



JONES-FARRAR IB WORLD SCHOOL WORK PLAN FOR SCHOOL IMPROVEMENT IL-EMPOWER

Whole Child, Whole School, Whole Community

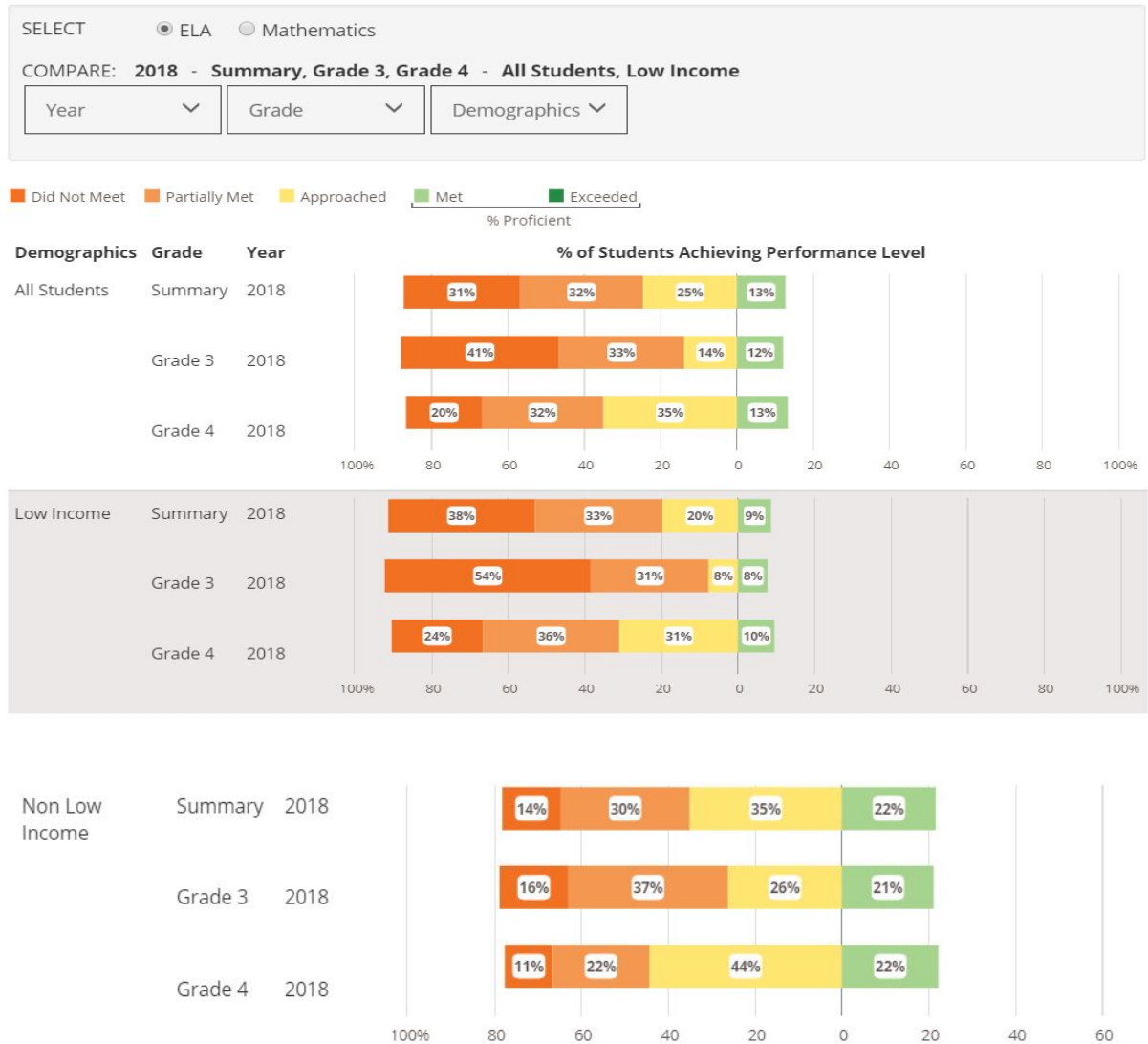
Jennifer De Jong, Principal

jennifer.dejong@fsd145.org

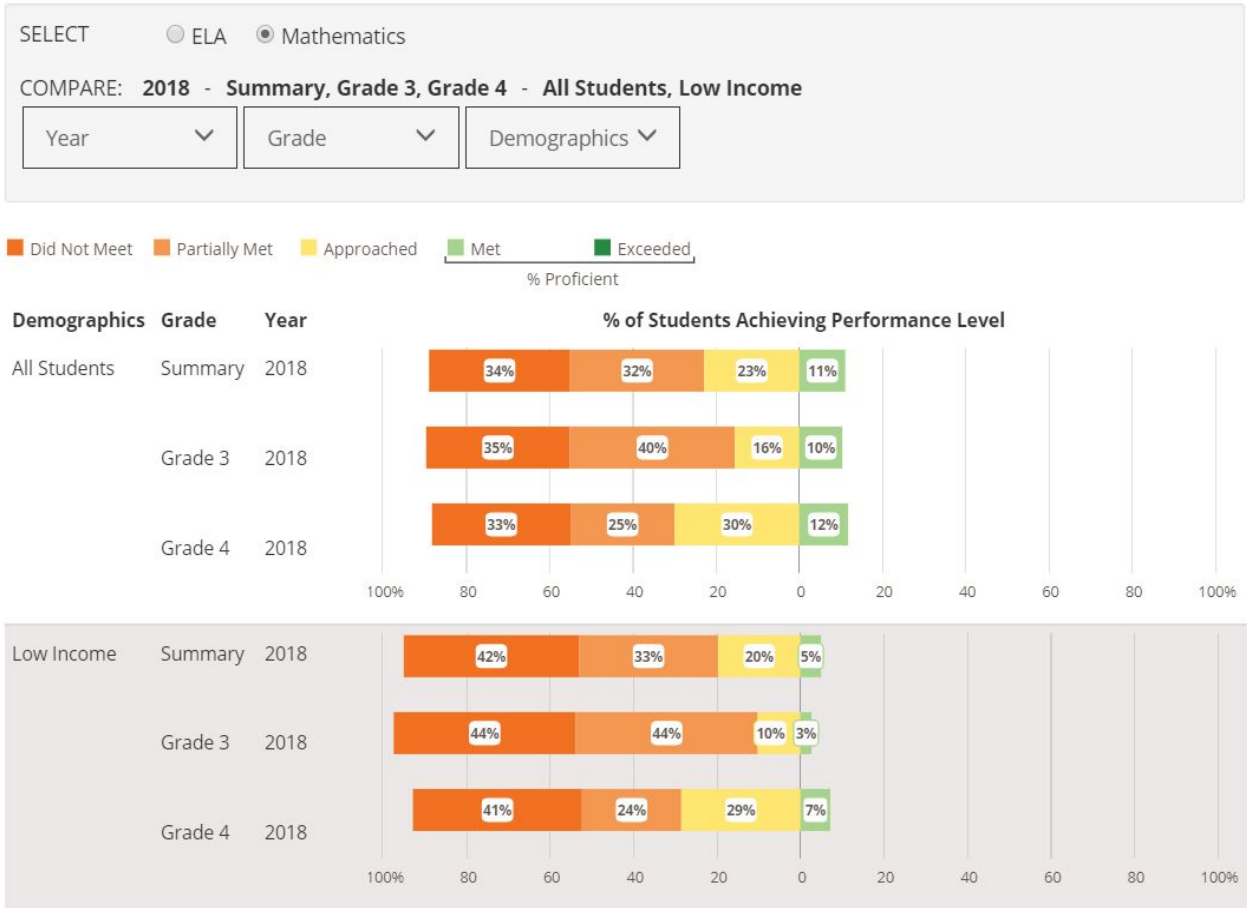
School Requested Planning Year: YES NO

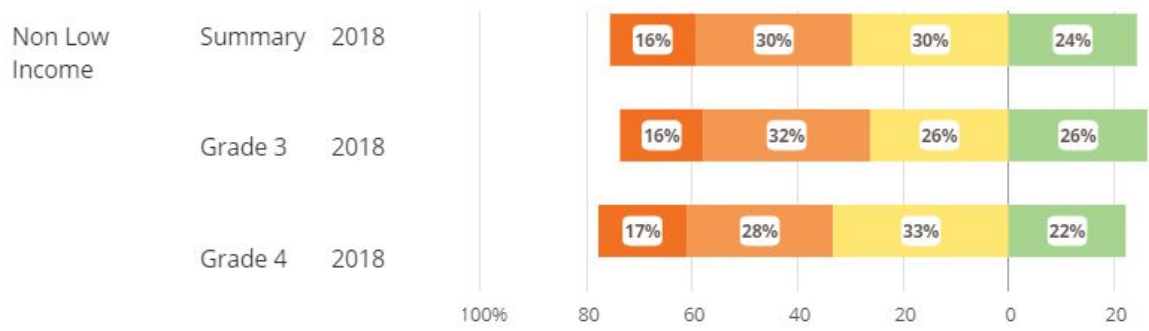
I. Indicate current status of school performance against State-determined long-term goals.
 (Include: performance of student groups, achievement gaps, and performance relative to indicators beyond academic achievement)

- For 2018, all students for ELA 13% met, Math 11 % met. Our low income subgroup ELA 9% met, Math 5% met.



Summary Statement ELA: As a whole all students are underperforming on the PARCC assessment with only 12% of 3rd graders and 13% of 4th graders meeting for the ELA assessment. Gap between low income and non low income in 3rd grade is 13% with 21% and 8%. The gap between low income and non low income in 4th grade is 12% with 22% non low income to 10% low income meeting.





Summary statement Math: As a whole all students are underperforming on the PARCC assessment with only 10% of 3rd graders and 11% of 4th graders meeting for the Math assessment. Gap between low income and non low income in 3rd grade is 23% with 26% and 3%. The gap between low income and non low income in 4th grade is 15% with 22% non low income to 7% low income meeting.

5 Essentials Data

Teacher Safety		13 Least	Supplemental Measures	T	+ NOTE	DETAILS
Quality of Student Discussion	32 Less	Ambitious Instruction	Teacher			
Teacher Influence	39 Less	Effective Leaders	Teacher			
Student Responsibility	46 Average	Supplemental Measures	Teacher			
Parent Involvement in School	48 Average	Involved Families	Teacher			
Collective Responsibility	54 Average	Collaborative Teachers	Teacher			
Program Coherence	57 Average	Effective Leaders	Teacher			
School Commitment	58 Average	Collaborative Teachers	Teacher			

Quality Professional Development	59 Average	Collaborative Teachers	Teacher				
Instructional Leadership	64 More	Effective Leaders	Teacher				
Parent Influence on Decision Making in Schools	64 More	Involved Families	Teacher				
Teacher-Teacher Trust	65 More	Collaborative Teachers	Teacher				
Classroom Disruptions	67 More	Supplemental Measures	Teacher				
Teacher-Parent Trust	67 More	Involved Families	Teacher	Collective Use of Assessment Data	83 Most	Supplemental Measures	Teacher
Teacher-Principal Trust	69 More	Effective Leaders	Teacher	Reflective Dialogue	92 Most	Supplemental Measures	Teacher
Collaborative Practices	80 Most	Collaborative Teachers	Teacher	Socialization of New Teachers	97 Most	Supplemental Measures	Teacher
Innovation	80 Most	Supplemental Measures	Teacher				

Summary Statement: In reviewing 5 Essentials Data, quality of student discussion and teacher influence have a lesser effectiveness than the other areas measured. As we fine tune our areas of focus, we will be focusing our efforts on quality of student discussion.

Discipline Data

- ODR-84 referrals represented by 18 students
- OSS-8 suspensions represented by 4 students
- ISS-17 in-school suspensions represented by 7 students

Summary statement: Of the 278 students, 18 have had discipline referrals. Of the 18 students with discipline referrals, 9 of the students are considered low income. Of those students considered low income, all 9 have had significant traumas (or ACES) in their lives. Therefore, staff needs professional development on how to work with our students who have had trauma in their lives.

II. Summarize school findings based on Illinois Quality Framework Supporting Rubric needs assessment and/or other needs assessments conducted at the school.

Standard 1 Continuous Improvement- Accomplished

Standard 2 Culture and Climate-Emerging

Standard 3 Shared Leadership-Accomplished

Standard 4 Governance, Management and Operations-Accomplished

Standard 5 Educator and Employee Quality-Accomplished

Standard 6 Family and Community Engagement-Emerging (*exemplary, emerging, emerging)

Standard 7 Student and Learning Development-Accomplished

- Areas of strength
 - Shared Leadership
- Prioritized areas for improvement and growth
 - Standard 2 Culture and Climate
 - Supporting evidence-based instruction to meet the needs of the whole child
 - Supporting the physical, cultural and socio-economic needs of all staff and students.
 - Standard 6 Family and Community Engagement
- Targeted areas for improvement
 - Focusing on students' social and emotional learning especially those who have experience trauma.
 - Educating all staff on how to best meet the needs of all students social and emotional needs.
 - Family and community engagement
 - Increase opportunities for students to discuss their own learning

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

- Time for collaborative conversations for: Analysis of student learning, Common Planning, Professional Learning, etc.
- Training ALL staff (certified teachers and support staff- clerical, paraprofessional, recess/lunch supervisors, tutors, cafeteria cooks, all classified positions) on trauma based relational interventions
- Access to resources for social and emotional learning and how to respond to children who have experience trauma
- Differentiation of support based as needed

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

Academic Intervention

Many of our low income students do not have books or easy access to books. Every student will receive a summer reading pack to increase student access to reading materials and keep them reading during the summer months.

Social and Emotional Intervention Plan

Many of our low income students are also students who have experienced trauma. We have seen and believe that if we can meet the social and emotional needs of students, we can see a leap in their academic success as well. As a school, we are committing to changing how we currently do our school day. Training all of our staff (including all classified staff members) before school begins in 2019-2020 as well as doing some brief trainings during the 2018-19 school year. Below is our intended plan to implement **Trust Based Relational Intervention (TBRI)** based on the work of Dr. Karyn Purvis.

Training:

All JFIB staff members trained in 4 day (6 hour) training.

JFIB staff members and TBRI Practitioners- Linsey McDanel and Katie Szarzynski will train staff

PD times- 45 minute TBRI refreshers- 1-2 per quarter

Monthly handouts/email with TBRI information to staff

Sensory PD for whole classroom strategies with OT

Empowering

- 2 recesses for each class each day
 - 1st recess to stay with lunch with same time allotted
 - 2nd recess- 20 minute window
- 2 snacks per day
 - Protein rich
 - Water served with snacks (disposable cups in each classroom/pitcher for water)
- Visual (picture) schedule in each classroom with each activity listed in detail and allows room for changes in routine
- Before school activity- outdoor activities or physical movement indoors

Connecting

- Snack time with teacher 1x per day- 15 minutes allotted
- Nurture group/SEL time 1x per week- 45 minutes allotted for a whole building time
- SEL review time 4x per week- 15 minutes allotted

- Recess time: supervisors of recess will engage in play with students
- PBIS store: based on connection

Correcting

- Area of classroom for cool down with sensory tools available
- Sensory cabinet with options for classrooms
- PBIS- 3 behavior expectations: Stick together, no hurts, have fun

Items	Cost Breakdown	Total Cost
Summer Reading Packs (To increase student access to reading materials and keep them reading during the summer months)	Scholastic Reading Packs	\$6,400
Summer Kick off Family Event (demonstrate to parents what you would like to have parents work on with students over the summer for the next grade level-- could be a pre-reading before student starts that grade)	Staff stipends	\$1,820
	Staff benefits	\$433
	Materials and supplies -posters, fliers, notebooks, binders	\$700
	Light snack	\$300
Training for All Staff Members	4 days (6 hours per day, 24 hours) Certified Staff (25 staff) \$22.53 \$18.20 would be object 100 \$4.33 would be object 200 \$1.80 employee 9% TRS \$1.97 Federal 9.85% \$.26 Medicare at 1.45% \$.18 Employer THIS .92% \$.12 Employer TRS .58% Classified Staff varies- \$10-\$15 per hour (13 staff)- \$4680 (total cost based on \$15 total-including benefits- per hour)	\$15,600
		\$3,000

	Preparation Hours \$22.33/hour-- 10 hours per presenter- \$450 - \$18.20 salary - \$4.33 benefits Presentation Hours \$56.41/hour-24 hours per presenter- \$2710 -\$45.50 salary -\$ 10.91 benefits	\$2,548
Presenters Fee (JFIB Staff Members)		\$611
Sensory Tools (Calming tools,Nuture circle materials, etc)	\$200 per classroom (23 classrooms including specialists)	\$4,600
	8 hours per staff member Certified Staff \$20/hour-- \$22.53 (25 certified staff) \$18.20 would be object 100 \$4.33 would be object 200 \$1.80 employee 9% TRS \$1.97 Federal 9.85% \$.26 Medicare at 1.45% \$.18 Employer THIS .92% \$.12 Employer TRS .58%	\$3,640
Stipends for Staff to Prepare for TBRI classrooms		\$866
Protein Rich Snacks & Water	Plan is to provide a light snack to children each day.	\$6,438
	Total	\$46,956