

PLANNED IMPROVEMENT FOR SCHOOL

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan

Target Areas – Reading improvement in the “Students with Disabilities” and “Limited English Proficiency” subgroups

Measurable Goals - 70% of the students in the “Students with Disabilities” and “Limited English Proficiency” subgroup will meet or exceed the state standard in Reading.

Activities

- Students will take the MAP test to assess their progress toward meeting the reading goal.
- Teachers and students will utilize the ISBE assessment framework to identify classroom concepts in order to improve student achievement on the ISAT.
- All students will use MAP and Descartes data to set academic goals.
- Teachers will introduce and utilize ISBE “student friendly extended response rubrics” for classroom assessments and progress monitoring.
- Teacher teams will utilize a “student book” at team meetings to track interventions, parent contact, and student progress.
- Special education resource teachers have identified students for additional pull out reading support. The special education resource teachers will utilize AimsWeb as a method of monitoring student progress throughout the year.
- Extended school day and Title III programs will target our LEP students for extra literacy instruction. Teachers will use Making Meaning as an instructional tool and will utilize AimsWeb as a method of monitoring student progress throughout the year.
- Teachers will be trained in the use of AimsWeb as a progress-monitoring tool for our IEP and LEP students.
- Staff will participate in yearlong book study on *Classroom Instruction that Works* at staff meetings. Researched-based best practices will be presented, discussed, and then utilized.
- Staff will participate in a book study on *This We Believe* to focus on middle school best practices.
- Staff Response to Intervention (RtI) leaders will train teams in RtI strategies at weekly team meetings.
- Teachers have common plan time on team to collaborate on planning and delivery of instruction, with emphasis on differentiation of instruction for our targeted students.
- District 62 has sent and will send teachers to Professional Learning Community workshops. Intended outcomes include team norms, common assessments, establishing critical learning outcomes.

- Since teams are interdisciplinary, staff will utilize monthly faculty meetings and department meetings for creating common assessments, establishing critical learning outcomes, and collecting and analyzing student data.
- Teachers will make a monthly parent contact – either a phone call or parent meeting - for each of our targeted students, in addition to weekly progress updates. Parents will receive regular updates on student progress.
- Data from parent contacts will be collected in each team’s student book.
- Parents will receive MAP scores during parent/teacher conferences, along with an explanation of what the test scores mean and what they can do outside of school to support their child and his/her particular areas of weakness.
- Parents will receive ISAT scores, along with explanatory information concerning the nature of ISAT testing, their child’s individual scores, and how the school performed as a whole.
- Parents will receive quarterly progress reports and report cards, as well as regular communication from teachers throughout the school year.
- Parents will have an opportunity to enroll their students in after school tutorials, which will be offered two days per week throughout the school year.

Assessment - We will use local assessments, classroom based measurements (CBMs), and the Measure of Academic Progress (MAP) test to monitor student progress.

Communication to the Public We will communicate our AYP status and School Improvement Goals through our monthly parent newsletters (in English and Spanish), through parent meetings, and through our school website. Parents of individual students will be contacted monthly to update them on their child’s progress.

Principal: John Swanson

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