our teachers at these two levels will offer 3 PBL opportunities throughout the school year, and will develop and utilize rubrics, either self made or from programs such as PBLWorld, A-Z Learning, and through the district’s 21st Century Coordinator, to continually monitor and evaluate student growth throughout the school year. The team will meet at least 3 times throughout the school year: November, February, May, and discuss areas of strength as well as areas of growth we can improve upon.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Variety of lessons throughout the school year.	2018-2019 School year	Teachers - Lessons 21st Century Coordinator	Project Rubrics	PBLWorld A-Z Learning 21st Century Coordinator

3.0 School Action Plans

Taylor Park Elementary School

1.0 School Goals and Action Plans - Taylor Park Elementary School

Goal #1: The Administrator will provide instructional leadership to their staff and infuse 21st Century Teaching and Learning in all classrooms. The Administrator will implement Critical Component D of the 21st Century Teaching and Learning Matrix. Key elements include: Project Based Learning, Inquiry Based Learning, Short Focused Research, and the 4 C’s (Creativity, Collaboration, Critical Thinking, and Communication).

Data Analysis: Staff have been provided with learner-centered professional development. Staff have been provided a 21st Century Teaching and Learning Matrix. FSD145 is focusing our attention on the following four pedagogical concepts in order for our teachers to reach the gold standard on the Matrix for 21st Century Teaching and Learning: Inquiry, Short Focused Research, PBL-Project Based Learning and Critical Thinking, Defined STEM, Collaboration, Creativity, and Communication (The 4C's)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Kindergarten classes will complete two authentic tasks throughout the year. 1st through 4th grade classes will complete one authentic task per quarter.	K = two per year 1st-4th = one per quarter	Teachers Principal Curriculum Coordinators	Lesson plans, Increased student engagement and learning, walkthroughs	Videos, PD on early release and school improvement days, assistance from early adopters, and use of mobile labs
Implementation of AVID Elementary at the 3rd and 4th Grade Level	2018-19 School Year	By the end of the 2018-2019 school year: 1. 75% of 3rd and 4th grade students will identify and utilize the 3 levels of thinking with a score of 2 (satisfactory) or higher on the Levels of Thinking Assessment Tool. 2. 80% of 3rd and 4th grade students will increase the use of organizational strategies in the classroom by utilizing 2 and 3 column notes to receive a score of 2 (satisfactory) or higher on the 2 and 3 column Assessment Tool. 3. 50% of Taylor Park 3rd and 4th grade students will be able to identify 5 colleges and 5 careers.	AVID Elementary Assessments, Walkthroughs	AVID School Implementation Resource book, AVID monthly building meetings AVID Elementary leadership meetings, Walkthroughs, AE assessments, AVID Weekly

Article sharing and discussions.	2018-2019 School Year	Administrator	Increased knowledge of 21 st Century Teaching and Learning	Educational articles
Professional development activities for 21st Century Learning with a focus on part D: Instructional Practices engage students as partners in rigorous, inquiry based learning experiences that are relevant, meaningful and authentic and demand high levels of meaning making, transfer and impact to promote metacognition and 21st Century Skills	Early Release Days School Improvement Days PLC Wednesdays Staff Meetings	Curriculum Coordinators Principal Building Teacher Leaders	Increased use of 21 st Century Learning Activities	Matrix for 21 st Century Teaching and Learning

Goal #2: Mr. Lamm and staff will create intervention plans for the lowest 15% of all Kindergarten through Fourth Grade sub groups (i.e. African American, Caucasian, African American / Biracial etc) not meeting standards as measured by district assessments (i.e. F&P, MAP) to close the achievement gap.

Data Analysis: Data from Skyward as of 9/4/18

194 Kindergarten through 4th grade students

Gender:

Female - 91 students (47%)

Male - 103 students (53%)

Race:

Caucasian - 62 students (32%)

African-American - 83 students (43%)

Bi-racial - 43 students (22%)

Multiracial - 6 students (3%)

Target:

29 students (15%)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
RTI groups	October 2018- May 2019	Grade Level Teachers, Special Education, Reading Teachers, Principal	AIMSWeb, MAP, Literacy First, F and P, Read Live	AIMSWeb Fountas and Pinnell MAP data readnaturally.com definedstem.com
Grade Level Data Meetings	Twice per month	Grade Level Teachers, Special Education, Reading Teachers, Principal	AIMSWeb, MAP, Literacy First, F and P, Bridges Assessments, Foundations assessments	Meeting Minutes Data sources
MTSS Data meetings	After each MAP testing window: Fall Winter Spring	Grade Level Teachers, Special Education, Reading Teachers, Social Worker, Principal	AIMSWeb, MAP, Literacy First, F and P	AIMSWeb Fountas and Pinnell MAP data Behavior
PST (Problem Solving Team) Meetings	Twice per month	Grade Level Teachers, Special Education, Reading Teachers, Social Worker, Principal	Literacy First, MAP, F&P, Foundations assessments Bridges Assessments	AIMSWeb Fountas and Pinnell MAP data Foundations Bridges

Goal #3: 100% of Taylor Park First through Fourth grade students will meet their expected projected growth at the end of the Winter MAP Window in ELA

Data Analysis: Benchmark data to be established after the first testing session (Sept. 17-28, 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Guided Reading	Weekly - throughout the year	Classroom Teachers, Students	Formative Assessments, Student growth on F and P, MAP Growth, lesson plans, walkthrough, informal / formal evaluations, Myon reports	MAP F and P Reading A to Z Scholastic News Schoolwide
Close Reading Activities	3 times per week throughout the year	Classroom and Special Education Teachers	Lesson plans, Increase in student learning measured by formative assessments, MAP, PARCC	AVID Weekly, Scholastic News, other resources, Schoolwide Mentor texts. Schoolwide Interactive Read-Alouds
Independent Reading Myon	Daily/3 times per week	Classroom Teachers, Students, Parents	Myon reports, anecdotal records, F and P growth, Reading Logs, Reader's Notebook	Myon Nonfiction/fiction books Schoolwide Strategies
Differentiated Instruction	Daily-throughout the year	Classroom Teacher Special Education	Lesson Plans, Walkthroughs, informal / formal evaluations Fountas/Pinnell growth, MAP, formative assessments Bridges Work Places	F and P AVID Weekly Reading A to Z Bridges Schoolwide Scholastic News
Writing	Daily	Classroom Teachers Special Education	Lesson Plans, Walkthroughs, informal / formal evaluations, Journals, Student products Foundations workbooks, HWT workbooks	Foundations/HWT Writing Writing Rubrics Journal prompts Myon Projects Quick Write

Goal #4: 100% of Taylor Park First through Fourth grade students will meet their expected projected growth at the end of the Winter MAP Window in Math

Data Analysis: Benchmark data to be established after the first testing session (Sept. 17-28, 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Work Places	2-4 times a week	Classroom Teachers, Students	Lesson Plans, Walkthroughs, informal / formal evaluations, Formative Assessments	TenMarks Manipulatives Xtra Math Task Cards
Number Corner	Daily	Classroom Teachers, Students	Lesson Plans, Walkthroughs, informal / formal evaluations, Baseline Assessment	Bridges Curriculum Student Number Corner Books
Math Bridges	Daily	Classroom Teachers, Students	Lesson Plans, walkthroughs, informal / formal evaluations, teacher feedback, formative and summative assessments	Bridges Student Books Bridges Intervention Bridges Home Connection
Continued use of all aspects of Bridges Curriculum, and ensure all teachers are delivering lessons with fidelity.	2018-2019 School Year	Principal Classroom Teachers	Lesson Plans, walkthroughs, informal / formal evaluations, teacher feedback	Bridges Curriculum

Goal #5: By June 4, 2019, full implementation of PBIS Tier 1 and Tier 2 at Taylor Park Elementary will lead to maintaining or improving the building level PBIS recognition. In the 2017-2018 school year, Taylor Park received the Silver level of recognition.

Data Analysis: Tiered Fidelity Inventory for 2018-2019 school year.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Building Wide Positive Behavior Recognition	2018-19 School Year	Staff will recognize students and whole classes who are	School Wide Discipline Data Classroom PAWS handed out	PRIDE Tickets, Class Paws

		following PRIDE procedures		
Positive Behavior Incentives	Daily 30 Day Goals Quarterly	Staff will recognize students who are following PRIDE procedures	School Wide Discipline Data	School Store 30 day incentives Quarterly school-wide incentives
PBIS Tier 1 Monthly Meetings	Monthly Meetings	PBIS Tier 1 team uses data each meeting to check and adjust building wide systems	Tier 1 building data Meeting minutes	Skyward Discipline Report
PBIS Tier 2 Monthly Meetings	Monthly Meetings	PBIS Tier 2 team will use data to assign and monitor students in tier two interventions	Tier 2 Student data Meeting minutes	Skyward Student Discipline Report
Second Step Lessons	Taught each week and completed the week of February 18th (grades 1-4) and the week of March 11th (Kindergarten)	Classroom Teachers	Lesson Plans Walkthroughs	Second Step Calendar Second Step materials

3.0 School Action Plans

JONES FARRAR IB WORLD SCHOOL

Goal #1: Mrs. De Jong will provide instructional leadership to the Jones-Farrar IB World School staff by researching and developing creative ways in collaboration with teachers to implement the IB Primary Years Programme in all classrooms which includes student centered practices and PBL (21st century learning skills).

Data Analysis: Jones-Farrar IB staff continues to be trained in International Baccalaureate standards and practices. FSD145 continues to focus our attention on the following four pedagogical concepts in order for our teachers to reach the gold standard on the Matrix for 21st Century Teaching and Learning: Inquiry, Short Focused Research, PBL-Project Based Learning and Critical Thinking, Collaboration, Creativity, and Communication (The 4C's).

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Primary Years Program Action Plan 2017-19	(see action plan below)			
STEM Projects, IB Summative Assessments	2018-19 School Year	Classroom Teachers	Successful project completion and rubrics from projects	IB Units of Inquiry STEM websites

PYP Action Plan 2017-19

Please note the actions below have been identified by the school and align with the findings of the self-study.

A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
A2. The governing body, administrative & pedagogical leadership & staff demonstrate understanding of IB philosophy	-Promote IB philosophy, framework & expectations to all new administration, board members, etc.	Beginning of new school year and as needed	PYPC, Principal		<p>All members of the board, central office & community will be knowledgeable regarding the IB framework & philosophy – along with understanding the IB & JF missions</p> <p><u>Evidence/Governing Body</u> - Presentation to the Central Office Administrative team October 30, 2017, Then Presented to the School Board November 7, 2017, and Send a monthly newsletter to Central office and Board Members and parents. School board members have visited the building to see summative assessments connected to units of inquiry.</p> <p><u>Evidence/Pedagogical Leadership</u> - All three have attended training. Currently looking at joining IIBS Illinois IB Schools.</p> <p><u>Evidence/Staff</u> - All staff have been trained. Staff meet weekly to discuss IB philosophy.</p>

<p>A3. The school community demonstrates an understanding of, and commitment to, the programme.</p> <p>A3a. The school community demonstrates an understanding of, and commitment to, the programme</p> <p>A3c. The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.</p> <p>A3d. The school is committed to the PYP as a framework for all planning, teaching and learning across the curriculum.</p> <p>A3e. The school demonstrates a commitment to transdisciplinary learning.</p>	<p>Continued review of the IB philosophy (yearly review of the standards & practices) with all staff, more in-depth discussion with new hires</p> <p>3c. Promoting Inquiry Based approach in all classrooms</p> <p>3d. Art, Music, PE, Spanish teachers will develop a planner based on current IB planner to show evidence of their teaching.</p> <p>3e. Use Lynn Erickson's work in conceptual based teaching to deeper develop our transdisciplinary learning in of our units of inquiry.</p>	<p>By the end of the 2018-19 school year</p> <p>Throughout the year</p> <p>By November 2018</p> <p>Ongoing</p>	<p>PYPC, Principal</p> <p>PYPC, Principal & staff</p> <p>PYPC, Specialists</p> <p>PYPC</p>		<p>All staff members will be knowledgeable regarding the POI, standards & practices</p> <p><u>3c Evidence</u> - Book study on <u>Why Are School Buses Always Yellow?</u> by John Barell</p> <p><u>3d Evidence</u> - Show planners aligned to current IB template</p> <p><u>3e Evidence</u> Planners documenting which subjects are driving the central idea.</p>
<p>A4. The school develops & promotes international mindedness & all attributes of the IB Learner profile across the school community</p>	<p>-Highlight the IB profile attributes throughout the hallway (not just in classrooms)</p> <p>-Incorporate the IB Learner attributes in all specials, having students be able to identify them & use them</p> <p>- cafeteria staff will continue to learn & use the attributes of the learner profile</p>	<p>August 2017</p> <p>Ongoing</p>	<p>PYPC</p> <p>Specials Teacher & PYPC, PTCO</p>		<p>The school newsletter & website have more focus on IB</p>

<p>A5. The school promotes responsible action within and beyond the school community.</p>	<p>5 categories</p> <ul style="list-style-type: none"> -Participation (contributing as individual or group) -Advocacy (To support social, environmental or political change) -Social justice (in relation to rights, equality and equity, social well being and justice) -Social entrepreneurship (innovative, resourceful and sustainable social change) -Lifestyle choices (consumption, impact of choices) 	<p>Ongoing</p>	<p>PYPC</p>		<p><u>Evidence</u> - Reviewing planners box 1 to align action to the 5 categories.</p> <p><u>Evidence</u> - Parents will be more knowledgeable coming into JFIB & will be more willing to share & celebrate their student action, this will be documented in box 8</p> <p>Grade level teachers will talk more about action being taken, help educate parents about what action might look like (during P/T conferences, meet the teacher, etc.)</p>
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B: Organization

B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Primary Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>B.1.1. The school has developed systems to keep the governing body informed about the ongoing implementation & development of the programme</p>	<p>PYP monthly updates will be sent to COAT & BOE highlighting POI, inquiry trips, JF IB Action plan, & special events that support the POI.</p>	<p>Aug. 2017 – ongoing</p>	<p>PYPC & Building Principal</p>	<p>None</p>	<p>District leaders (COAT, BOE) will be knowledgeable about JF POI & will be able to collaborate (sharing ideas, resources, etc.), celebrate successes & provide support where needed.</p>
<p>B.1. 4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.</p>	<p>Our intention is to have a full time coordinator in place by 2019-20.</p>	<p>2019-2020 school year</p>	<p>Principal</p>	<p>one full time teaching staff</p>	<p>Evidence - full time coordinator in place 2019-2020 school year</p>

B1.5.All school policies and procedures are reviewed and updated to ensure alignment	Develop an academic honesty policy & special needs policy that is consistent with IB expectations, review assessment policy & language policy with staff.	End of January 2018	PYPC, building teachers, building principal	None	Academic policy & Special Needs policy are established and reflects school practice, language policy & assessment policy are updated & staff are aware & have a firm understanding
B.1. 6. The school has systems in place for the continuity and ongoing development of the programme(s). (Action based on 2013 Authorization visit Matters to Be Addressed)	Grade level teachers and specialists will share a UOI update at each monthly faculty meeting. An IB PD training rotation sheet will be followed to ensure all staff are continuously receiving IB training.	Ongoing	PYPC	\$10,000	<u>Evidence/Faculty Meeting</u> - not yet obtained <u>Evidence/training</u> - On Site training December 2017 - Reading and Writing through Inquiry Making the PYP Happen April 2018 -10 staff members attended Concept Based Training- June 2018
B.1. 7. The school carries out programme evaluation involving all stakeholders.	Stakeholders will provide feedback regarding the programme, along with annual review of the action plan & will participate in the self-study	Ongoing	PYPC, building principal, all stakeholders	None	<u>Evidence</u> - Completed Self-Study and ongoing action plan

B2: Resources and support

The school's resources and support structures ensure the implementation of the Primary Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
B.2.1.The governing body allocates funding for the implementation & ongoing development of the programme	Follow training spreadsheet/schedule to ensure that all staff members are receiving the most up to date IB training. -Staff members continue to attend IB workshops & network with other IB teachers. Share & update the staff training schedule	Yearly	PYPC & building principal	TBD Budget amounts vary	Teachers/staff will be able to attend trainings as required by IB & present/share their new found knowledge with other staff members upon return (train the trainer). <u>Evidence</u> - Documented in the self study
B 2. 3a. The school ensures that the teachers & administrators receive PD by complying with the IB professional development requirement for the PYP	3 & 3a.School will provide teachers & PYPC release time to plan & implement the programme – early release days, late start days & common planning time.	Ongoing	PYPC & building principal	TBD Budget amounts vary	Stakeholders will be knowledgeable regarding the importance of having JF staff attend IB recognized PD & funding will be made available <u>Evidence</u> - Documented in the self study

B 2.4. The school provides dedicated time for teachers to have collaborative planning & reflection time. (Action based on 2013 Authorization visit Matters to Be Addressed)	School will provide teachers & PYPC release time to plan & implement the programme – early release days, late start days & common planning time, prof leave days each quarter.	Throughout the year	Administration, PYPC & teachers	None	<u>Evidence:</u> 50 minutes per week as evidenced in Master Schedule Agenda and Collaborative Notes
B.2.10. The student schedule or timetable allows for the requirements of the programme to be met.	Although there is time available for the requirements of the programme to be met teachers need to think differently about how that time is being used.	ongoing	PYPC, teachers	None	<u>Evidence - The units of inquiry will be taught in all subjects areas through the lense of inquiry.</u>

C: Curriculum

CI: Collaborative planning

Collaborative planning and reflection supports the implementation of the Primary Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
C1.1a The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff. (Action based on 2013 Authorization visit Matters to Be Addressed)	Common planning time & opportunities to reflect will be a part of the yearly schedule for all teachers. Single subject teachers will meet together on a monthly basis to discuss grade level UOIs as well as time to meet with classroom teachers.	Yearly	PYPC, bldg. principal, all grade level teachers,	None	<u>Evidence/Classroom Teachers:</u> 50 minutes per week classroom teachers as evidenced in Master Schedule Agenda and Collaborative Notes <u>Evidence/Special Teachers:</u> To be obtained
C1.1b. Planning at the school makes use of the PYP planner and planning process the curriculum and by all teachers.	Art, Music, PE, Spanish teachers will develop a planner based on current IB planner to show evidence of their teaching.	November 2018			<u>Evidence:</u> Completed planners

C1.2. Collaborative planning & reflections takes place regularly & systematically	Collaborative planning meetings will take place weekly. A systematic process will take place in which we reflect and enhance boxes 1-4. PYP reflection meetings will continue to focus on the incorporation & implementation of the essential elements & attributes students should gain from each unit – reflections & growth will then be identified in boxes 6-9.	Ongoing	PYPC, all Teachers	None	<u>Evidence:</u> Completed planners specifically boxes 6-9
C1.3. Collaborative planning and reflection addresses vertical & horizontal articulation	Time will be set aside for all staff once a year to review the vertical & horizontal articulation of our POI.	Yearly	All teaching staff		<u>Evidence</u> - an articulated Programme of Inquiry that is reviewed yearly
C1.6. Collaborative planning & reflection incorporates differentiation for student learning needs & styles	Analyse learning experiences and assessments to identify evidence of learning (content, process, product, learning environment) in relations to the concepts embedded in the central idea	Ongoing	PYPC & All Staff	None	<u>Evidence:</u> Planner boxes 1, 3 & 4
C1.7. Collaborative planning and reflection is informed by assessment of student work & learning	PYPC & teams meet to review student work & assessments	Ongoing	PYPC & All Staff	None	<u>Evidence-</u> Planners boxes 1 & 3

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
C.2.1. The written curriculum is comprehensive & aligns with the requirements of the programme.	Continue to review scope & sequence of district, CCSS & PYP expectation to ensure that they are aligned & embedded within JF POI. Continue to review the programme Standards & Practices as a staff to ensure that the curriculum is comprehensive, rigorous, includes all essential elements & IB requirements.	Yearly-ongoing	PYPC & Teachers, all staff	None	Vertical & horizontal alignment throughout the POI, no overlap, each UOI builds on the other & dig deeper in the transdisciplinary theme. The exhibition is an example of a well-rounded 5 year IB educational experiences.
C2.1b The school ensures that there is a coherent horizontally	Time will be set aside for all staff once a year to review the vertical & horizontal articulation of our POI.	Yearly	All teaching staff		<u>Evidence</u> - an articulated Programme of Inquiry that is reviewed yearly

and vertically articulated programme of inquiry					
C2.5 The written curriculum allows for meaningful student action in response to the students own needs and the needs of others	In box 1 of the planner action will be divided into these 5 categories -Participation (contributing as individual or group) -Advocacy (To support social, environmental or political change) -Social justice (in relation to rights, equality and equity, social well being and justice) -Social entrepreneurship (innovative, resourceful and sustainable social change) -Lifestyle choices (consumption, impact of choices)	Ongoing	PYPC		<u>Evidence</u> - Reviewing planners box 1 to align action to the 5 categories.
C.2.9.& 9a. The written curriculum is informed by current IB publications & is reviewed regularly to incorporate developments in the programme	PYPC will continue to be current & knowledgeable on IB publication & ensure that all relevant publications are available to staff. The planner are reviewed weekly in collaborative meetings POI/programme is reviewed as whole staff one time per year.	Ongoing-yearly	PYPC, JF staff		<u>Evidence:</u> All planning for the UOI and the POI is recorded on the PYP planner & PYP mtg. summaries

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
C.3.2.& 2a Teaching & learning engages students as inquirers & thinkers –a. the school ensures that inquiry is used across the curriculum & by all teachers.	The following action steps will be taken 1. All staff book study on <u>Why are School Buses Always Yellow?</u> 2. Provocations will be evident within box 2 of the planner to engage students in the learning experiences and to ignite their curiosity 3. Looking at inquiry cycles	School year			<u>Evidence</u> - Finished book study on <u>Why are School Buses Always Yellow?</u> Provocations will be evident within box 2 of all planners to engage students in the learning experiences and to ignite their curiosity An inquiry cycle has been agreed upon
C.3.5. Teaching and learning supports students to become actively	Teachers will participate in reviewing multiple inquiry cycles including Kath Murdoch and Kathy Short	Ongoing			<u>Evidence</u> - Teachers are teaching and using the inquiry cycle with students. Reflection

responsible for their own learning					of student inquiry found in planner box 8.
C.3.13. Teaching & learning engages students in reflecting on how, what & why they are learning	<p>Steps to increase student engagement and student reflection:</p> <ol style="list-style-type: none"> 1. School will decide on an inquiry cycle 2. Staff will incorporate inquiry/reflection journal 3. Staff will participate in book study for <u>Why are School Buses Always Yellow?</u> 	Ongoing			<p><u>Evidence-</u></p> <p>School has decided on an inquiry cycle</p> <p>Staff have incorporated inquiry/reflection journal</p> <p>Staff participated in book study for <u>Why are School Buses Always Yellow?</u></p>

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>C.4.1. Assessment at the school aligns with the requirements of the programme</p> <p>Completed as of June 2018</p>	<p>-Assessment Policy Committee meetings beginning & end of year to review assessment policy – review requirements of the programme & a variety of assessment that are used throughout the grade levels</p> <p>Assessment policy will be shared & review with staff at the beginning of the year (each will receive a copy)</p>	Yearly	Assessment Policy Committee, JF staff	None	<p>Assessments will show evidence of alignment with the requirements of the programme, the assessment policy will adapt to meet the needs of the students yearly, assessments that are created & completed will give voice & choice, allow for students to demonstrate & highlight students learning styles & ensure that students are challenged & are given an opportunity to reflect</p>
<p>C.4.2. The school communicates its assessment philosophy, policy and procedures to the school community</p> <p>Completed as of June 2018</p>	<p>Provide parents with access to the assessment policy – on school website, at meet the teacher</p> <p>Assessment policy will be shared with central office administration & members of the BOE</p>	By the end of 2017-18 school year	PYPC & administrative assistant		<p>Assessment policy will be uploaded to website & parents will be educated regarding the policy</p>

C.4.4. The school provides students with feedback to inform and improve their learning	The teachers will implement a daily feedback system to all students based on the learning objective/s Possible feedback from the assessment policy could include: group discussions, teacher notes/observations, reflection journals (anecdotal notes), student peer evaluations, also included are graphic organizers, checklists Total Participation Techniques (TPT), and quizzes/pre-tests.	Ongoing	Grade level teachers, & students		<u>Evidence</u> - teachers have implemented a daily feedback system to inform and improve teaching
C.4.5. The school has systems for recording student progress aligned with the assessment philosophy of the programme.	Teachers will use the following assessment tools as outlined in the assessment policy. <ul style="list-style-type: none"> ● Exemplars: Samples of students' work that serve as a concrete standard against which other samples are judged. ● Checklists: Lists of information, data attributes or elements that should be present in students' work or performance. ● Rubrics: Established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers. ● Anecdotal records: Brief, written notes based on observations of students. ● Continuums: Visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process. 	Ongoing	PYPC, JF teachers		<u>Evidence</u> - Portfolios
C.4.6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme	Feedback forms need to be created to provide both parents and students with relevant & prompt feedback in regards to the following. <ol style="list-style-type: none"> 1. Learner profile 2. Transdisciplinary units and the subject specific teaching within the units. 3. All the Essential Elements 	Ongoing	JF staff, students PYPC & bldg. principal		<u>Evidence</u> - feedback form created

Goal #2: Mrs. De Jong and staff will create intervention plans for the lowest 15% of all sub groups (i.e. African American, Low Income, Hispanic, etc) not meeting standards as measured by district assessments (i.e. F & P, Foundations, MAP) to close the achievement gap.

Data Analysis:

2016-17 Skyward Data
K-4 enrollment: 317
African-American: 80
Hispanic: 11

2017-18 Skyward Data
K-4 enrollment 301
African-American: 84
Hispanic: 17

2018-19 Skyward Data
K-4 enrollment 277
African-American: 74
Hispanic: 23

Low Income: 215

Low Income: 116

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
RTI groups	October 2018- May 2019	Classroom Teachers Tutors Reading Teacher Administrator	MAP Data F & P	F &P LLI Kit, Foundations, Intervention materials, Guided Reading materials
MTSS Data meetings	2018-19 School Year	Classroom Teachers Reading teacher Administrator Special education Teachers	MAP Data F & P	Academic Data
Grade Level Data Meetings	2018-19 School Year	Grade Level Teachers (when needed: Special Education, Reading Teacher, Administrator)	MAP Data F & P	Meeting Minutes Data sources
Documentation of consistent daily Interventions (Research Based) for all students not meeting progress as measured by district assessments.	2018-19 School Year	Reading Teacher Tutors Special Education Teachers Classroom Teachers	MAP Data F & P	Skyward RTI Module
Title 1 Tutors	2018-19 School Year	Title 1 tutors Reading Teacher Administrator	MAP Data F & P	F &P LLI Kit, Foundations, Intervention materials, Guided Reading materials

Goal #3: By June 1, 2019, 100% of students at Jones-Farrar IB World School, who enrolled by September 15, will meet expected projected growth on the MAP reading assessment.

Data Analysis: Benchmark data to be established after the first testing series (Sept. 1-28, 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Instruct students using the Schoolwide and Foundations curriculum daily with fidelity.	2018-19 School Year	Classroom Teachers	MAP Data F & P Schoolwide Assessments Foundations Assessments	Schoolwide Foundations
Writing	2018-19 School Year	Classroom Teachers Itinerant Teachers Special Education	Lesson Plans, Walkthroughs, Journals, Student products	Schoolwide Writing Writing Rubrics Journal prompts
Continuous data review process in place to ensure that students learned taught curriculum. Students and teacher will have data conversations and set goals for academic improvement.	2018-19 School Year	Students Classroom Teachers Administrator	MAP Data F & P	Student Data folders
Classroom teachers/tutors will provide differentiated instruction in the areas of Orton--Gillingham and the 5 performance goal strands based on MAP results.	2018-19 School Year	Classroom Teachers Reading Teachers Title I tutors	MAP Data F & P AIMSweb Plus	Schoolwide Leveled texts and daily lessons Foundations Heggerty ReadLive
Observe and coach teachers utilizing the Schoolwide: Guided Reading, Foundations	2018-19 School Year	Administrator Classroom Teachers	MAP Data F & P	Foundations Schoolwide

Goal #4: By June 1, 2019, 100% of students at Jones-Farrar IB World School, who enrolled by September 15, will meet expected projected growth on the MAP math assessment.

Data Analysis: Benchmark data to be established after the first testing series (Sept. 1-28, 2018)

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Instruct students using the Bridges curriculum daily with fidelity.	2018-19 School Year	Classroom Teachers Special Education Teachers Administrator	MAP Data PARCC scores	Bridges Curriculum
Number Corner Daily	2018-19 School Year	Classroom Teachers Special Education Teachers	Bridges Curriculum	Bridges Curriculum
Problems & Investigations through the Bridges Curriculum	2018-19 School Year	Classroom Teachers Special Education Teachers	Bridges Curriculum	Bridges Curriculum
Workplaces- Students will work with partners or small groups to practice skills and strategies.	2018-19 School Year	Classroom Teachers Special Education Teachers	Bridges Curriculum	Bridges Curriculum
Continuous data review process in place to ensure that students learned taught curriculum. Students and teacher will have data conversations and set goals for academic improvement.	2018-19 School Year	Students Classroom Teachers Special Education Teachers Administrator	MAP Data	Student Data folders

Goal #5: By June 1, 2019, Jones-Farrar IB World School will have an average attendance of 95% or higher.

Target: Yearly student average of 95% or higher

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Weekly perfect attendance drawing for individual students	2018-19 School Year	Classroom Teachers Administrative Assistant Family Resource Coordinator	Attendance Report	Attendance List Attendance Report Pencils, Stickers, Small Tokens
Weekly classroom perfect attendance awards	2018-19 School Year	Classroom Teachers Family Resource Coordinator	Attendance Report	Attendance Report PRIDE Tickets Pencils, Stickers, Small Tokens
Attendance Letters	2018-19 School Year	Family Resource Coordinator	Attendance Report	Attendance Letters
Home Visits	2018-19 School Year	Family Resource Coordinator Administrator Classroom Teachers	Attendance Report	Attendance Report Transportation

3.0 School Action Plans

Carl Sandburg Middle School

Stakeholder Engagement

Goal Throughout the 18-19 school year hold 4 student/family events, 2 community events and 4 staff events.

Action Items/Monitoring Plan

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
<p>Back to School Welcome Celebration for students</p>	<p>August 22nd</p>	<p>Beasley- Highland Basketball Coach Powell- Light refreshments, Invite district office staff,, contact Chief Barkalow, Fire Department Asche for Masonic Group Terry - Local pastors Tuten - Churches - for local pastors; FHN/New Horizons Laurie - Order Poster Boards 7 chalk Laurie - Name Tags for visitors Niemann- Photo w/college majors Beasley & Tuten-Posters Busker - Dress as Cardinal</p> <p>Possible meet the teacher night - students use chalk write welcome messages on the front sidewalk</p>	<p>10 or more community volunteers Evidence - sign in sheets and photos Build partnership with volunteers and they and they commit to returning for additional activities. Evidence - they sign up for additional activities via sign up sheets and stay connected via email and / or telephone number. (Present at least 1 one school activity)</p>	<p>-plates, napkins, cups, silverware for volunteer breakfast -sidewalk chalk (send email to staff to bring in or purchase) -poster board and sharpie/poster markers -balloons (black and orange) -sign in sheets to collect volunteer contact info -camera to take photos during event - fliers for Meet the Teacher night</p>
<p>Grandparents' Day</p>	<p>September 9th (Grandparents' Day) Friday, September 7th 8:15- arrive</p>	<p>Board games, word-search, come in for an hour, bring favorite person, community volunteers from local nursing homes? Kiwanis club? Breakfast? 1 hour each grade level? Need staging area beforehand (activity room)</p> <p>FPD</p>	<p>Build partnership with family members /community and invite them to other events Evidence - they sign up for additional activities via sign up sheets and stay connected via email and / or telephone number. (Present at least 1 one school activity)</p>	<p>-plates, napkins, cups, silverware for breakfast balloons (black and orange) -sign in sheets to collect volunteer contact info -camera to take photos during event</p>
<p>Family Academic Night</p>	<p>Sept</p>	<p>All content areas</p>	<p>At least 50 % of families</p>	<p>Food, refreshments</p>

HCC Basketball Expo	October 12th	Beasley- communicate with team, tickets for raffle - meet/greet outside @ recess?		Food/snacks for volunteers Activity fund for basketball ticket giveaway (approximately \$5 per ticket)
Somebody Special Day	October - TBD Late October Feedback needed	Powell & Committee Beasley- Bring parent/person to PE week	Guest speaker Breakfast Visit classrooms for an hour. 1 hour for each grade level. Build partnership with family members /community and invite them to other events Evidence - they sign up for additional activities via sign up sheets and stay connected via email and / or telephone number. (Present at least 1 one school activity)	-plates, napkins, cups, silverware for breakfast balloons (black and orange) -sign in sheets to collect volunteer contact info -camera to take photos during event
Staff Wellness/Fitness Activities	Before or after-school, 1x/week throughout the year	Laurie- Contacting staff, reserving space Beasley=Healthy Staff/Healthy Students activities posted around school	Sign in sheet	Gym, activity room, walking track
McTeacher Night	October?	Bondele (PBIS team member)	Was each grade level/department represented?	Staff members signing up for shifts between 4:30 -8:30
Fall Festival	October 17, 2018 Tentative	Committee, Admin, Ms. Terry, Beasley (family wellness activities)	50% of families per sign-in sheet	Activity account With budget proposed by committee FPD, FDD, FHN, Freeport Public Library, food vendors, games and activities, CSMS music and Poms/Cheer
Veterans Day Celebration	November	Powell & Committee Sommers - Make decorations	Family & Community Participation	-plates, napkins, cups, silverware for breakfast balloons red, white and blue

				-sign in sheets to collect volunteer contact info -camera to take photos during event
Spelling Bee	November 2018	McIlwain Invites to participants families, sign in sheet, certificates	75% of participants have a special someone present	Activity room
12 Days of Fitness	November- after Thanksgiving break	Armato & Beasley FHN Sponsors for shirts/bracelets/etc.? Check on possible funding sources? Put all cards in a pot to draw for YMCA membership? Niemann- talk to insurance/district?		
Geography Bee	December 2018	[need to identify teacher leader] Invites to participants families, sign in sheet, certificates	75% of participants have a special someone present	Activity room or library
AVID Engagement events (3)	Fall, Winter, Spring	Heilman, Niemann & McIlwain Invites to participants families	75% of AVID students will attend with 50% of parents/guardians present	
Spring Fling	May 2019	Staff, volunteers and community members	50% of Families evidenced by sign-in sheet	Activity account With budget proposed by committee FPD, FDD, FHN, Freeport Public Library, food vendors, games and activities, CSMS musich and Poms/Cheer, book fair

Academics

Goal 100% of CSS students will meet their projected RIT by the Spring MAP test.

Action Items/Monitoring Plan

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Planners will be completed/written in daily w/ all core classes and checked	Weekly throughout the year	Students-completed planners Teachers-use evaluation criteria Parents-sign & communicate with students/teachers	Planner Evaluation Criteria and AVID Elementary (AE) Assessment Tool	Student Planner Evaluation Criteria AVID Assessment Tool

weekly using the Planner Evaluation Criteria.				
Three ring binders - Students will utilize a three ring binder to organize their school work and supplies, checked at least monthly for usage, using a designated rubric.	Monthly throughout the year	Students-keep binder organized Teachers-use evaluation criteria Parents-review the criteria with student/teacher	Organizational Evaluation Criteria AE Assessment Tool	Teacher Model Binder Evaluation Criteria AE Assessment Tool
By the end of 6th grade, students will be able to create and complete 2/3 column notes and the Cornell note-taking process with a 2.0 average per grade level, based off of the AVID AE note taking assessment tool.	3 times a year using AE Assessment Tool	Students-observe, identify and practice 2/3 column & Cornell notes. Teacher-model, transition students from 2/3 to Cornell notes and use AE assessment tool to measure growth	AE Assessment Tool	AE Assessment Tool Cornell Note Template
Progress monitoring tool (MAP skills for math, AIMSweb for ELA) will be used and reinforce the grade level gaps during RtI.	Weekly throughout the 18-19 school year	RtI Teachers will progress monitor weekly or and document results. Administration will ensure it is being done with fidelity. Data analysis protocol will be used to assess the needs of all students	MAP skills AIMS web	Chromebooks, MAP data, MAP skills program, AIMS web probes. Teachers will use a common spreadsheet to record composite data and progress monitoring data.
RtI groups will be formed based off of student need	Every 6 weeks teachers will use the data analysis protocol to assess MAP data results.	Teachers and administration will have data informed discussions and place students in appropriate tiered groups.	MAP results Bridges Intervention Bridges and Schoolwide Curriculum MAP skills LLI kits	Chromebooks Small groups Title One Tutors
Title 1 Tutors	Sept 2018-April 2019	Admin will higher and supervise tutors Teachers/Reading specialists will create tutor schedule and provide resources for tutors. Tutors will follow schedule and utilize resources	MAP scores and progress monitoring tools	Title 1 Budget Grade level teams Tutor schedule

Discipline

Goal All staff will use the district's code of conduct policy, PBIS, and the framework to guide classroom management strategies to increase or maintain our Silver status with PBIS while aiming for Gold status.

Action Items/Monitoring Plan

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Staff will be trained in the use of the district’s Code of Conduct policy, PBIS and Restorative Practices	August 2018 January 2019	Administration/ Deans / SES Staff	Sign-in Sheet for each training	District Code of Conduct Policy, PBIS, Restorative Practices
CSS will implement character building programs.	Year long	Staff members will implement philosophies and skills through district initiatives, programs, assemblies, 2nd Step, mentoring programs, SES	Completion of said activities	2nd Step Assemblies SES Community Mentors/Partnerships YES Club
Grade level team meetings to implement PBIS with fidelity	Weekly	Grade level/ specialists teams	Meeting Minutes	PBIS Data Data Analysis Protocol
Zones of Regulation/Calm Corner	Daily	SES Staff-PD All Staff	Walk-through data	Zones of Regulation-Classroom Lessons
Positive Referrals	Ongoing	Teachers, Deans and administration	At least 1 per week by every teacher	\$200 for various rewards
“Open Mic” - Discipline/ Classroom management conversations	Monthly or as needed	Deans	Observations Referral data Reflection	http://www.pbisworld.com/tier-2/classroom-management-support/

Attendance

Goal CSS students will have an average daily attendance rate of at least 95% or higher.

Action Items/Monitoring Plan

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
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Truancy SOP will be followed on a daily basis.	Daily	FRC, Admin, Secretary, Deans, Truancy	Skyward Attendance Data	ROE Truancy Truancy, Deans, SOP District Truancy
FRC will evaluate school wide attendance data to track students who may have attendance challenges.	April 2018	FRC & Principal's secretary to place dates of monthly, quarterly data meetings in outlook calendar	Skyward Attendance (Monthly, Quarterly, EOY) Adjustments: District truancy officer involved in cases where students are not meeting attendance requirements. ROE truancy officer also involved in more severe cases. We will follow SOP for District Truancy.	FRC reports to administration monthly, quarterly, Attendance Secretary reports to FRC with daily = 1 hr, monthly = 1hr, quarterly = 1hr, and YTD = 1hr,
FRC, Administration, and Attendance Secretary will meet at the end of the first full day of school to review the attendance and registration of students.	August 22, 2018	Administration, FRC, and Attendance Secretary	Skyward Attendance	Skyward Attendance
Attendance Data Posted	Monthly	FRC, Attendance Secretary	Posted monthly in multiple places	Skyward Data
Attendance Groups/SAIG	Ongoing	FRC as the facilitator	Skyward data and individual student goals	\$1500 for incentives
Grade level teams will review student attendance data each month and identify any student who is not meeting the attendance goal. Interventions for specific students may be created and implemented by grade level teams. Plans	Monthly	Grade Level Teams, Problem Solving Team, Attendance Secretary, FRC	Skyward Attendance Adjustments: FRC will attend weekly grade level team meetings to discuss attendance data and make home visits if necessary. Check: Monthly Intervals	FRC report to grade levels per month = 1hr Grade Level Teams = 1 hr per month Incentives for grade level = pretzel points / \$1000 (\$250 per grade) Incentive for PST = \$500

<p>from grade level teams will be placed in the CSMS Staff Info 18-19 under appropriate grade level for review. If problem continues and grade level interventions are no longer working after one month of interventions, plan will be reviewed by grade level team and plans adjusted.</p> <p>Any member of the student body who has met the goal of 95% or higher for the year will be placed in a drawing for each grade level of a grand prize.</p>				
<p>Any member of the student body who has met the goal of 100% attendance for 1st, 2nd, and 3rd quarter, will be initiated into CSMS NBA (Never Been Absent) Club. These students will have their name entered into a drawing at the end of each quarter and have the opportunity to win \$25.00 gift card. At the end of the year, those who remain in club for the entire school year with perfect attendance</p>	<p>Quarterly</p>	<p>Admin, FRC</p>	<p>Skyward Attendance Data</p>	<p>\$400 in gift cards</p>

will have the opportunity to win a gift card.				
Any member of the student body who has met the goal of 95% or higher for the year will be placed in a drawing for each grade level of a grand prize.	Last week of school	FRC, Administration, Attendance Secretary	Attendance Report for the year	\$400, Attendance Secretary

3.0 School Action Plans

Freeport Middle School

Goal #1: By January 2019, 100% of students at FMS who enrolled by September 28, 2018 will meet expected growth on the English Language Arts assessment from Fall to Winter.

Data Analysis: MAP Data, Teacher Assessments

Monitoring Plan: Monthly review of summative and formative student achievement performance assessments

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Collect baseline data and monitor progress	Quarterly	Teachers, tutors and administration	Measuring student progress using MAP Data, Schoolwide assessments, and walk-throughs	PLC/Team meetings
Implementation of Schoolwide curriculum	Daily –throughout the year	Teachers, students and principals	Walk-throughs, lesson plans, data analysis on student growth on formative and summative assessment and MAP data	Schoolwide curriculum MAP Schoolwide trainers FMS library
Grade Level Data Meetings	Weekly	Grade level teams SIT Principals Reading Specialist	Measuring student progress using NWEA MAP Data, informal walk-throughs, using 21 st Century guidelines, teacher made assessments, curriculum designated assessments and report cards	PLC/Team meetings Student goal worksheet Teacher goal worksheet Guided Reading Groups/Differentiate Activity Log
Individual data meetings with ELA teachers	Follow the SOP established.	ELA teachers, Mrs. Coleman and Mrs. Sago	Minutes from data meetings Individual Data reports Common standards based assessment scores	Schoolwide MyOn LLI intervention kits Schoolwide resource: Fundamental Unlimited Read Naturally (Sped)

				Just Words Read Alive
Title I Tutors	September 2018 – May 2019 (four days a week)	Grade level team – provide a list of students who have been identified in the Tier II category	MAP progress monitoring	Reading Intervention curriculum, resources and materials AIMSWeb
After school tutoring	October 2018 – June 2019 (Mon -Thurs)	Teachers – provide list of students and current academic needs	Grades, MAP, Students enrolled in after school tutoring	Tutors After school materials and resources

Goal #2: By January 2019, 100% of students at FMS who enrolled by September 28, 2018 will meet expected growth on the Math assessment from Fall to Winter.

Data Analysis: MAP Data, Teacher Assessments

Monitoring Plan: Review formative data to strategically target instruction

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Collect baseline data and monitor progress	Quarterly	Teachers, Tutors and Administration	Measuring student progress using MAP Data, Walkthroughs	PLC/Team meetings
Implementation of CPM curriculum	Daily –throughout the year	Teachers, students and principals	Walk-throughs, lesson plans, data analysis on student growth on formative and summative assessment and MAP data	CPM curriculum MAP Khan Academy
Implement activities in which students apply math knowledge and skills	Weekly	Grade level teams, Tutors, Curriculum Coordinators, PST, Admin.	Progress monitoring tool, Walk-throughs, Lesson plans	CPM (6 th – 8 th)
Grade level teams develop and implement project based learning activities and incorporate 21 st Century Learning Initiatives	Weekly	Grade level teams, Tutors, Curriculum Coordinators, PST, Admin	Lesson and Unit Plans, Team minutes	PLC Time/Team Meetings/Faculty Meetings
Individual data meetings with Math teachers	Follow the SOP established	Math teachers, Mrs. Coleman and Mrs. Sago	Minutes from data meetings Individual Data reports Common standards based assessment scores	Data Analysis worksheet Minutes format worksheet Common standards based assessment record sheet

Title I Tutors	September 2018 – May 2019	Grade level team – provide a list of students who have been identified in the Tier II category	MAP progress monitoring	Math Intervention curriculum, resources and materials
After school tutoring	October 2018 – June 2019 (Mon-Thurs)	Teachers – provide list of students and current academic needs	Grades, MAP, Students enrolled in after school tutoring	Tutors

Goal #3: FMS students will have an average weekly attendance rate of at least 95% or higher for the following subgroups (African-American, Hispanic and Biracial students).

Data Analysis: Skyward Attendance Reports (daily/weekly/monthly)

Monitoring Plan: Review formative data to strategically target audience/attendance

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Collect baseline data and monitor progress	Weekly	Truancy officer, FRC, Attendance Secretary and Assistant Principal Follow-up contact via meetings, calls, home visits with parents and students	Unexcused student attendance reports	Skyward Attendance Reports; Parent & Student Contact Logs
Identify students who are chronically absent	Daily	Truancy officer, FRC, and Attendance Secretary Follow-up contact via meetings, calls, home visits with parents and students	Attendance data base	Skyward Attendance Reports; Parent & Student Contact Logs
Monthly meetings with students and parents	Monthly	Truancy Officer, FRC, Attendance Secretary, Assistant Principal	Review of Attendance Rate for Individual & Subgroups at FMS	Skyward Attendance Reports; Parent & Student Contact Logs; Meeting Logs
PBIS Incentives and Rewards to students	Daily, Weekly, Monthly	Truancy Officer, FRC, Assistant Principal	Providing Pretzel Points and incentives for perfect attendance; yearly achievement board, weekly announcements, team completion and semester competition. Provide subgroups with Pretzel Points and other short-term	Skyward Attendance Reports for daily, weekly, monthly

			incentives for improved attendance	
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Goal #4 Encourage parent involvement by offering differentiated opportunities at FMS throughout the school year.

Data Analysis: Develop baseline data during the 2018 – 2019 school year.

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Meet the Teacher	August 2018	FMS staff	Sign in Sheets	Data Collection
Back to School Night	September 2018	FMS staff	Sign in Sheets	Data Collection
Parent meeting	Monthly	FRC, Administration	Agenda and Sign in Sheets	Data Collection
Parent – Teacher Conferences	November 2018	FMS staff	Sign in Sheets	Data Collection
Veteran’s Day Program	November 2018	FMS staff and Student Council	Sign in Sheets	Data Collection
SWAP (Students with active parents)	December 2018 and March 2019	FMS staff, FRC	Sign in Sheets	Data Collection
FMS Got Talent	December 2018 and March 2019	FMS staff	Sign in Sheets	Data Collection
AVID Parent meeting/ workshop	December 2018 and January 2019	FMS staff	Sign in Sheets	Data Collection
FMS Black History Program	February 2019	FMS staff	Sign in Sheets	Data Collection
FMS Family and Math Nights	Spring 2019	FMS staff	Sign in Sheets	Data Collection
FMS Carnival	Spring 2019	FMS staff	Sign in Sheets	Data Collection

FMS Field Day	Spring 2019	FMS staff	Sign in Sheets	Data Collection
Promotion	Spring 2019	FMS staff	Sign in Sheets	Data Collection

Goal #5: Increase FMS student involvement in FMS activities, clubs, organizations, and sports.

Data analysis: Bi-annual District-Sponsored Climate Survey; Quarterly School-Sponsored Climate Survey

Monitoring Plan:

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Fall/Winter/Spring Sport participation	Weekly	Athletic Director, coaches and administration	Sign in Sheets	Data Collection
Student Council	Entire school year (meets bi-weekly)	Co-sponsors and administration	Sign in Sheets	Data Collection
Builder's Club (penny wars, breast cancer awareness, hat & gloves fundraiser, box top contest)	Entire school year (meets bi-monthly)	Sponsor and administration	Sign in Sheets	Data Collection
ARC and SPA (AVID related clubs)	Entire School year (meets as needed)	AVID SITE team members	Sign in Sheets	Data Collection
Delta Academy	Entire School year (meets bi-weekly)	Delta Sigma Theta members	Sign in Sheets	Data Collection
FHN Youth Club	Entire School year (meets monthly)	FHN staff	Sign in Sheets	Data Collection
Book to Movies club	Entire School year (meet twice a month)	J Bell, V. Mitkusevitch, and administration	Sign in Sheets	Data Collection

Friends of Rachel	Entire School year (meet twice a month)	Sponsor and administration	Sign in Sheets	Data Collection
All Girls Assembly – Erika Harold	September 2018	FMS staff	Attendance sheet	Data Collection
All Boys Assembly – Derek Greenfield	September 2018	FMS staff in conjunction with Highland	Attendance sheet	Data Collection
Female/Male Mentoring program	September 2018 (meet twice a month)	FMS staff	Attendance sheet	Data Collection
Teen Summit/Friends of Rachel Day	April 2019	FMS staff and community	Attendance sheet	Data Collection
FMS Movie Night	Quarterly	FMS Staff	Sign in Sheets	Data Collection
Student Incentive activities and assemblies	Quarterly	FMS staff	Attendance sheets	Data Collection
School sponsored dance	Quarterly	FMS staff	Sign in Sheets	Data Collection
FMS Got Talent	December 2018 and April 2019	FMS staff	Sign in Sheets	Data Collection
FMS Promotion activities	May 2019	FMS staff	Sign in Sheets	Data Collection

**3.0 School Action Plans
Freeport High School**

2018-19 FHS School Improvement Plan

Academics	Social Emotional Learning	College and Career
<p>Student Targets:</p> <ul style="list-style-type: none"> ● Improve Freshman On Track Percentage ● Improve SAT Scores ● Improve MAP Scores <p>Goal: AVID Schoolwide Certification</p> <ul style="list-style-type: none"> ● Sub Goal: Increased WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Teachers self rate WICOR use and administrators document WICOR use in non-evaluative walkthroughs Note: Ongoing. No Cost. ● Sub Goal: Increase staff WICOR training. Focused Notetaking in Fall, and Teacher Choice of four WICOR instructional strategies in Winter. Note: Completed by Jan. 2019 using District Trainers. No Cost. <p>Goal: Freshman On Track Mentoring</p> <ul style="list-style-type: none"> ● Sub Goal: All Freshmen receive Three Tier I sessions, Tier II/III sessions for identified students (identified every four weeks into three different categories) Note: Ongoing. No Cost. <p>Goal: Increased MAP and SAT benchmark growth</p> <ul style="list-style-type: none"> ● Sub Goal: Using NWEA MAP Beginning to Mid-Year Student Growth Norms (based on NWEA 2015 RIT Scale Norms Study), 70% of students in grade 9 and 10 will demonstrate at or above grade level average growth. ● Sub Goal: Using the PSAT preparatory assessments, 70% of students in grade 11 will show a gain in their math and reading scores prior to taking the State of Illinois SAT in the Spring of 2018. Notes: Ongoing. 	<p>Student Targets:</p> <ul style="list-style-type: none"> ● Improve Attendance ● Decreased Suspensions <p>Goal: Trauma Sensitive School</p> <ul style="list-style-type: none"> ● Sub Goal: Achieve a “3” average across Trauma Sensitive School Checklist Note: Score in May 2019. ● Sub Goal: Increased Staff Training and Trauma Certification <ul style="list-style-type: none"> ○ ACES (Adverse Childhood Experiences) Note: Dec. 2018 ○ Trauma Informed School Note: TBA ● Sub Goal: Document increased use of suspension re-entry and conduct support plans to deliver Tier II/III behavioral supports to students. Note: Ongoing. ● Sub Goal: Document increased use of attendance supports for truant students Note: Ongoing. 	<p>Student Targets:</p> <ul style="list-style-type: none"> ● Improve Engagement ● Improve Graduation Rate ● Increase Dual Credit/Certification/Credential Earning Options <p>Goal: Make a large school smaller</p> <ul style="list-style-type: none"> ● Sub Goal: Teachers self rate their use of instructional PBL Note: Ongoing. ● Sub Goal: Build Freshman Programming for 2019-20 School Year Note: Pending Board approval. Cost(s): Staff PD. ● Sub Goal: Pursue increased credentials/certification options for pathway students (For students who take 3 courses that build upon each other in a career pathway.) Note: Pending Board approval. Cost(s) Staff PD.

