

Flinn Middle School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Flinn Middle School Title I Plan

FY 2019

1. Comprehensive Needs Assessment

I. MAP

Mathematics: At Flinn Middle School 6th, 7th, and 8th grade exceeded the district growth goal with 69%, 65% and 67% meeting their personal growth target. The following grades RIT scores went up as follows. 6th grade went up 10 points, 7th grade went up 8 points and 8th grade went up 6 points. See attachment (Map Summary report Math).

Reading: The 7th grade students at Flinn Middle School met the district growth target with 62% meeting their personal growth targets. 6th and 8th Grade students did not meet the standard 60% of students meeting their personal growth target with 59% and 56% meeting or exceeding their goal. The following RIT scores for each grade went up as follows: 6th grade went up 7 points, 7th grade went up 6, and 8th grade increased by 6 points. See attachment (MAP Summary report Reading)

II. PARCC (Based on the report card for 2015-2016)

Analysis of PARCC data for Flinn Middle School students show students achieved the following levels of Academic Success; 23% did not meet, 32% partially met, 29% approached, 16% met, 0% exceeded accepted levels of academic progress. According to the PARCC test 16% of Flinn students are ready to progress to the next level. PARCC achievement data also indicates that there is a 4% achievement gap between non-low income and low income students. The most significant achievement gap occurred between black and white students with 21% of white students meeting or exceeding academic standards while on 4% of black students reached that level of academic performance.

Student Attendance Rate is 95%, chronic truancy rate is 3%, and mobility rate is 14%. See attachment (Flinn PARCC Data).

III. ACCESS

Academic success on the ACCESS test is indicated by a Composite Proficiency level of 5.0 Of the 21 students who took the test at Flinn 0 met this benchmark. Student scores ranged from a high of 4.4 to a low of 1.8. The mean score for Flinn students was 3.17.

IV. Analysis

Needs Identified from MAP and PARCC data: The building needs to utilize a Title I Teachers to support the continued professional development of all staff in the area of student engagement, the implementation of improved teaching strategies, and to be available to work with individual students and classes in both a push-in and a pull-out format. Flinn would like to expand and continue the support of independent reading by equipping classrooms with classroom libraries and flexible seating areas, since research has shown that “students who have access to a collection of quality books in their classrooms read 50-60% more than students who don’t” (Neuman, 1999; Capatano et al., 2009). Research also shows that “independent reading libraries are particularly beneficial to children from low socioeconomic backgrounds. Research has proven that the most effective way to improve the reading achievement of economically disadvantaged children is to increase their access to books” (Allington & McGill-Franzen et al., 2003 and 2010; Krashen, 2004 and 2011; Neuman & Celano, 2012). Finally, researchers also stress the importance of quiet and comfort during designated reading time (Atwell, 2007; Krashen, 2004; Reutzel & Fawson, 2002; Reutzel & Juth, 2014; 2000; Willingham, 2015). Continued support for reading and math through the purchase of online subscriptions that can be used in the classroom and in after school programs. Continued support for the purchase of instructional supplies, classroom libraries, including print, audio, laptop computers, printers and multimedia sources is essential.

Additional programming is needed in the area of mathematics with an emphasis on 7th grade. Flinn needs to expand the amount of time that students receive instruction by expanding and improving our after school program. Flinn also needs to provide professional development to staff in the areas of math instruction, effective instructional techniques, and systematic approaches to setting and meeting goals, and student engagement. The building also needs to continue to provide technology devices to support the use of supplemental materials and individualized lessons.

PARCC data was also analyzed for this assessment. Only 16% of students scored at the Met level indicating that in total 84% of Flinn students do not perform at their academic grade level. They are not prepared to move on the next level. This is consistent with previous years, and we believe that an increased focus on building the capacity of our teachers through professional development and short cycle SMART goal setting will make a significant change in the results.

This past year we focused on increasing growth in intervention level classes - Math Foundations, System 44 and Read 180 as well as after school tutoring programs. In applying Title I funding into these programs to purchase individual student technology, classroom materials, books, online services, tutoring, and professional development become instrumental. Individual student technology would include, but would not be limited to Laptop computers, storage carts for these computers, electronic tablets, headphones with speakers, and additional SMART Board technology for classrooms.

We also investigated teaching practices that help students build intrinsic motivation for reading. The reading interventions were judged to be impactful because all three grade levels met or exceeded projected median growth on MAP and because we increased the number of students exited from our most intensive reading placement (System 44).

The students who did not meet district benchmarks in 6th, 7th, and 8th grade math would benefit from using more supplemental instructional practices for those grade levels. In Math Foundations, we focused on visually representing vocabulary and on a variety of daily activities to help focus on mental math, decomposing numbers, building number sense, and working with puzzles and logic games. Math Foundations also worked in small groups, which helped to develop the culture of participating in class and worked on open-ended problems to help further develop basic math skills. The math interventions were successful at the 6th grade level but because grades 7 and 8 did not meet the projected growth on MAP from fall to spring we must use more modifications and supplemental activities at those grade levels.

When analyzing 6th grade math, it becomes evident that there is a difference in the 6th grade math scores from the rest of the grades in the school. Presently we are looking at the interventions that were used for the other grades. We believe we were consistent across all grades with math interventions, but the results were not consistent. We are going to increase the amount of time that tutors and the Math Specialist spends in the classroom next year with the 7th grade and 8th grade levels. Presently we kept our supplemental small group and tutorial instruction even from each grade. Since this is our first year implementing this practice, we want to increase time with this group to see if it impacts scores.

Analysis of the ACCESS English language proficiency assessment that was administered to 6th, 7th, and 8th grade students who have been identified as English language learners reveals a stark contrast between the achievement levels of these students and students in our general population. None of our ELL students reached the established goals for language accusation, with the mean score being 3.4 with 5 being the benchmark. In order to offset this deficit we will offer more interventions to these students specifically in the areas of language development, word recognition, and reading comprehension. Presently, we plan to offer additional math interventions to provide more ELL students the opportunity to increase their math skills. The hope is that by offering more support in the areas of math and also reading we can help to increase achievement levels of these students in both numeracy and literacy.

II. Cultural and Climate Data:

The following data sources were analyzed to determine the viability of the educational culture and climate at Flinn Middle School; 5Essentials survey, Teacher Satisfaction Survey, and Student Needs Assessment (see attached documents). All data points show that significant progress needs to be made in the areas of:

- Teacher to teacher trust
- Student to teacher trust
- Teacher to administration trust

- Peer support for academic work
- Parental involvement

It is imperative that Title I funds are appropriated accordingly to help facilitate supplemental materials which will allow students to increase peer advocacy which supports the academic progress of the students within the school. By adding supplemental materials through the process in the case of the following but not limited to; classroom materials, teacher training, technology, books, online services, and supplies, Flinn will be able to establish and support supplemental group work through small group instruction and interaction that will allow for the development of peer support for academics.

Also the data lends itself to low parent involvement and below average student/teacher trust. By allocating supplemental programs to foster parent and community involvement, Flinn can better enhance the school environment so that parent involvement is increased throughout the school. Another avenue that must be addressed is the development of student teacher trust. By increasing support through tutoring and small group instruction with Flinn will be able to increase student engagement that encourages more positive interactions between teachers and students.

III. Professional Development Data:

Illinois Five Essential Survey data indicates that Flinn teachers rate the following areas at below the state and district averages:

- Quality Professional Development is 52
- Collaborative Practice is 59

Teachers at Flinn believe they need to implement Short-cycle goal setting. Some staff members can be trained in this program, then bring back this expertise to share with the remaining faculty members. The feeling by the staff is that this is a highly engaging instructional strategy that they would like to use in the classroom. In turn many of the staff members believe that they do not fully understand the complete complexities of the concept, and they would like additional training to help increase their skills. This training would allow the staff to follow up and strengthen their skills when implementing Short-cycle goal setting in the classroom.

Furthermore, Curriculum Leadership Team needs to provide training to the staff on their developments. It is imperative that the staff fully understands the dynamics of the curricular developments within the district. Professional development in this category would allow more staff members to be vested in the standards.

IV. Well Rounded Education to Improve Student Achievement:

It was important for Flinn to use the 5-Essential survey when developing our Title I plan. The survey gives the school three different perspectives when looking at data. We are able to

analyze data from the teachers, parents, and students. In doing so, we are able to isolate areas of need within our school. For example, our parent involvement was low and Flinn is looking to put various systems in place to help facilitate parent involvement.

Flinn Middle School plans to develop an Advisory period for the future school years that consists of a time each day where teachers meet with the same group of students to go over social and emotional skills along with academic achievement strategies. These groups will work with the social worker and counselors to help develop activities that improve the social and emotional welfare of the student.

2) Special or Support Programs

Flinn provides a variety of support programs to students so that they can achieve academic success, and would like to continue the programs and expand to include others in the future. The programs provided by Flinn are meant to meet the needs of the students and are including but not limited to the following:

- Tier II Problem Solving Team made up of School Counselors, School Psychologist, Social Workers, Teachers and Administration. This group meets weekly to discuss and implement social, emotional, and academic interventions for struggling students.
- Lunch tutoring and supplemental support to struggling students
- Athletic tutoring to students who struggle academically and are ineligible for sports
- Elevate Math Program after school and during school for struggling math students
- Reading and Math tutoring before, after, and during school for struggling students
- Supplemental online services for struggling students in Math Foundations
- Supplemental online services for Read 180, System 44, Amp Reading Programs, Literature Study Plus, and Accelerated English Supplemental Services
- Title I Teachers to work extensively with supplemental instruction with students in math, math foundations, and literacy.
- Special education services
- Reality store
- Lunch time tutoring
- Tutoring before during and after school
- Multi-Tiered Reading Intervention classes five levels are available and students are tested 3 times a year to determine proper placement
- Teacher Mentorship Program

3) School Wide Improvement/Reform Strategies

The following are school wide improvement and reform strategies that will enhance instruction. Some of the major school wide reforms in tutoring, technology, problem solving, and after school programs. The following reform strategies include but are not limited to the following.

- a. All students have access to the following, including but not limited to the following sub groups; Low income, Special Needs, African American, Hispanic, Latino, ESL, and homeless, to multi-tiered supports including but not limited to online supplemental reading and math instruction, tiered math and reading interventions, and social and emotional development curriculum..
- b. The building is currently implementing short cycle goal setting in conjunction with the MAP assessment. In doing so the team utilizes technology that consists of the following but not limited to Think Pads, Chromebooks, and headphones
- c. Students' needs are assessed in the following fashion, including but not limited to, weekly team meetings where staff review data on students and identify areas of concern that need to be addressed at both the individual student level. Students are also referred to the Problem Solving Team from these weekly meetings. Supplemental education for many of these students comes in the form of before, during, and after school tutoring in conjunction with group and individual work with the Academic Achievement Specialists.

4) Mental Health

Providing support services and mentoring services to help improve student's abilities to focus on their academic responsibilities at school. The programs provided by Flinn are meant to meet the needs of the students and are including but not limited to the following mental health services:

- Social and emotional groups developed by the counselors and social workers that consists of grief and crisis counseling
- Second Step program which is a detailed social and emotional curriculum for the students
- Mentoring Programs for new students into Flinn which will pair older students in the school with younger students
- Rotary Club for 8th grade students to promote community advocacy and social awareness
- Personalized and group counseling by the social worker and counselor for students that have social and emotional issues

5) Postsecondary Education and Careers

To bridge middle school with the high school academy model, it is instrumental to provide the preparation and awareness of postsecondary education and acknowledging their future career possibilities. The supplemental programs provided by Flinn are meant to meet the needs of the students and are including but not limited to the following.

- Provide supplemental technology in the form of Chromebooks and classroom materials for 8th grade seminar class

- Provide supplies and support for Career on Wheels and Career Cruising in conjunction with Seminar and counseling services
- Provide students the opportunity to visit the various high schools to promote Academies and college readiness.
- Provide supplemental supplies and materials for accelerated, honors classes, regular, and intervention classes so that all students have the materials needed for success
- Provide transportation and appropriate accommodations for high school and college visits so that all students can start the path to college and career readiness

6) Intervening Services

Under the response and intervention model, intervening strategies exist to identify at risk students and provide them with support in positive interventions to achieve academic success. By providing the services with supplemental support, Flinn will enhance student learning by positively promoting instructional services for the students. The programs provided by Flinn are designed to meet the needs of the students and are including but not limited to the following.

- Also refer to step 3 since there are many services that overlap with step 6
- Problem Solving Team which establishes interventions for struggling students so that they can work for success
- PBIS which is called SOAR (Safety, Organized and ready to learn, Act Responsibly, Respectful) awards program to recognize appropriate behavior and academic achievement among Flinn students
- Code of Conduct conferences which are held with all students in their classrooms at the beginning of the year
- Student Success plans which are established for students so that we can work to strengthen behavior and academic performance

7) Professional Development

The following activities will help enhance teaching by providing professional development in the various areas. The school leadership team uses PARCC data, Access scores, along with MAP data to drive professional development needs. Using Title I funds Flinn will explore paying substitute teachers for sub coverage along with setting aside funds for professional development opportunities which include but are not limited to the following. The programs provided by Flinn are meant to meet the needs of the students and are including but not limited to the following.

- NWEA MAP training to increase staff interpretation of MAP reports through onsite training
- Boot Camp compensation for teachers to attend a camp to analyze data and engage in learning opportunities

- CLT training for school wide implementation on how to interpret developed curriculum maps
- Advisory training to successfully implement an advisory period in the schedule
- PLC's training and learning opportunities to visit other programs to explore ways to refine PLCs
- Peer Observations and opportunities to visit other schools to develop curricular outcomes
- Compass Learning training to help staff implement the program accordingly in their respective classrooms
- Book Studies (Growth Mindset and others selected texts) sessions to analyze professional texts
- National Council of Teachers of Mathematics Math Conference which includes and sub coverage for multiple staff members to attend
- Illinois Reading Conference payments for multiple staff members to attend
- Short Cycle Goal setting training including payment and compensation for staff to attend training
- Visit/observe successful schools and classrooms. Substitutes to provide release time for classroom teachers

9) Effective Experienced Teachers

Schools rely on the district to place highly qualified teachers in areas of need thus utilizing the following to increase teacher recruitment and retainment. The programs provided by Flinn are meant to meet the needs of the students and are including but not limited to the following.

- Retention program for new teachers with under three years of experience which include quality staff mentoring for those teachers
- Book Studies for staff members to strengthen their pedagogical skills
- Substitutes for Lesson Study and other mentoring and professional development opportunities to take place at Flinn
- Professional development will also occur in the areas of student engagement, classroom management, effective instruction, and training on the use of strategies to reach diverse learners.

10) Support Homeless Children and Youth

Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children. The programs provided by Flinn are meant to meet the needs of the students and are include but not limited to the following.

- Student fees are waived for students in the Families in Transition program. This includes but is not limited to:
 - Registration fees
 - Sports and activity fees
 - Field trip costs
- We provide uniforms and materials and supplies for students in the Families in Transition program. Provisions would include, but not be limited to, shirts, pants, undergarments, personal hygiene supplies, backpacks, and consumables.
- In addition, transportation would be provided for homeless students and their families to attend school-sponsored events, including, but not limited to, open house, parent conferences, after-school extra-curricular activities, or parent engagement activities.
- All students at Flinn Middle School receive free breakfast and lunch.

By utilizing Title I funds Flinn can expand the programs for homeless students to include additional social, emotional, and academic support. These could include, but would not be limited to:

- Saturday School, with transportation
- Additional summer tutorial programs for Literacy and math remediation

11) Engaging Parents

The need to provide opportunities for parents to be involved in their child's education is an area of development for Flinn Middle School. The current programs provided by Flinn are meant to meet the needs of the students and are include but not limited to the following.

- Provide materials to promote Eighth Grade Awards ceremony
- Purchase items to promote and help sustain Conferences and Open House
- Provide supplies for Sixth Grade Orientation in the form of handouts for incoming students and parents in addition to program materials
- Purchase print materials to promote sustain Donuts with Dads and Muffins with Moms
- Offer online support along with professional development to help teachers create websites to help better engage the parents and keep students informed of classroom activities

- Flinn will also be offering parent workshops to cover effective homework strategies.
- Flinn has also surveyed parents to seek input on after school offerings that will be funded through Title I.
- Flinn administration meets regularly with the Flinn PTO and works together to provide funds that support our students and teachers.

12) Title 1 Plan

The goal through the implementation of the Title I Plan at Flinn Middle School is to continue collaborating with all those involved which include parents, teacher, administrators, students and community members in the form of meetings and written and verbal feedback to help develop Flinn's continual process of involving all stakeholders into the structuring of the Title I plan. Students and parents were asked through conversations and meetings for input on what types of offerings they would like provided by the school. Teacher input was gathered through the school improvement team, and through teacher surveys and staff meetings. The PTO and various parent/stakeholder groups meetings were consulted with to facilitate the development of the school program.

Respectfully submitted on behalf of the students and staff of Flinn Middle School by,

Randall S. Bay, Principal