

**Working document for IL-EMPOWER Work Plan
Carl Sandburg School**

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.)

Carl Sandburg School was identified as underperforming student groups for IEP, Low Income, Hispanic/Latino, Black and Multiracial.

ELA:

- 17% of all student met expectation on the PARCC and 2% exceeded expectations. 28% did not meet, 28% partially met and 24% approached expectations.
- 0% of IEP students met or exceeded expectation on the PARCC. 74% did not meet, 20% partially met and 6% approached expectations.
- Only 10% of low income students met expectation on the PARCC and 1% exceeded expectations. 38% did not meet, 32% partially met and 25% approached expectations.
- Only 6% of Hispanic/Latino students met expectation on the PARCC and 3% exceeded expectations. 46% did not meet, 24% partially met and 21% approached expectations.
- Only 8% of black students met expectation on the PARCC and 0% exceeded expectations. 39% did not meet, 29% partially met and 24% approached expectations.
- Only 11% of multiracial students met expectation on the PARCC and 0% exceeded expectations. 32% did not meet, 32% partially met and 25% approached expectations.

Math

- 14% of all student met expectation on the PARCC and 1% exceeded expectations. 32% did not meet, 30% partially met and 24% approached expectations.
- 0% of IEP students met or exceeded expectation on the PARCC. 69% did not meet, 25% partially met and 6% approached expectations.
- Only 6% of low income students met expectation on the PARCC and 0% exceeded expectations. 43% did not meet, 32% partially met and 18% approached expectations.
- Only 9% of Hispanic/Latino students met expectation on the PARCC and 0% exceeded expectations. 46% did not meet, 24% partially met and 21% approached expectations.
- Only 2% of black students met expectation on the PARCC and 0% exceeded expectations. 43% did not meet, 37% partially met and 18% approached expectations.
- Only 9% of multiracial students met expectation on the PARCC and 0% exceeded expectations. 46% did not meet, 29% partially met and 16% approached expectations.

Achievement Gap

- Our ELA achievement gap between Non IEP and IEP is -23
- Our math achievement gap between Non IEP and IEP is -17
- Our ELA achievement gap between Non low income and low income is -22
- Our math achievement gap between Non low income and low income is -19

- Our ELA achievement gap between White and Hispanic is -18
- Our math achievement gap between White and Hispanic is -11
- Our ELA achievement gap between White and Black is -19
- Our math achievement gap between White and Black is -18
- Our ELA achievement gap between Female and Male is -9
- Our math achievement gap between Male and Female is -3

Chronic Absenteeism

- CSS has a school wide 29% chronic absenteeism rate
- IEP students have a 48% chronic absenteeism rate
- Low income students have a 39% chronic absenteeism rate
- Hispanic students have a 6% chronic absenteeism rate
- Black students have a 42% chronic absenteeism rate
- Multiracial students have a 44% chronic absenteeism rate
- All of these subgroups, are higher than the district and the state averages

5 Essentials Survey

- Average - Effective Leaders: Do principals and teachers implement a shared vision for success?
- Average - Collaborative Teachers: Do teachers collaborate to promote professional growth?
- Less - Supportive Environment: Is the school safe, demanding, and supportive?
- Average - Ambitious Instruction: Are classes challenging and engaging?
- Less - Involved Families: Does the entire staff build strong external relationships?

Discipline Data (#'s from the start of the year through 2nd week in December)

ISS/OSS Data

- 2017-2018 School Year
 - ISS = 80 student for 219 days
 - OSS = 29 students for 98 days
- 2018-2019 School Year
 - ISS = 178 student for 485.5 days
 - OSS = 92 students for 291 days

TM/OM (teacher managed referral/office managed referral) Data

- 2017-2018 School Year
 - TM referrals = 227 students for 1,109 occurrences
 - OM referrals = 169 students for 1,003 occurrences
- 2018-2019 School Year
 - TM referrals = 290 students for 1,176 occurrences
 - OM referrals = 238 students for 1,192 occurrences

MAP Data (Winter 2019)

Math Data

- 5th Grade
 - 41% met or exceeded their projected growth
 - As a whole, 5th grade did not meet their school wide projected growth of 4.5, with 2.7 observed growth.
 - 36% low, 25% low average, 16% average, 15% hi average, 7% hi
- 6th Grade
 - 52% met or exceeded their projected growth
 - As a whole, 6th grade met their school wide projected growth of 3.2, with 3.9 observed growth.
 - 46% low, 25% low average, 16% average, 7% hi average, 6% hi

Reading Data

- 5th Grade
 - 48% met or exceeded their projected growth
 - As a whole, 5th grade met their school wide projected growth of 3.7, with 4.2 observed growth.
 - 28% low, 25% low average, 20% average, 20% hi average, 7% hi
- 6th Grade
 - 52% met or exceeded their projected growth
 - As a whole, 6th grade met their school wide projected growth of 2.9, with 3.1 observed growth.
 - 39% low, 23% low average, 13% average, 16% hi average, 9% hi

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

Our School Improvement Team completed the ICRF self assessment and we identified Standard 1, Continuous Improvement and Standard 3, Shared Leadership, as strengths.

For areas of growth, we identified Standard 7, Student and Learning Development as our highest need. Other areas we also recognized were Standard 2, Culture and Climate, Indicator A-3 support for a safe environment and Standard 6, Family & Community Engagement, Indicator B & C.

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

After reviewing our data and completing our self assessment, the data shows that there is a need for more resources to improve the learning of our sub groups, such as school wide tier 2 academic intervention, progress monitoring and benchmarking. Past tier 2 academic resources have been inconsistent, short lived or non existence.

Our self assessment also shows the need for support in providing a culture and climate with a safe environment.

Discipline data also shows the need for an alternative to suspension program for all 5th and 6th grade students.

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.

Timeline	Activity	Area of Need	Measure of Effectiveness	Completion Date	Cost
Jan. 2019 - June 2020	Freckle RTI	Academic Achievement	Analysis of Freckle and MAP student data in ELA and Math. IAR	June 2020	\$10,327 for 580 premium licenses for 18 months
Jan. 2019 - May 2019	9th Hour Power	Academic achievement	Analysis of identified student data (F&P, MAP, Freckle, Promotion/Retention)	End of May 2019	Total of \$2,346.00 \$1,692.60 for salary \$402.69 for benefits \$250 for nutrition
Jan. 2019 - May 2019	Reading Intervention Groups	Academic achievement	Analysis of identified student data (F&P, MAP, Freckle, Promotion/Retention)	End of May 2019	Total \$1821.00 \$1,456 for salary \$346.4 for benefits
2019	PD through	Student &	Completion of	August 2019	Total \$16,892.00

Summer	ROE #8 - personalized PD for CSS in August.	Learning Development , Culture & Climate, Support for a Safe Environment	PD and improvement in needs assessments areas of growth, 5Essentials		\$10,010 for salary \$2,381.50 for benefits \$4,500.00 for PD
2019 Summer	ROE #8 Summer Institute for up to 30 staff members	Variety of PD to enhance academic achievement	Completion of PD and improvement in needs assessments areas of growth, 5Essentials	June 2019	Total of \$26,870 \$12,012 for salary \$2,857.80 for benefits \$12,000 for registration

