

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

Lincoln Middle School 2018-2019
Comprehensive Needs Assessment

I. MAP

Mathematics = The 6th and 7th grade did not meet the district growth goal where the 8th grade exceeded the district growth goal of 60% of students meeting their personal growth target. The following grades Rasch Unit Scale (RIT) scores went up as follows: 6th grade went up 7.9 points, 7th grade went up 6.8 points and 8th grade went up 8.3 points.

Reading = The 6th, 7th, and 8th did not meet the standard of 60% of the students meeting their personal growth target. The following RIT scores for each grade went up as follows: 6th grade went up 6.4 points, 7th grade went up 4.9 points, 8th grade 4.9 points.

Language = The 6th and 8th grade met the district benchmarks, but the 7th grade did not meet the standard of 60% of students meeting their personal growth target. The following RIT scores for each grade went up as follows: 6th grade went up 8.4 points, 7th grade went up 5.5 points and 8th grade went up 5.0 points.

PARCC (Based on the report card for 2016-2017)

Academic Success = 40% did not meet, 32% partially met, 20% approached, 8% met, 0% exceeded

According to the PARCC test 8% met or exceeded the PARCC standards

Student Attendance Rate is 94%, chronic truancy rate is 4%, mobility rate is 18%

Access

Academic movement out of the Transitional Program of Instruction dictates that a student gets a 5.0 or better on the Access test. Out of 164 students who took the test at Lincoln, 1 pupil met the benchmark thus constituting a .6% success rate for the English as a Second Language students.

Analysis

This past year we focused on increasing growth in intervention level classes which consist of Math Foundations, System 44 and Read 180. We made Academic Achievement Specialists more available to work with those classes in both a push-in and a pull-out format. The Academic Achievement Specialists were paid out of Title I funds and worked to develop strategies to help the students meet benchmarks in literacy and numeracy.

For the upcoming year, we are replacing the Academic Achievement Specialists with Title I Teachers. This transition will allow students to have more curricular teaching time with the Title I staff. This transition utilizes the staff so that they will have more student contact time for the upcoming year.

In applying Title I funds into the programs, the purchase of technology, classroom materials, PDSA supplies, planners, library books, classroom books, online services, tutoring, and professional development becomes instrumental. In System 44, we implemented usage of *Words Their Way* and focused on students reflecting metacognitively on their word study work. In Read 180, we piloted high interest novels that make use of multimedia components that proved to be highly motivating for students and led to the purchase of additional texts in the same format.

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 based on NWEA standards, and furthermore, we increased the number of students exited from our most intensive reading placement (System 44). In addition, even though the students met median MAP growth referenced by NWEA, they did not meet established district benchmarks in grades 6th, 7th, and 8th which would justify Lincoln using the above mentioned supplemental instructional practices for those grade levels in reading.

In Math Foundations, we focused on visually representing vocabulary and also using 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 students experienced a level of success utilizing the interventions in 8th grade. This is evident by the data showing that the students exceeded the established district projected growth benchmarks on MAP from fall to spring, but the 6th and 7th grade, since they did not meet the benchmark, could use modifications in instruction with more supplemental activities.

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 equitable across all grades with math interventions, but the results were not consistent. Presently our supplemental small group and tutorial instruction is consistently even in each grade. In the 2018-2019 school year, we are going to increase the amount of time that tutors and the Title I Teachers spend in the classroom with the 6th graders. This will be our first year implementing this practice with Title I Teachers. The goal is to have intensive Title I Teacher support in 6th grade to see if it impacts scores.

We also want to include the TPI kids in these intervention classes. We want to offer more interventions to these students since so few tested out of the program. Presently, we plan to keep offering an ESL Math Foundations class to give more ESL students the opportunity to increase their math skills, and in addition with the assistance of the Title I Teachers and tutors, we will offer more intensive reading and math support to the lower ESL students. The hope is that by offering more support in the areas of math and reading we can help to increase the number of kids who transition out of the TPI program.

II. Cultural and Climate Data:

Scores on the 2017 5-Essentials Survey for collaborative teachers is 43% average implementation (breakout score for quality professional development 39%)

Performance/Effective Leadership is 53%

Involved Families is 24% (less implementation)

Parent Involvement in school is 1%

Student/Teacher Trust is at 49% (average implementation)

Peer Support for Academic Work is at 51% (average implementation)

When analyzing the data, the administration has the option of looking at the 5-Essentials Survey more in depth to look at factors that impact student learning. Peer Support is at a 51% level which is average implementation which could increase through a higher level of student engagement within the classroom setting. 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. These supplemental materials include but are not limited to classroom materials, teacher training, technology, library and classroom books, online services, and supplies. Ultimately, Lincoln 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 show low parent involvement. By allocating supplemental programs that foster parent and community involvement, Lincoln 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 which is at average implementation. By increasing support through tutoring and small group instruction with the Title I Teachers, the school will be able through these interactions to increase student engagement and build trust.

III. Professional Development Data:

Illinois 5-Essentials Survey

Quality Professional Development is 39
Collaborative Practice is 30

Teachers at Lincoln believe they need follow up training to Problem Based Learning in which the trained staff shares their knowledge with the rest of the staff. The feeling by the staff is that this is a 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 PBL in the classroom.

Staff members also would like more extensive training in relation to the Menomonee Falls Continuous Improvement Process which incorporates Plan Do Study Act. The staff is starting to implement PDSA in the math department and the consensus of the staff is that we move forward with training so that other disciplines can incorporate this curricular strategy.

Furthermore, the 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.

Lincoln would like to move to an Advisory period which incorporates Morning Meeting in the schedule to give the staff more time to institute interventions with small groups of students. Advisory training before implementing this period is essential to staff development so that the building stakeholders can meet the needs of the students. It is also imperative to provide teachers the training they need to provide all supplemental activities to the students at Lincoln Middle School.

IV. Well Rounded Education to Improve Student Achievement:

It was important for Lincoln to use the 5-Essentials Survey when developing our Title I plan. The survey gives the school three different perspectives when looking at data which allows us 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 Lincoln is looking to put various systems in place to help facilitate parent participation.

Lincoln Middle School plans to develop an Advisory period that incorporates Morning Meeting and target other social and emotional learning standards 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 classroom teacher, social worker, SAT Team, and counselors to help develop activities that improve the social and emotional welfare of the student.

To improve student achievement, students will work across grade levels and provide peer support to teach assigned skills to other students. By teaching the assigned skills, students are equipped with a well-rounded education that will allow them to improve student achievement by taking ownership in teaching the standards. The goal associated with implementing this activity is to increase peer advocacy amongst students.

2) Special or Support Programs

Lincoln 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 others in the future. The programs provided by Lincoln are meant to meet the needs of the students and include but are not limited to the following programs. In addition, the following programs will allow the students to find success to encourage further learning in the different curricular areas.

- Mentoring Program in Mathematics in conjunction with United Technologies to work with struggling students
- Partnership with Swedish American Hospital that helps promote wellness within the school through offering physicals and providing support for the Lincoln Olympiad
- Offering before school, during the school day, and after school supplemental support and tutoring to struggling students
- Offering athletic tutoring to students who struggle academically and are ineligible for sports
- Elevate Math Program after school and during school for struggling math and reading students
- Title I tutoring before, after, and during school for struggling students
- Supplemental online services for struggling students in all math classes which include Math Foundations, Grade Level Math, and Accelerated Math
- Supplemental online services for Read 180, System 44, Amp Reading Programs, Literature Study, Literature Study Plus, Accelerated English, and Language Arts classes
- Title I Teachers and tutors to work extensively with supplemental instruction with students in reading and math
- IXL and NoRedInk instructional services for literacy and numeracy

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 consists of tutoring, technology, problem solving, and after school programs. The following reform strategies include but are not limited to the following.

- a. All students, which includes all of the sub groups present at Lincoln, will have access 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 currently is implementing short cycle goal setting in conjunction with the MAP assessment. In doing so the team utilizes technology that consists of Thinkpads, Chromebooks, iPads, calculators, and headphones. Also the purchase of the following supplemental texts, supplies, trainings, and materials which consists of computer carts, library books, e-books, audio books, online library services, educational software, library software, novels (fiction and nonfiction), reading supplies, English supplies, math supplies, and professional development supplies and training will support and enhance student learning. In addition, funds will be used to promote student achievement through agendas, classroom/office supplies and Positive Behavior Intervention Strategies in the form of awards, posters, and supplemental program materials.
- 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 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 Title I Teacher and Title I Tutors.

4) Mental Health

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

- Social and emotional groups developed by the counselors, SAT Team, and social workers that consists of grief and crisis counseling
- Second Step and Morning Meeting programs which are detailed social and emotional curricular support for SEL standards for the students
- Mentoring Programs for new students into Lincoln which will group 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, SAT Team, 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 make the students aware of postsecondary education opportunities and offer them exposure to their future career possibilities. The supplemental programs provided by Lincoln are meant to meet the needs of the students and include but are 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 high school 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, Lincoln will enhance student learning by positively promoting instructional services for the students. The programs provided by Lincoln are meant to meet the needs of the students and include but are 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 STAR (Students Treat All Respectfully) awards program to recognize appropriate behavior and academic achievement among Lincoln 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 they 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, and MAP data to drive professional development needs. Using Title I funds, Lincoln 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 activities listed below.

- NWEA MAP training to increase staff interpretation of MAP reports through onsite training in addition to sending teachers to the NWEA Fusion National Conference
- Plan Do Study Act training and curricular development compensation
- Boot Camp and curricular development compensation for teachers to attend staff development sessions to analyze data and engage in learning opportunities
- PBL training for staff implementation so that instruction is tiered and aligned between teachers when teaching a project based cross curricular lesson
- CLT training for school wide implementation on how to interpret developed curriculum maps
- Advisory and Morning Meeting training to successfully implement a Morning Meeting time during an Advisory period
- 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
- Edgenuity training to help staff implement the program accordingly in their respective classrooms
- Book Study sessions to analyze professional texts
- National Council of Teachers of Mathematics Math Conference payment for multiple staff members to attend
- Illinois Reading Conference payment for multiple staff members to attend
- Menomonee Falls Systems Training payment and compensation for staff to attend training
- Visit/observe successful schools and classrooms within the Rockford Public Schools and also in other school districts
- NoRedInk and IXL professional development training for teachers
- Provide substitutes to provide release time for classroom teachers
- Provide compensation for speakers and trainers for staff academic improvement and professional development

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 Lincoln are meant to meet the needs of the students and include but are not limited to the following.

- Retention program for new teachers with under three years 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 Lincoln

- 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

Lincoln is fortunate to have a fund provided by the Wartowski family which allows the school the advantage to help those in need. Through the use of these funds we are able to provide the following items and grants. Furthermore by utilizing Title I funds, Lincoln can expand the programs for homeless students within the school. The programs provided by Lincoln are meant to meet the needs of the students and include but are not limited to the following activities.

- Anna's Closet which is a Lincoln project that provides clothes for needy kids
- Anna Wartowski Fund which provides educational opportunities for needy and homeless students
- Provide uniforms, materials, and supplies for students in the FIT program which includes shirts, pants, undergarments, personal hygiene supplies, backpacks, school supplies, 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.

11) Engaging Parents

Activities provide families with the opportunity to take part in their child's education. The need to provide opportunities for parents to be involved in their child's education is pertinent. The programs provided by Lincoln are meant to meet the needs of the students and include but are not limited to the following.

- Printed material services to promote Family Movie Night
- 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 and 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

- Purchase the entrance for the National Spelling Bee and generate printed supplies to help sustain the competition at Lincoln Middle School and promote parent involvement
- Lincoln will also offer parent workshops to cover the usage of effective homework strategies
- Lincoln has also surveyed parents to seek input on after school offerings that will be funded through Title I
- Lincoln administration meets regularly with the PTO and works together to provide funds that support our students and teachers

12) Title 1 Plan

Lincoln's goal through the implementation of the Title I Plan is to continually collaborate with all those involved which include parents, teachers, administrators, and students in the form of meetings and written and verbal feedback to help develop Lincoln's continual process of involving all stakeholders into the structuring of the Title I plan. Students and parents were asked through conversations, surveys, 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. In addition, the PTO along with various other parental stakeholders were consulted to facilitate the development of the school program so that the plan is beneficial to all constituents at Lincoln Middle School.