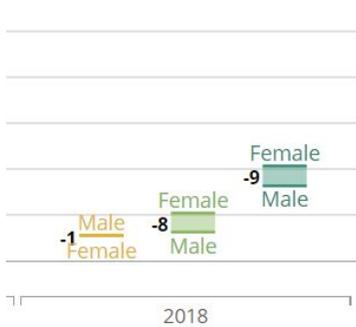


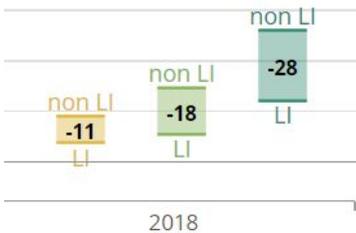
Taylor Park Work Plan 2018-2019

1. Indicate current status of school performance against state determined long-term goals. (Include performance of student groups, achievement gaps, and performance relative to indicators beyond academic achievement.)

The following results reflect the score from 3rd grade ELA on the 2018 PARCC Assessment.



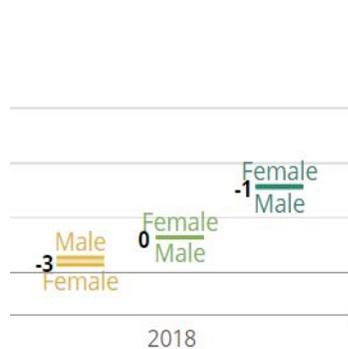
There was no achievement gap between 3rd grade male and female students in ELA. However, the scores indicate both 3rd grade groups are performing at 11% proficiency.



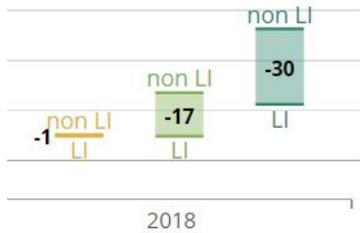
There is an 11% achievement gap between 3rd grade low income and non low income students in ELA. 3rd grade Low income students performed at 8% proficiency, while non low income students performed at 18% proficiency.

There is a 15% achievement gap between 3rd grade white and black students in ELA. White 3rd grade students performed at 21% proficiency while black students performed at 7% proficiency.

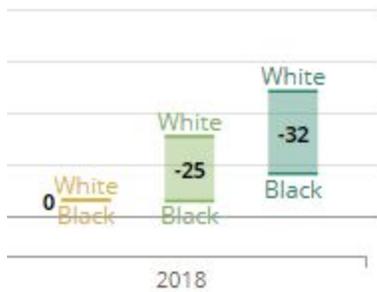
The following results reflect the score from 3rd grade Math on the 2018 PARCC Assessment



There is a 3% achievement gap between 3rd grade male and female students in Math. While 3rd grade males performed at 6% proficiency, females performed at 3% proficiency.



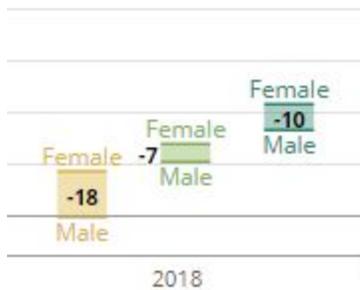
There is a 1% achievement gap between 3rd grade Low Income and Non Low Income students in Math. Low Income students are performing at 10% proficiency while Non Low Income students are performing at 11% proficiency.



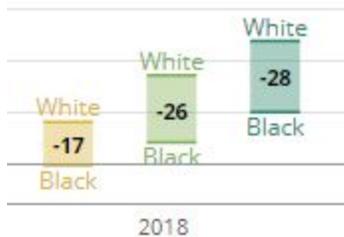
There is no achievement gap between 3rd grade white and black students in Math. Both groups of students are performing at 7% proficiency.

The following results reflect the score from 4th grade ELA on the 2018 PARCC Assessment.

■ School ■ District ■ State

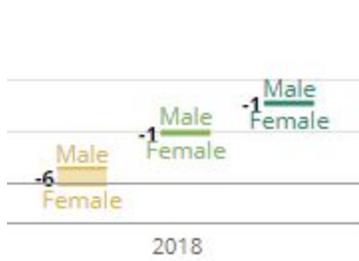


There is an 18% achievement gap between 4th grade male and female students in ELA. 4th grade females are performing at 18% proficiency while males are not performing at all.



There is a 17% achievement gap between 4th grade white and black students in ELA. White students are performing at 17% proficiency while black students are not performing at all.

The following results reflect the score from 4th grade Math on the 2018 PARCC Assessment.



There is a 6% achievement gap between 4th grade male and female students in Math. Males are performing at 6% proficiency, while females are not performing at all.



There is an 8% achievement gap between 4th grade white and black students in Math. White students are performing at 8% proficiency, while black students are not performing at all.

Other data analysis from the Illinois Report Card

- Overall, Taylor Park Elementary had only 10% of 3rd and 4th graders who were proficient on the PARCC ELA assessment, and only 4% of 3rd and 4th graders who were proficient on the PARCC Math assessment.
- During the 2017-2018 school year, 7% of the students at Taylor Park Elementary were considered homeless, while the district average was 4% and the state average was 2%.
- During the 2017-2018 school year, Taylor Park Elementary's average daily attendance was 92%, while the district was at 93% and the state average was 94%.
- During the 2017-2018 school year, 37% of the students at Taylor Park Elementary have chronic absenteeism, which means they have missed 10% of the school days in an academic year with or without a valid excuse. When breaking these numbers down further, black students make up 49% of chronic absentee students while 16% are white. Additionally, 41% of our chronic absentee students are males, while 32% are female. Lastly, 22% of our chronic absentee students are considered low income, and 28% have a disability.
- During the 2017-2018 school year, 9% of the students at Taylor Park Elementary are considered chronically truant. A chronic truant is a student who misses 5% of school days in an academic year without a valid excuse. Taylor Park is below the district average which is 14%, and below the state average which is 11%.

The following results reflect 2018 Winter NWEA MAP Data for Reading and Math

1st grade

Mathematics

Summary	
Total Students With Valid Growth Test Scores	34
Mean RIT	154.1
Standard Deviation	11.5
District Grade Level Mean RIT	158
Students At or Above District Grade Level Mean RIT	14
Norm Grade Level Mean RIT	161.6
Students At or Above Norm Grade Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	14	41%	7	21%	7	21%	4	12%	2	6%	152-154-156	11.5

Reading

Summary	
Total Students With Valid Growth Test Scores	32
Mean RIT	151.5
Standard Deviation	8.7
District Grade Level Mean RIT	155.4
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	159.9
Students At or Above Norm Grade Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	18	56%	6	19%	3	9%	5	16%	0	0%	150-152-153	8.7

- 62% of Taylor Park 1st graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Math assessment.
- 75% of Taylor Park 1st graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Reading assessment.

2nd Grade

Mathematics

Summary	
Total Students With Valid Growth Test Scores	35
Mean RIT	172.4
Standard Deviation	14.2
District Grade Level Mean RIT	180.1
Students At or Above District Grade Level Mean RIT	11
Norm Grade Level Mean RIT	176.2
Students At or Above Norm Grade Level Mean RIT	12

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	11	31%	6	17%	6	17%	8	23%	4	11%	170-172-175	14.2

Reading

Summary	
Total Students With Valid Growth Test Scores	35
Mean RIT	166.8
Standard Deviation	13.1
District Grade Level Mean RIT	175.5
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	174
Students At or Above Norm Grade Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	13	37%	11	31%	5	14%	3	9%	3	9%	165-167-169	13.1

- 48% of Taylor Park 2nd graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Math assessment.
- 68% of Taylor Park 2nd graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Reading assessment.

3rd Grade

Mathematics

Summary	
Total Students With Valid Growth Test Scores	39
Mean RIT	179
Standard Deviation	13.1
District Grade Level Mean RIT	184.5
Students At or Above District Grade Level Mean RIT	14
Norm Grade Level Mean RIT	189.9
Students At or Above Norm Grade Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	20	51%	7	18%	9	23%	1	3%	2	5%	177-179-181	13.1

Reading

Summary	
Total Students With Valid Growth Test Scores	35
Mean RIT	175.7
Standard Deviation	14
District Grade Level Mean RIT	183.1
Students At or Above District Grade Level Mean RIT	10
Norm Grade Level Mean RIT	187.7
Students At or Above Norm Grade Level Mean RIT	6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	15	43%	10	29%	5	14%	4	11%	1	3%	173-176-178	14

- 69% of Taylor Park 3rd graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Math assessment.
- 72% of Taylor Park 3rd graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Reading assessment.

4th Grade

Mathematics

Summary	
Total Students With Valid Growth Test Scores	40
Mean RIT	185.1
Standard Deviation	13.9
District Grade Level Mean RIT	194.7
Students At or Above District Grade Level Mean RIT	10
Norm Grade Level Mean RIT	201.5
Students At or Above Norm Grade Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	24	60%	8	20%	5	13%	3	8%	0	0%	183-185-187	13.9

Reading

Summary	
Total Students With Valid Growth Test Scores	40
Mean RIT	182.4
Standard Deviation	15.9
District Grade Level Mean RIT	191.5
Students At or Above District Grade Level Mean RIT	11
Norm Grade Level Mean RIT	197.7
Students At or Above Norm Grade Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading	23	57%	8	20%	5	13%	2	5%	2	5%	180-182-185	15.9

- 80% of Taylor Park 4th graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Math assessment.
- 77% of Taylor Park 4th graders are performing either low or low average (between the 1st and 40th percentile) according to the 2018 Fall MAP Reading assessment.

2. Summarize school findings based on Illinois Quality Framework Supporting Rubric Needs Assessment and or other needs assessments conducted at the school.

Illinois Quality Framework:

Standard 1 Continuous Improvement - Emerging

Standard 2 Culture and Climate - Emerging

Standard 3 Shared Leadership - Emerging

Standard 4 Governance, Management, and Operations - Accomplished

Standard 5 Educator and Employee Quality - Ineffective

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

1. Purpose setting questions:
2. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
3. How do we determine what professional learning opportunities will be provided to staff members?
4. How do we evaluate our professional learning opportunities?
5. In what ways do we collaborate?
6. What is the focus of staff collaboration?
7. How do we evaluate our educational practice?

Standard 6 Family and Community Engagement - Ineffective

Standard VI Family and Community Engagement

In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, linguistic, if applicable, and academic growth.

1. Purpose setting questions:
2. How does the district/school communicate with primary caregivers? (If multiple languages are present, do we communicate in those languages?)
3. How are primary caregivers involved with the educational process?
4. How does the district/school communicate with community stakeholders? (If multiple languages are present, do we communicate in those languages?)
5. How are community stakeholders involved with the educational process?
6. How does the district/school collaborate with primary caregivers and community stakeholders?

Standard 7 Student and Learning Development - Ineffective

Standard VII Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

1. Purpose setting questions:
2. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?)
3. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.?)
4. What supports does a district/school provide for instructional planning?
5. How does the district/school evaluate the effectiveness of our instructional environment?
6. How does the district/school's evaluation system support effective instruction?
7. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?

Based on the Illinois Quality Framework results, Taylor Park Elementary has identified an emphasis needed on: 5 - PD and relationships with each other (teacher to teacher), 6 - Relationships between school and families and community, 7 - Instructional planning, differentiation, and assessment of and for learning.

After analysis of overall academic data, it is apparent that all Taylor Park students are achieving at low levels. However, the emphasis needs to focus on the achievement gap between Black students and white students at all grade levels. Specifically, there is an achievement gap in ELA for our 3rd grade Low Income Black students and 4th grade Black males. In math, there is an achievement gap between males and females in both 3rd and 4th grade and specifically black males in 4th grade.

Given multiple sources of data, Taylor Park Elementary will focus on building relationships with each other (teacher to teacher), relationships with parents, family, and community members, and high expectations for all students and staff.

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

It is apparent that staff needs specific professional development in working with Black students, low income students, and building relationships with families and community members.

Use of Title 1003a School Improvement funds will be focused on providing professional development and working with a learning partner to address these areas.

4. Detail activities, interventions, and strategies the school intends to implement to address needs identified earlier. Briefly describe how these strategies and interventions will address gaps in achievement and student inequities.

Academic Goals (High expectations)

Teachers will plan and implement lesson plans to address the Common Core Standards in ELA on a daily basis.

- Teachers at each grade will meet on a weekly basis to plan lessons as a grade level to address specific standards (This can go into a table - Measures, completion dates, format, etc.)
 - Measures - agreed upon standard, examine student work samples
- Teachers at each grade level will implement Guided Reading.
- Tools to help teachers balance the curriculum must dos

Teachers will plan and implement lesson plans to address the Common Core Standards in Math on a daily basis.

Kindergarten Readiness

SEL - Work with ULLC (Feb dates, March 14, April 11, May 9, Homework (from ULLC), Summer PD)

2018-2019 Planning Year Budget 163,621.58

Evidence-based Activity, Intervention, or Strategy	How each activity, intervention, or strategy will address gaps in achievement & student inequities	Cost
ULLC - Need Assessment	<ul style="list-style-type: none"> This assessment will “diagnose” what’s working in our school, what’s not, and where change is needed. 	\$300.00 per hour (15 hours) \$4,500.00
ULLC - Leadership Coaching	<ul style="list-style-type: none"> Working with principal to develop instructional walkthrough and feedback protocols Working with leadership team to develop, monitor, and evaluate a school action plan based on the diagnostic review and data analysis 	312.50 per hour (160 hours) \$50,000.00
ULLC - Specialized services and coaching	<ul style="list-style-type: none"> Development of a set of student management Protocols to build on student social and moral skill Sets, e.g. self-efficacy, goal setting, resilience, self-regulation, ownership of learning, etc. Training for teachers and students Training in high yield pedagogical strategies to increase student engagement and raise the rigor of classroom instruction consistent with the Illinois learning standards Training in the development of higher order thinking assessments consistent with the Illinois state tests 	\$312.50 per hour (60 hours) \$18,750.00
ULLC - Specialized services and coaching	<ul style="list-style-type: none"> Training in outreach protocols to increase the involvement of parents and community into Taylor Park’s distributed leadership environment Training for the staff in creating culturally inclusive Classrooms Development of core mission, vision, and values protocols which drive the decision making at Taylor Park 	\$312.50 per hour (20 hours) \$6,250.00
ULLC - Professional	<ul style="list-style-type: none"> Creation of customized training for 	\$250.00 per

development resource development	engaging pedagogy, Leadership walkthroughs, leadership team development, School improvement development, parent and community Outreach, and mission/vision development and implementation	hour (75 hours) \$18,750.00
ULLC - Teacher PD, Outside of Contract Time	<ul style="list-style-type: none"> ● In order to prepare staff for the upcoming 2019-2020 school year, we will be holding staff PD in the Summer of 2019. ● Training may encompass <ul style="list-style-type: none"> ○ Training in high yield pedagogical strategies to Increase student engagement and raise the rigor of classroom instruction consistent with the Illinois learning standards ○ Training in the development of higher order thinking assessments consistent with the Illinois state tests ○ Training in outreach protocols to increase the Involvement of parents and community into Taylor Park's distributed leadership environment ○ Training for the staff in creating culturally inclusive Classrooms 	\$18.20 per hour \$4.33 (Benefits and TRS) (5 days at 5 hours per day 20 teachers) \$455.00 \$108.25 (Benefits and TRS) \$9,100.00 \$2,165.00 \$11,265.00
Kindergarten Readiness - Transportation	<ul style="list-style-type: none"> ● In order to address the achievement gap for incoming Kindergarten students, Taylor Park will hold a 2 week bootster program. Students will be transported to and from school. 	\$18.66 \$1.22 (IMRF) (10 days, 3 hours a day, and 2 Drivers) \$1120.00 \$74.00 \$1,194.00 \$12.00 \$0.78 (IMRF)

		<p>(10 days, 3 hours a day, and 2 monitors)</p> <p>\$720.00 \$48.00 (IMRF)</p> <p>\$720 Salary \$48 Benefits</p> <p>\$768.00</p> <p>Mileage, 2.25 per mile (30 miles per day, 2 buses)</p> <p>\$1,350.00</p>
Kindergarten Readiness - Food	<ul style="list-style-type: none"> In order to address the achievement gap for incoming Kindergarten students, Taylor Park will hold a 2 week bootster program. Students will be fed with a Breakfast (including milk, and a snack with juice. 	<p>Breakfast, 1.25 per student (30 students, 10 days) \$375.00</p> <p>Snack (2 boxes total) \$100.00 & juice .38 per student (30 Students, 10 days) \$214.00</p>
Kindergarten Readiness - Supplies	<ul style="list-style-type: none"> In order to address the achievement gap for incoming Kindergarten students, Taylor Park will hold a 2 week bootster program. Curriculum, student supplies, teacher supplies, and advertisement will be necessary. 	<p>\$250.00 per teacher</p> <p>\$1000.00</p>
Kindergarten Readiness - Teacher Pay	<ul style="list-style-type: none"> In order to address the achievement gap for incoming Kindergarten students, Taylor Park will hold a 2 	<p>\$25.03 per hour \$6.00 (benefits)</p>

	<p>week bootster program. Three teachers will be paid for time outside of their contract hours for initial curriculum planning, preparation, creating curriculum, planning lessons, preparation of lessons, and teaching students.</p>	<p>and TRS)</p> <p>(3 teachers, Daily teaching and planning, 60 hours per teacher)</p> <p>\$1,502.00 \$360.00 (Benefits and TRS)</p> <p>\$4,506.00 \$1080.00 (benefits and TRS)</p> <p>\$5,586.00</p>
<p>Sound Partners - Grades K-2 Reading Intervention</p>	<ul style="list-style-type: none"> ● In order to address the achievement gap in reading, Sound Partners has been selected as a research based reading intervention. Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. ● Sound Partners will: <ul style="list-style-type: none"> ○ Improves phonemic awareness, decoding, word identification, and spelling skills ○ Provides Kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting ○ Includes application of word-reading skills through storybook reading practice 	<p>(6 sets of each for classroom teachers, special education teachers, and tutors)</p> <p>K - Master Set \$90.06, BOB Books 30.49 = \$120.55 x 6 (9 sets of each for classroom teachers, special education teachers, and tutors)</p> <p>1st/2nd - Decodable Reading Set \$147.95,, Stepping Stones to Literacy \$460.95 = \$608.90 x 9</p>

		<p>\$6830.00</p> <p>(16 teachers, 4 hours of Intervention Planning)</p> <p>\$18.20 per hour \$4.33 (Benefits and TRS)</p> <p>\$1,165.00 \$288.00 (Benefits and TRS)</p> <p>\$1,453.00</p>
Lexia - Grades K-4 Reading Intervention	<ul style="list-style-type: none"> • In order to address the achievement gap in reading, Lexia has been selected as a research based intervention. • Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. 	<p>(Building License)</p> <p>\$9,900.00</p>
Summer Reading - Home / School Connection	<ul style="list-style-type: none"> • In order to address the achievement gap in reading, all Taylor Park K-4 students will receive a summer reading book pack. 	<p>(24.00 per student)</p> <p>\$5,900.00</p>
Rebranding Taylor Park	<ul style="list-style-type: none"> • Supplies and materials to rebrand Taylor Park to increase positive messages and school spirit. • Create a welcoming environment with high expectations for all students. 	<p>\$8,200.00</p>

Flexible Seating, classroom organization, and sensory supplies.	<ul style="list-style-type: none"> • Flexible seating and classroom organization, and sensory supplies will create an environment that is more conducive learning for all students. • Meet the academic and social needs for all students. 	(Money for classrooms, Special Education, and Social Work / BSS office - 710.00 per space) \$11,337.00
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TOTAL = 163,435.00

Timeline	Activity	Area of Need	Measure of Effectiveness	Completion Date	Cost
Fall 2018	Completion of needs assessment	Identified culture and climate, and relationships	Staff completed needs assessment. The results were used to create our work plan.	October 2018	N/A
November 28	Data review	Academic achievement	Each grade level will develop 1 to 2 data statements by looking at Fall 2018 MAP data	November 28	N/A
December 13 SIP Day	Sharing of needs assessment results, and creating school wide and grade level action plans	Identified culture and climate, and relationships	Grade level charts will be completed. Charts will include: grade level findings, needs assessment results, and 1		N/A

			to 2 action steps to address identified areas.		
December 20th	Explore Potential Learning Partners	Identified culture and climate, and relationships	Selection and contract agreement with a learning partner(s)		TBD
January 9th	Teacher analysis of Winter MAP, F&P, and Aims Web Plus data	Academic Achievement	Identifying student for interventions		N/A
January 14th	Grade Level Data Meetings	Academic Achievement	Identifying student for interventions		N/A
February 5th-6th	Urban Learning and Leadership	Diagnostic Assessment	Analysis of data, observations, and interviews.		
ASAP	Selection of Reading and Math interventions	Academic Achievement			
Spring 2019					
Summer 2019	Kindergarten Readiness	Academic Achievement			
Summer 2019	Professional Development with learning partner				Approximately 60,000

