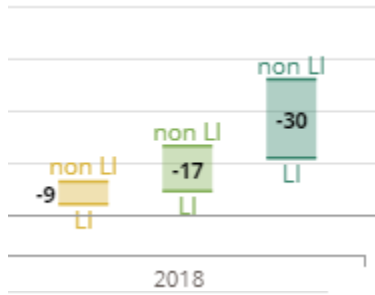


Freeport Middle School Work Plan 2018 - 2019

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.)

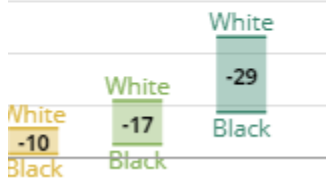
The following results reflect the scores from 7th grade ELA on the 2018 PARCC Assessment

■ School
 ■ District
 ■ State



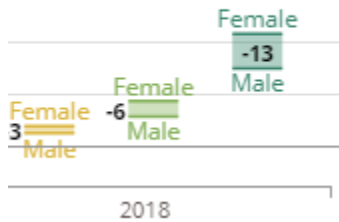
Non-low vs low income:

There is a 9% achievement gap between 7th grade low income and non-low income students in ELA. 14% of 7th grade non-low income students met or exceeded, while 5% of low income students met or exceeded.



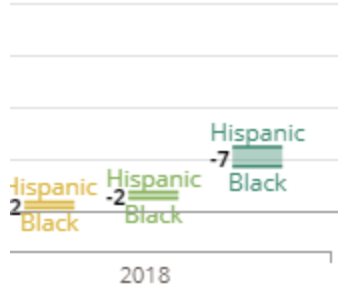
Black vs White:

There is a 10% achievement gap between 7th grade white and black students in ELA. 12% of 7th grade white students met or exceeded, while 2% of black students met or exceeded.



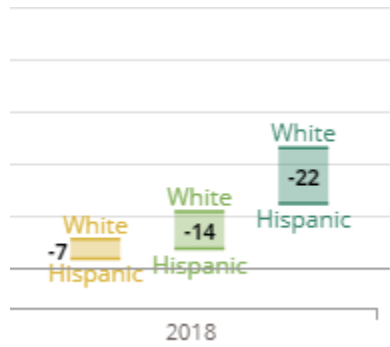
Female vs Male:

There is a 3% achievement gap between 7th grade female and male students in ELA. 8% of 7th grade female students met or exceeded, while 6% of male students met or exceeded.



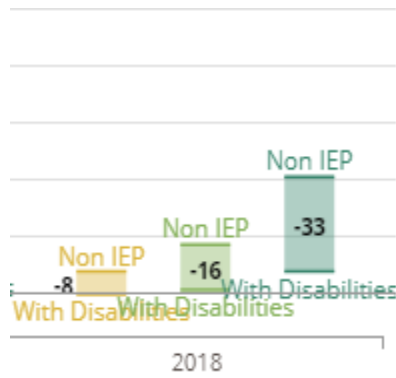
Hispanic vs. Black:

There is a 2% achievement gap between 7th grade Hispanic and Black students in ELA. 4% of 7th grade Hispanic students met or exceeded, while 2% of Black students met or exceeded



White vs Hispanic:

There is a 7% achievement gap between 7th grade White and Hispanic students in ELA. 12% of 7th grade White students met or exceeded, while 4% of Hispanic students met or exceeded.



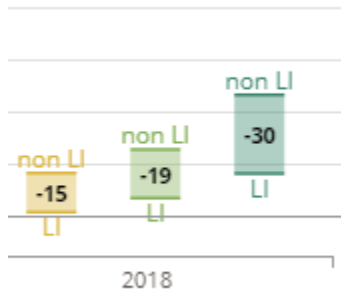
Non-IEP vs Disabilities:

There is an 8% achievement gap between 7th grade non-IEP students and IEP students in ELA. 8% of 7th grade Non-IEP students met or exceeded, while 0% with disabilities students met or exceeded.

The following results reflect the scores from 7th grade MATH on the 2018 PARCC Assessment

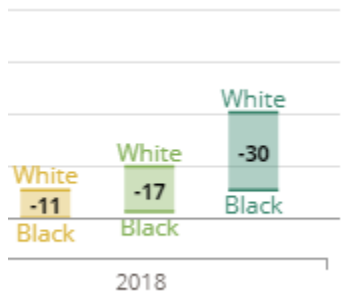
Non-low vs low income:

There is a 15% achievement gap between 7th grade non low income and low income students in Math. 17% of 7th grade Non-low income students met or exceeded, while 2% of low income students met or exceeded. .



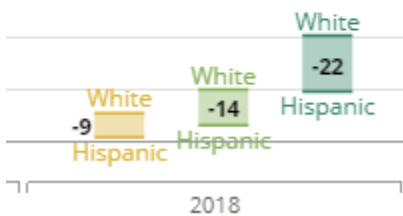
White vs Black students:

There is an 11% achievement gap between 7th grade White and Black students in Math. 11% of 7th grade White students met or exceeded, while 1% of black students met or exceeded.



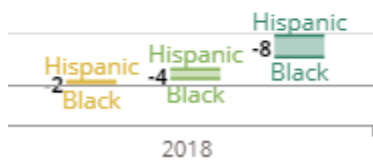
Hispanic vs White:

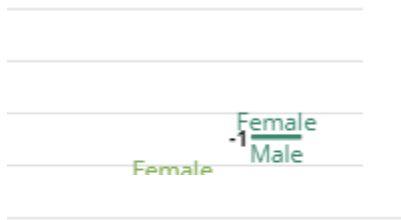
There is a 9% achievement gap between 7th grade White and Hispanic students in Math. 11% of 7th grade White students met or exceeded, while 2% of Hispanic students met or exceeded.



Hispanic vs Black:

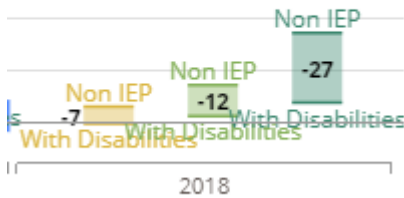
There is a 2% achievement gap between 7th grade Hispanic and Black students in Math. 2% of 7th grade Hispanic students met or exceeded, while 1% of Black students met or exceeded.





Female vs Male:

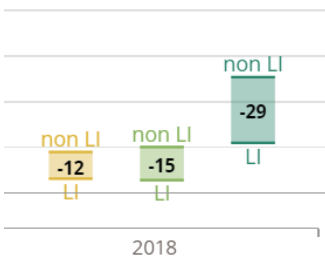
There is a 1% achievement gap between 7th grade female and male students in Math. 6% of 7th grade female students met or exceeded, while 5% of male students met or exceeded.



Non-IEP vs Disabilities:

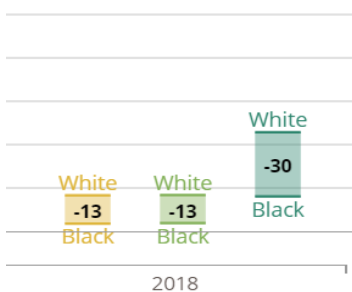
There is a 7% achievement gap between 7th grade non-IEP students and students with disabilities. 7% of 7th grade Non-IEPs students met or exceeded, while 0% with disabilities students met or exceeded.

The following results reflect the scores from 7th grade ELA on the 2018 PARCC Assessment



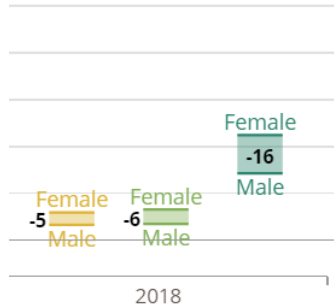
Non-low vs low income:

The achievement gap between 8th grade non low income students and low income students is 12% in ELA. 18% of 8th grade non-low income students met or exceeded, while 6% of low income students met or exceeded.



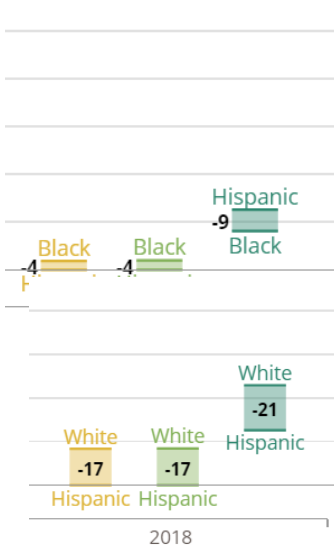
Black vs White:

The achievement gap between 8th grade White and Black students is 13% in ELA. 17% of 8th grade White students met or exceeded, while 4% of black students met or exceeded.



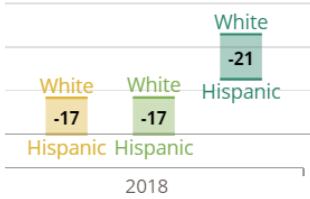
Female vs Male:

The achievement gap between 8th grade female and male student is 5% in ELA. 12% of 8th grade Female students met or exceeded, while 7% of male students met or exceeded.



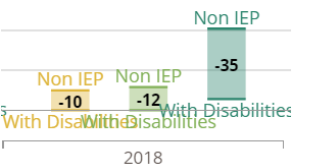
Hispanic vs. Black:

The achievement gap between 8th grade Hispanic and Black students is 4% in ELA. 0% of 8th grade Hispanic students met or exceeded, while 4% of Black students met or exceeded



White vs Hispanic:

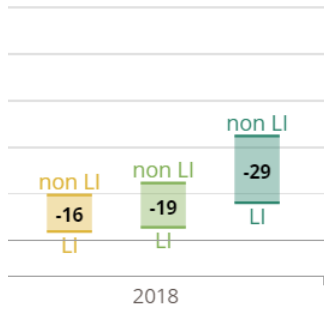
The achievement gap between 8th grade White and Hispanic students is 17% in ELA. 17% of 8th grade White students met or exceeded, while 0% of Hispanic students met or exceeded



Non-IEP vs Disabilities:

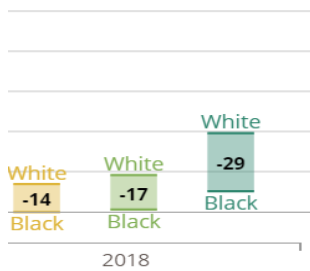
The achievement gap between 8th grade non IEP students and students with disabilities is 10% in ELA. 10% of 8th grade Non-IEPs students met or exceeded, while 0% disabilities students met or exceeded.

The following results reflect the scores from 7th grade MATH on the 2018 PARCC Assessment



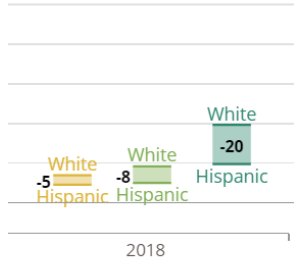
Non-low vs low income:

The achievement gap between 8th grade non low income students and low income students is 16% in Math. 20% of 8th grade Non-low income students met or exceeded, while 4% of low income students met or exceeded.



White vs Black students:

The achievement gap between 8th grade White and Black students is 14% in Math. 14% of 8th grade White students met or exceeded, while 0% of black students met or exceeded.

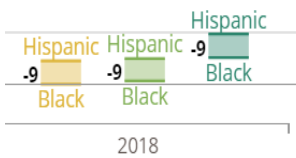


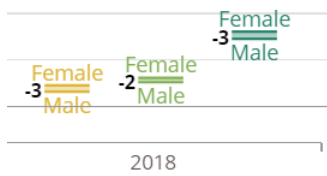
Hispanic vs White:

The achievement gap between 8th grade White and Hispanic students is 5% in Math. 14% of 8th grade White students met or exceeded, while 9% of Hispanic students met or exceeded.

Hispanic vs Black:

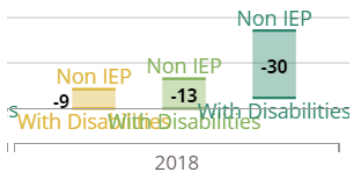
The achievement gap between 8th grade Hispanic and Black students is 9% in Math. 9% of 8th grade Hispanic students met or exceeded, while 0% of Black students met or exceeded.





Female vs Male:

The achievement gap between 8th grade Female and Male students is 3% in Math. 9% of 8th grade female students met or exceeded, while 6% of male students met or exceeded.



Non-IEP vs Disabilities:

The achievement gap between non IEP students and students with disabilities is 9% in Math. 9% of Non-IEPs students met or exceeded, while no disabilities students met or exceeded.

The following results reflect 7th Grade 2018 Winter NWEA Data for Reading and Math

7th Grade Math - African American

Summary	
Total Students With Valid Growth Test Scores	60
Mean RIT	204.4
Standard Deviation	13.7
District Grade Level Mean RIT	209.1
Students At or Above District Grade Level Mean RIT	23
Norm Grade Level Mean RIT	222.4
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	%		
Ethnicity: Black or African American	35	58%	17	28%	6	10%	2	3%	0	0%	203-204-206	13.7

7th Grade Math - White.

Summary	
Total Students With Valid Growth Test Scores	137
Mean RIT	213.2
Standard Deviation	16.1
District Grade Level Mean RIT	209.1
Students At or Above District Grade Level Mean RIT	86
Norm Grade Level Mean RIT	222.4
Students At or Above Norm Grade Level Mean RIT	35

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	%		
Ethnicity: White	47	34%	47	34%	15	11%	19	14%	9	7%	212-213-215	16.1

- 21% of 7th grade White students scored above average, while only 3% of 7th grade Black students scored above average on the Math portion of MAP.

7th Grade ELA- African American

Summary	
Total Students With Valid Growth Test Scores	56
Mean RIT	201.2
Standard Deviation	15.4
District Grade Level Mean RIT	205
Students At or Above District Grade Level Mean RIT	27
Norm Grade Level Mean RIT	214.3
Students At or Above Norm Grade Level Mean RIT	13

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	%		
Ethnicity: Black or African American	25	45%	12	21%	13	23%	6	11%	0	0%	199-201-203	15.4

7th Grade ELA- White

Summary	
Total Students With Valid Growth Test Scores	132
Mean RIT	208.3
Standard Deviation	16.8
District Grade Level Mean RIT	205
Students At or Above District Grade Level Mean RIT	87
Norm Grade Level Mean RIT	214.3
Students At or Above Norm Grade Level Mean RIT	43

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	%		
Ethnicity: White	37	28%	36	27%	28	21%	17	13%	14	11%	207-208-210	16.8

- 24% of White students scored above average, while 11% of Black students scored above average.

The following results reflect 8th Grade 2018 Winter NWEA Data for Reading and Math

8th grade Math - African American

Summary	
Total Students With Valid Growth Test Scores	59
Mean RIT	207.3
Standard Deviation	13.7
District Grade Level Mean RIT	215.2
Students At or Above District Grade Level Mean RIT	12
Norm Grade Level Mean RIT	226.1
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	%		
Ethnicity: Black or African American	38	64%	14	24%	4	7%	2	3%	1	2%	205-207-209	13.7

8th Grade Math - White

Summary	
Total Students With Valid Growth Test Scores	123
Mean RIT	219.6
Standard Deviation	17.5
District Grade Level Mean RIT	215.2
Students At or Above District Grade Level Mean RIT	70
Norm Grade Level Mean RIT	226.1
Students At or Above Norm Grade Level Mean RIT	39

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	%		
Ethnicity: White	40	33%	26	21%	22	18%	22	18%	13	11%	218-220-221	17.5

- 29% of White students scored above average, while 5% of Black students scored above average.

8th Grade ELA - African American

Summary	
Total Students With Valid Growth Test Scores	51
Mean RIT	202.5
Standard Deviation	14.4
District Grade Level Mean RIT	208.7
Students At or Above District Grade Level Mean RIT	16
Norm Grade Level Mean RIT	217.1
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	%		
Ethnicity: Black or African American	26	51%	15	29%	6	12%	3	6%	1	2%	200-202-205	14.4

8th Grade ELA - White

Summary	
Total Students With Valid Growth Test Scores	119
Mean RIT	211.5
Standard Deviation	16.7
District Grade Level Mean RIT	208.7
Students At or Above District Grade Level Mean RIT	68
Norm Grade Level Mean RIT	217.1
Students At or Above Norm Grade Level Mean RIT	43

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	%		
Ethnicity: White	40	34%	25	21%	21	18%	15	13%	18	15%	210-211-213	16.7

- **28% of White students scored above average, while 8% of Black students scored above average.**

Additional Information:

Attendance:

1st quarter 2018 - 2019 attendance was 93.42%. There were 8 students who showed chronic absenteeism and attended a school offsite.

Discipline:

Disruptive Conduct - In the 2017-2018 school year there were a total of 817 incidents of Disruptive Conduct. During the 2018-19 school year (through December) there have only been 218 incidents of Disruptive Conduct. Within those numbers 50 out of 87 (57%) African - American/Biracial female students and 115 out of 194 (59%) African- American/Bi-racial male students for Disruptive Conduct.

Insubordination - In the 2017-2018 school year there were a total of 1,039 incidents of Insubordination. During the 2018-19 school year (through December) there are only 105 incidents of Insubordination. Within those numbers 30 out of 46 (65%) African-American/Biracial female students and 42 out of 59 (71%) male students for Insubordination.

Leave without Permission - In 2017 - 2018 school year there were 706 incidents of leaving without permission. During the 2018-19 school year (through December) there have only been 93 incidents of leaving without permission. Within those numbers 17 out of 42 (40%) are African- American/Biracial females and 32 out of 51 (63%) African-American/Biracial males' students with incidents of leaving without permission.

Violence without Injury - In 2017-2018 school year there were 498 incidents of violence without physical injury. During the 2018-2019 school year (through December) there have only been 74 incidents of violence without injury. Within those numbers 17 out of 23 (74%) are African American/Bi-Racial female students and 21 out 51 (41%) are African American/Bi-Racial male students with incidents of violence without injury.

5 Essential Survey Summary:

2018

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



	Response Rate	IL Average
Students	87.8%	78.7%
Teachers	96.5%	82.6%

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

- Standard I - Continuous Improvement - Ineffective
- Standard II - Climate and Culture - Emerging
- Standard III - Shared Leadership - Emerging
- Standard IV - Governance, Management, and Operations - Emerging
- Standard V - Educator and Employee Quality - Ineffective
- Standard VI - Family Engagement - Ineffective
- Standard VII - Student Learning Development - Ineffective

School wide at FMS is needed to build and maintain positive relationship with students, parents, teacher, and community. In addition, self-reflection regarding professional practice and assessments development and analysis is an additional need.

7th grade academic results indicate that low income students and students of color are lowest performing. 8th grade academic results indicate that low income students and African -American students, specifically males are lowest performing.

In summary, the poor academic results of low income and children of color emphasis the need to provide professional development to teachers and families in order to increase student achievement.

Attendance - In summary 27% of Freeport Middle School students are chronically absent from school (missing more than 5 days of more unexcused or excused absences).

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

- In ELA, 85% of African American and Hispanic students will make 15% growth on PARCC.
- In Math, 85% of African-American and Hispanic students will make 15% growth on PARCC.
- FMS major discipline referrals related to insubordination and disruptive conduct with our African – African and Hispanic students by 15% through addressing their social and emotional activities and mentoring
- FMS will decrease chronic absenteeism by 10% as measured Skyward by May 2020.

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.

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
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 (120 hours) \$37,500
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

ULLC - Specialized services and coaching	<ul style="list-style-type: none"> • Training in outreach protocols to increase the Involvement of parents and community into Freeport Middle School 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 Freeport Middle School 	<p>\$312.50 per hour</p> <p>(20 hours) \$6,250</p>
ULLC - Professional development resource development	<ul style="list-style-type: none"> • Creation of customized training for engaging pedagogy, Leadership walkthroughs, leadership team development, School improvement development, parent and community Outreach, and mission/vision development and implementation 	<p>\$250.00 per hour</p> <p>(50 hours) \$12,500</p>
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 Freeport Middle School distributed leadership environment ○ Training for the staff in creating culturally inclusive Classrooms 	<p>\$18.20 per hour \$4.33 (Benefits and TRS)</p> <p>(5 days at 5 hours per day 30 teachers)</p> <p>13,650.00 TRS & Benefits- 3,247.50 \$16, 897.50</p>

Timeline	Activity	Area of Need	Measurement of Effectiveness	Completion Date	Cost
Fall 2018	Illinois of Quality of Need Survey	Assess school's areas of strength and weakness as relates to leadership, culture and climate, instructional practice and family and community engagement	Freeport Middle School staff collaboratively completed survey	October 2018	Not applicable

November 2018	Compilation of key data information from PARCC, NWEA MAP, Illinois School Report Card and additional in school data reports	Utilize data to support school's identified weak areas as it relates to sub-groups performance	Data was gathered and successfully compiled for FMS staff to review and analyze	December 2018	Not applicable
December 13 SIP Day	Sharing of data obtained from data review	Creating school wide and grade level action plans	Completed grade level charts that include grade level findings, needs assessment results, 1 to 2 action steps to address identified areas.	January 2019	N/A
Dec 2018 - June 2019	Female and Male Mentoring Program	In school program to address the social, emotional, and academic needs for FMS lowest performing subgroups	<p>100% of FMS mentees will decrease office managed discipline referrals by more than 50% by May 31, 2019 as measured by Skyward.</p> <p>100% of FMS Mentees will increase homework completion (academic practice) by 50% as measured by Skyward gradebook by May 31, 2019.</p> <p>100% of FMS mentees will participate in 90% of mentoring sessions provided as measured by attendance sheets by May 31, 2019.</p> <p>100% of FMS Mentees will complete the</p>	June 2019	<p>\$10,000</p> <p>4 Stipends: \$2,000 each at based on the following:</p> <ul style="list-style-type: none"> · Training, Parent Informational Meeting, Planning, Preparation, Documentation, Mentoring, Fieldtrips <p>Materials: \$2,000</p> <p>\$500 Curriculum & Supplies</p> <p>\$1,000 Fieldtrips/Shadowing</p> <p>\$500 oLight Snacks</p>

			<p>Mentor Program Needs Assessment Student Survey by Feb 8, 2019.</p> <p>100% of FMS Mentees will complete a Mentee Needs Fulfillment Survey by May 31, 2019</p> <p>80% of FMS Mentees will participate in one or more school related activities as measured by activity sign in sheets by May 31, 2019.</p>		
	Curriculum Mapping	Address current curriculum pacing and rigor to improve instructional practices in the classroom	100% of ELA and Math curriculum will be mapped	Jan 2020	<p>100 hours X 8 teachers \$18,024</p> <p>Supplies \$1,000</p>
March 2019	Math Rtl Supplemental materials	Purchasing of Rti supplemental materials to assist academic needs for low performing sub groups	<p>Academic data will increase by 5% by Feb 28</p> <p>Academic data will increase another 5% for a total of 10% by March 25</p> <p>Academic data will increase another 5% for a total of 15% by April 30</p> <p>Discipline data will decrease by another 5% for a total of 20% by May 31</p>	May 2019	<p>\$3,000 – To purchase a blended learning program that will accommodate the needs of low performing sub-groups.</p> <p>Dream box is program to assist with common core math concept.</p>
	Reading Rtl	Purchasing of Rti	Academic data will	May 2019	\$18,561.38 – To

	Supplemental materials	supplemental materials to assist academic needs for low performing sub groups	<p>increase by 5% by Feb 28</p> <p>Academic data will increase another 5% for a total of 10% by March 25</p> <p>Academic data will increase another 5% for a total of 15% by April 30</p> <p>Academic data will increase by another 5% for a total of 20% by May 31</p>		purchase a reading program.
	Rebranding FMS Environment by creating a positive school environment (physical space)	Purchase materials that will increase positive messages and school spirit (inspirational)			<p>\$6,000</p> <p>Posters, paint,</p>