

McIntosh Elementary School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

<b>Component Number 1: Comprehensive Needs Assessment</b>					
<b>Goal:</b> Building staff will use CNA to drive instruction and meet or exceed target scores for the multiple data sources.					
<b>Narrative:</b> Multiple data sources allow stakeholders to understand a complete picture about our school culture and climate. This includes students at all grade-levels, ethnicities and subgroups. Parent engagement is also a key component when reviewing our population. Numerous data points are noted and triangulated throughout each school year. This allows teachers to structure instruction to best meet the needs of all students.					
<b>5/30/18-</b> Our building continues to triangulate data from multiple sources, including, but not limited to, PARCC, MAP, Reading Horizons, Classroom Based Assessments and input from parents, staff, and students. We also utilize eschool to pull reports regarding discipline.					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Increase MAP scores building-wide	Utilize SMART Process for goal setting in many areas including building-wide, grade-level and at classroom level <b>5/30/18-</b> Implement short-cycle classroom goals building-wide and create	Administration, Teachers, Instructional Coach	After each assessment window  PLC cycles every 8 weeks and short-cycle goals dependent on student need.	Building-Wide results will be analyzed	<b>5/30/18-</b> Updated action steps to reflect short-cycle goal setting
Gather information from the Illinois School Report Card	Information is gathered and analyzed multiple times a year	Leadership Team, Administration	At least twice annually	Data pulled from Illinois School Report Card Website	

<b>Component Number 2: Special or Support Programs Already in Place</b>					
<b>Goal:</b> McIntosh School will provide support programs for all stakeholders including, but not limited to students, families, teachers and staff.					
<b>Narrative:</b> McIntosh currently provides numerous programs to meet population need. We have the 21 <sup>st</sup> Century After School Program because we serve a low-income, low achieving population. The After-School program provides homework assistance through tutoring by certified building staff, daily academic skill support and enrichment opportunities through community volunteers and partnerships. McIntosh also has community volunteers who read with students weekly because this promotes literacy achievement and relationship building. We also have an Arts Integration grant that allows programming for 3 <sup>rd</sup> graders because this allows students to gain access to curriculum through several modalities.					
<b>Updates</b>					
<b>6/19/17-</b> McIntosh School has, for the past several years, provided three tutors that work with many Tier 2 and 3 students daily in a small group setting for 20-40 minutes. These tutors target student skills based on assessment data and progress monitoring. Also, students are invited to participate in Boy Scouts and Girls Scouts. Both programs are outside organizations that come to the school to meet with students.					
<b>5/30/18-</b> McIntosh continues to provide Title 1 tutors who work with students identified as Tier 2 and 3 daily for 20-40 minutes. Skills are based on assessment data, grade-level PLC progress monitoring, pre and post tests and MAP Learning Continuum. Students are also invited to participate in Boy Scouts and Girl Scouts with outside organizations. The 21 <sup>st</sup> Century After School Program continues to serve the students of McIntosh through tutoring, partnerships with outside organizations and enrichment in both literacy and numeracy. We also feel that students are in need of additional support in the area of social emotional learning. This may be accomplished through SEL curriculum, small social groups, outside counselors from YSN and Rosecrance, and collaboration with the 21 <sup>st</sup> Century After School Program.					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Maintain partnerships with the community and foster new partnerships	<ul style="list-style-type: none"> <li>Bring more volunteers into the building to work with students across grade-levels</li> </ul>	Administration, Teachers, Parent Liaison	Ongoing 2018-2019 School year	Volunteer Logs	<b>6/19/17-</b> Secure Boy Scout/Girl Scout Leaders from each organization; work with 21 <sup>st</sup> Century Program to solidify

					outside partners for after-school enrichment <b>5/30/18</b> -Continue to foster partnerships with community organizations
Service more students in the areas of literacy and math through Tier 2/3 small group tutoring and progress monitoring	<ul style="list-style-type: none"> <li>Secure tutors to provide daily tutoring for students identified as Tier 2 or 3</li> <li>Research Scientifically-based Intervention programs for use with Tier 2 and 3 students as well as enrichment programs for Tier 1 (on or above level students)</li> <li><b>5/30/18</b>-examine alternative times that may be available for use of tutors (such as before school, after school—not dependent on scheduled hours of school day.</li> </ul>	Administration, Instructional Coach, Title 1 Teacher, Staff	Ongoing 2017-2018  Continue 2018-2019	Student Individual Learning Plans, Tutor Minutes Forms, Assessment data scores, progress monitoring scores	<b>6/19/17</b> - Use current data to identify Tier 2/3 students and group according to skill area of need/reading level/math level. Secure tutors who will work with student groups. Provide training in new intervention programs as needed for staff and tutors. <b>5/30/18</b> - Updated to reflect current needs
<b>5/30/18</b> - Collaborate with 21 <sup>st</sup> Century Program to maximize utilization of	<ul style="list-style-type: none"> <li>Identify resources that are available to assist with SEL support</li> <li>Curriculum Support Staff from 21<sup>st</sup> Century will locate, prepare and aid</li> </ul>	Administration, 21 <sup>st</sup> Century Program Leadership and Curriculum Support Staff	Ongoing 2018-2019	21 <sup>st</sup> Century Reports, tracking of lessons presented and students receiving instructional	

resources	implementation of SEL materials during the after-school program.			support with SEL outcomes	
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**Component Number 3: Schoolwide Improvement and Reform Strategies**

**Goal:** McIntosh School will provide relevant strategies to strengthen and enrich learning for all students, student sub-groups and at-risk learners.

**Narrative:** McIntosh serves a diverse population. Based on the 2016 Illinois School Report Card the demographics are as followed: 21.1% White; 51.5% Black; 11.8% Hispanic and 9.7% with 2 or more races. Of the school population, 70% are from low-income families, 20.6% are serviced under special education and 10% have no permanent or adequate home. We provide an academic rich environment utilizing district curriculum. Additionally, teachers and staff have implemented several strategies to support our student body after exploring and analyzing data. An example would be direct instruction of phonics skills. This provides for rote and repetitive practice and routine to aide in retention of letter sounds and decoding. With the knowledge that a significant percentage of students come from low-income families, staff has implemented social-emotional supports that help students with self-discipline, ownership of behavior and strategies to reduce time spent away from instruction due to interfering behaviors. An example would be PBS Curriculum, A Connected School, and Second Step Curriculum. Teachers also utilize a content area reading block where reading skills are reinforced across subject areas, again ensuring for ongoing practice and skill retention.

Students deemed at-risk and who are not making adequate academic progress receive Response to Intervention (RTI) services in small group settings with either the classroom teacher or tutors. This focused instruction is in addition to curriculum. Student progress is monitored at least twice monthly and the groups are fluid with students being able to receive academic support based on student need and progress monitoring data. When data indicates that the achievement gap is not closing, a student may then be referred to the building problem solving team to determine if a student would be eligible for special education services under IDEA.

Keeping in mind that we serve a low-income population, McIntosh offers enrichment programming with community agencies. Currently, McIntosh is a grant recipient for the 21<sup>st</sup> Century After-School Program which provides tutoring by a certified teacher as well as enrichment through the Discovery Center and Burpee Museum. We plan to continue providing enrichment opportunities to all students by bringing in outside agencies that support curriculum learning. An example would be bringing the Discovery Center portable planetarium to the school. This would enrich students by giving them an opportunity to make connections between learning and real-life experiences. We also have the Winnebago County Animal Services present programming to our upper grade students.

Our homeless population receives general services through the school district FIT (Families in Transition) program, but our school specifically has provided essential classroom supplies, toiletries, and supplemental food over the weekend.

For our 3.8% bilingual student population, ESL services are provided. During this time, a certified ESL teacher works with students to modify, reteach, or further support classroom curriculum. Home and school communication can also be translated into a student's native language and curriculum report cards, as well as school and classroom newsletters also may be translated. Students who receive ESL services may benefit from picture vocabulary cards and a picture schedule to know what is expected throughout the day. Technology also supports student learning. We would like to provide supplemental technology subscriptions that would support current curriculum standards.

While our attendance rate is at a year-to-year 91-92%, we serve 18% of students who are chronically truant. School administration and teachers work with the school's truancy officer to identify students who may benefit from follow-up intervention. We want to help students in making sure they are adequately prepared for the school day. This would include, but is not limited to, providing alarm clocks and clean uniforms.

**9/15/17-** All students at McIntosh visit the school library weekly. Each week, students are presented with a wide-variety of texts and are instructed how to use a library as a means to find relevant, reading-level appropriate books. The library titles serve as another avenue for McIntosh students to gain practice reading fiction and non-fiction texts. This directly supports our building goal of increasing reading comprehension and building vocabulary skills of students. New book titles in the library will support all learners, Tier 1, 2, and 3, as the books aid in meaningful practice and transfer of literacy skills both in and out of the classroom.

**2/20/18-** In order to continue building student background knowledge, McIntosh would benefit from further developed high-interest print rich texts. The majority of students at McIntosh are reading below grade-level, based on Fountas and Pinnell Running Record Assessments and fail to meet RIT Growth Goals from MAP Assessment. It is imperative to provide a well-rounded literature-based environment for students at all achievement levels. This scaffolded approach may include, but is not limited to various cross curricular fiction and non-fiction texts, student manipulatives to enhance learning and technology subscriptions such as Moby Max and Flocabulary, and student headphones and various learning supplies to supplement activities that aid in meeting Common Core Standards. Proper storage is required to maintain such supplemental materials.

**5/30/18-** McIntosh continues to serve a diverse population and is committed to meeting the academic needs for all students. We will implement the new integrated literacy curriculum framework during the 2018-2019 school year. This ensures that students are transferring and applying reading skills to content area learning. We also continue to focus on year 2 of our Reading Horizons implementation process for all learners in K-3<sup>rd</sup> grade. We are anticipating that the above will positively impact the number of students who show growth and proficiency on MAP and PARCC assessments, as well as classroom-based measures. We also will roll out the new math curriculum pacing guide outlined by the district. We also support all learners through use of technology subscriptions, including but not limited to Flocabulary, Moby Max, Reading Horizons, Compass Learning, Raz Kids and Prodigy. Also available are text rich classrooms, student manipulatives, progress-driven MTSS interventions and use of a Title 1 Teacher, instructional coach and parent liaison.

Building Challenge Priorities	Action Steps to Address Challenge(s)	Staff Responsible	Timeline for Action(s)	Evidence of Progress	Updates and Amendments
Increase student engagement through supplemental materials	<ul style="list-style-type: none"> <li>• Purchase technology subscriptions for enhanced learning and increased vocabulary background knowledge</li> <li>• Obtain needed supplies and appropriate storage to house new materials (to include, but not limited to books, headphones, school supplies to support student learning, white boards, dry erase markers, comprehension and vocabulary sets for reading instruction, and science materials to support NGSS)</li> </ul>	Administration, Instructional Coach, Leadership Team	Years 2018-2019	<ul style="list-style-type: none"> <li>• Schoolwide MAP assessment data, classroom formative assessments, progress monitoring data from Student ILPs</li> <li>• Grade-level PLC data, classroom short-cycle goals</li> </ul>	<p><b>2/20/18</b>-Priority and Action Steps added to plan to fully address building-wide priorities based on latest MAP data (Winter 2018) and Classroom formative assessments</p> <p><b>5/30/18</b>- Reviewed action steps and updated Timeline for action and Evidence of Progress</p>
Research and implement scientifically – based interventions in both literacy and math	<ul style="list-style-type: none"> <li>• Explore the What Works Clearinghouse website for such program</li> <li>• Provide additional Title 1 tutors for literacy and math</li> <li>• Provide professional development for</li> </ul>	Administration, Teachers, Leadership Team, Instructional Coach, Library Supervisor/ Librarian	Ongoing 2018-2019	<ul style="list-style-type: none"> <li>• Student Individual Learning Plans (ILPs) with intervention and progress monitoring data</li> <li>• Print rich</li> </ul>	<p><b>9/15/17</b>-Updated Action Steps to include purchase of library materials to support student engagement, learning, and practice of literacy skills.</p> <p><b>2/20/18</b>- Updated and amended to reflect</p>



	<p>teachers around math interventions, progress monitoring and assessment</p> <ul style="list-style-type: none"> <li>• Fiction and non-fiction books will be purchased by the librarian to offer a wide-variety of genres, reading levels and interests in the school library</li> <li>• Cross-curricular texts, supplemental materials to enhance content area learning and vocabulary will be purchased for use in the classrooms.</li> <li>• Create and align grade-level benchmarks for easier data tracking</li> </ul>			<p>library with current fiction/non-fiction titles and variety of genres</p>	<p>current building/student needs derived from various data sources.  <b>5/30/18</b>-Reviewed and amended to reflect current building need</p>
<p>Reduce the number of discipline referrals</p>	<ul style="list-style-type: none"> <li>• Continue to implement PBS and A Connected School—providing rewards and incentives for outstanding behavior</li> <li>• Identify students with multiple occurrences and/or similar infractions and provide re-teaching, small group social skills practice and 1:1 Check-</li> </ul>	<p>Administration, School Discipline Committee, Behavior Intervention Specialist, Teachers, Parent Liaison</p>	<p>Ongoing 2018-2019</p>	<p>E-School Discipline Reports, documentation of small group intervention, Parent liaison contact documentation</p>	

	<p>In/Check-Out</p> <ul style="list-style-type: none"> <li>• Communicate regularly with parents regarding student behavior</li> <li>• Utilize Parent Liaison to facilitate home/school communication regarding behavior</li> </ul>				
Continue to foster relationships with outside agencies who can provide enrichment programming for all students	<ul style="list-style-type: none"> <li>• Seek community volunteers to work with children in the areas of literacy or numeracy</li> <li>• Research organizations to support McIntosh students through programming, time, or materials</li> <li>• Collaborate with 21<sup>st</sup> Century Program leadership to identify students who would benefit from additional Title 1 tutoring, social/emotional support such as curriculum implementation and/or small social groups</li> </ul>	Teachers, Leadership Team, 21 <sup>st</sup> Century leadership and school curriculum support personnel for the after-school program	Ongoing 2017-2018	Evidence of partnerships through meeting minutes, event logs and/or onsite programming, documentation of social/emotional education and lessons, Title 1 tutor documentation	<b>5/30/18</b> -Updated and amended to reflect current needs.

<b>Component Number 4: School’s Mental Health &amp; Specialized Support Services</b>					
<b>Goal:</b> McIntosh School will provide social emotional support to all students.					
<b>Narrative:</b> McIntosh adheres to district social/emotional programming such as PBS and A Connected School. These supports aide in students taking ownership of behaviors and reducing time lost from learning due to behaviors. We currently have a partnership with the School-Based Health Clinic at Auburn High School. McIntosh students are bussed to the clinic to meet with a nurse practitioner and community health counselor. Rosecrance Mental Health also has a clinician who provides counseling services to students with prior history on-site. The building Behavior Intervention Specialist works with students to develop strategies in order to maintain behavior in the classroom.					
<b>Updates</b>					
<b>6/19/17</b> -In order to fully implement PBS and A Connected School at McIntosh, certain items are needed. Title I funds would be utilized in the following ways, to include, but not limited to, updating and printing of PBS Expectation Posters for all settings at McIntosh, chart paper and markers for classroom belief statements and “Best Me” charts, purchase of tools (crayons, fidgets, pencils, books) for individual classroom “Chill Zones”. Further, administration and the McIntosh Discipline Committee would plan PBS universal celebrations that may include bringing in outside community member for assemblies, books, bookmarks for students. Also, the “Student of the Month” program will print certificates of recognition and provide students with a special prize (pencil).					
<b>5/30/18</b> -School focus on mental health and social emotional learning remains important and relevant for all students. We continue to utilize PBS, A Connected School, Rosecrance Mental Health, YSN, Behavior Intervention Specialist and seek guidance from the district MTSS director. We feel it is important to research some additional measures that will help students with self-regulation, peer-to-peer interactions, self-belief/concept and basic appropriate social interactions with peers and adults. This added support would result in lower discipline referrals and additional time spent on instruction. In order to accomplish this newly identified need, the school would need materials and support to include, but not limited to, books for staff reference, paper, markers and materials to make posters, school-wide SEL curriculum, materials for small groups, trauma-informed training and professional development from outside agencies and more efficient technology/programming to accurately track student discipline infractions.					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Provide staff with ongoing training and support around	<ul style="list-style-type: none"> <li>Track the behavioral and mental health needs of students</li> </ul>	Teachers, School Social Worker, Behavior	Ongoing 2017-2018 School year	Reduced Minor and Major Office referrals	<b>6/19/17</b> -Print monthly reports for minor and major referrals <b>5/30/18</b> -Reviewed and

students' behavioral and mental health needs	<ul style="list-style-type: none"> <li>• Provide training on Trauma-Informed Schools</li> <li>• Research, select and implement a whole school SEL curriculum</li> <li>• Seek information on restorative practices, zones or regulation and other programming to support students in all settings</li> </ul>	Intervention Specialist, Administration, Discipline Committee	Continuing 2018-2019		amended to reflect school need
Reduce the number of minor and major referrals by 5%	<ul style="list-style-type: none"> <li>• Adjust PBS universal celebrations for more immediate feedback of positive behavior Utilize community resources and supports</li> <li>• Fully Implement A Connected School program and continue to build classroom "Chill Zones"</li> <li>• Research whole school SEL curriculum</li> <li>• Seek information on restorative practices, zones or regulation and other programming to support students in all settings</li> </ul>	Administration, Discipline committee, teachers, community health worker	2017-2018 school year with monthly updates to discipline committee  Continuing 2018-2019	Lowered number of incidents and infractions	<p><b>6/19/17</b>-Set dates for universal celebrations; prepare materials for Student of the Month program; gather list from staff members about needed supplies for classroom "Chill Zones"</p> <p><b>5/30/18</b>-Updated and amended to reflect student/building needs</p>

<b>Component Number 5: Post-secondary planning and preparation</b>					
<b>Goal:</b> McIntosh students and staff will take part in post high-school college, apprenticeships, and career awareness,					
<b>Narrative:</b> The students at McIntosh need exposure to opportunities available beyond high-school graduation. The staff feels it is valuable to have an ongoing discussion with students about how daily learning in grade school will affect their future. We have held a college day and career fair for the past several years and have seen reliable results. The students engage in virtual tours of college campuses, explore majors and possible apprenticeships and receive information about careers in the Rockford community. This ongoing programming aligns with the school districts' strategic plan to make all students in the district aware of opportunities for success beyond their high school graduation.					
<b>Updates:</b>					
<b>6/19/17-</b> Since our students lack the understanding about post high-school awareness, Title 1 funds would allow our school to bring in community members to educate our students about college and career awareness. Supplies needed would include, but are not limited to books for classroom libraries about college and career readiness and art supplies for students to create college posters in each classroom.					
<b>2/20/18 –</b> Students from McIntosh would benefit from well-developed print rich environments to support reading comprehension, integrated literacy, increased background knowledge and language and vocabulary acquisition. This determination was made after reviewing Winter 2018 MAP Assessment data that shows only 38% of McIntosh students met or exceeded their Growth Goal. This is significantly less than the building SMART goal of 60%.					
<b>5/30/18-</b> We continue to review MAP data, PARCC and PLC/short cycle-goals. While the percentage of students who meet or exceed their growth goal in both literacy and math continues to show positive trends, we are still below our target of 60% of students meeting and exceeding. Our students continue to find benefit in print rich environments to support reading comprehension and the new integrated literacy curriculum map and math framework.					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Students and staff will participate in an annual College Day to raise awareness of	<ul style="list-style-type: none"> <li>Update staff college bulletin board</li> <li>Reach out to several colleges, universities and trade schools for</li> </ul>	Teachers, Administration	April 2018	Teacher-prepared lessons and lesson plans	<b>6/19/17-</b> Each classroom will showcase a college and will use materials in action step to create posters about college

post-secondary education	materials that can be shared with the student body				and career readiness.
Annual Career Fair will be held at McIntosh	<ul style="list-style-type: none"> <li>Work with Parent Liaison to secure community participants</li> </ul>	Teachers, Parent Liaison, Administration	Spring 2019	Student Reflection	<b>6/19/17</b> -Purchase grade appropriate book titles to support career and college awareness. <b>5/30/18</b> -Updated to reflect needs of building
Students will be exposed to learning concepts and activities that will begin to explore traditional and non-traditional career choices.	<ul style="list-style-type: none"> <li>Supply supplemental materials that will aid in student engagement, promote possible career awareness and foster a desire to obtain employment after high-school. Such materials include, but are not limited to, high-interest/low-level reading materials, subscriptions such as Scholastic News, Newsela, technology and science, reading and integrated manipulatives</li> </ul>	Administration, teachers, instructional coach, MTSS leader	Ongoing 2018-2019	Student Survey about career aspirations; informal conversations amongst staff and students.	<b>2/20/18</b> -Building priority added to reflect current building needs

<b>Component Number 6: Implementation of School-Wide Tiered Model for Behavior and Academics</b>					
<b>Goal:</b> Teachers will use instructional data to create and provide tiered interventions to close achievement gap, as well as use behavior data to support student social/emotional growth.					
<p><b>Narrative:</b> The Comprehensive Needs Assessment indicates that student achievement falls well below the district and state average. Teachers triangulate multiple sources of data to identify students needing additional academic supports. Currently, we utilize the RTI Specialist and three tutors that, along with classroom teachers, provide small group, targeted intervention for both Tier 2 and Tier 3. These students are progress monitored at least twice monthly and groups are fluid based on student growth or continued need. Teachers also consult with the building Problem Solving Team for support and ideas for more intensive supports. Progress Monitoring data is collected, analyzed, and changes to instructional supports are implemented. If students are not showing marked progress where the achievement gap is not closing, a student may be referred for more assessment to determine if special education services and supports are deemed necessary. Teachers also work alongside the Behavior Intervention Specialist to identify students needing behavioral supports. At this time, the building implements A Connected School and PBS. If needed, students requiring more intensive intervention participate in Check-In/Check-Out and small social/emotional groups with building personnel or outside agencies.</p> <p><b>5/30/18-</b>Based on most recent assessment data, students at McIntosh remain well below the expected achievement levels compared to students at similar grade-levels and ages (taken from Nationally-normed data). McIntosh continues to follow an RTI tiered approach in order to scaffold learning and close the achievement gap of all learners. We will also follow guidelines from district MTSS leader while implementing targeted interventions, such as phonics, phonemic awareness, early literacy skills and math scaffolding based on student strategies that support hands-on kinesthetic learning for all students. We feel it is important for our population to have access to materials that include, but are not limited to, manipulatives, games, science exploratory materials, and leveled reading materials that support vocabulary and comprehension acquisition. Such materials will foster a well-rounded teaching of skills that allow students to access hands-on, high interest activities.</p>					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
McIntosh will increase the number of students being served through the MTSS model.	<ul style="list-style-type: none"> <li>Maximize use of Title 1 tutors</li> <li>Work alongside Problem Solving Team to streamline data and documentation of student progress</li> </ul>	Teachers, Administration, Problem Solving Team, Title 1 tutors, instructional coach, Title 1	School Year 2017-2018  <b>To continue 2018-2019</b>	<ul style="list-style-type: none"> <li>Instructional Data from progress monitoring and classroom assessments</li> <li>Updated MAP</li> </ul>	<b>2/20/18-</b> Updated and added action steps, modified timeline and added further evidence of progress to reflect most recent data and school-wide need.

	<ul style="list-style-type: none"> <li>• Explore resources for math interventions.</li> <li>• Purchase supplemental materials as stated in narrative to further develop our tiered approach to learning.</li> </ul>	Teacher, and MTSS leader		<p>scores, School SMART Goals for Math and Reading</p> <ul style="list-style-type: none"> <li>• Grade-level PLC goals and classroom short-cycle goals data</li> </ul>	
Reduce number of discipline referrals	<ul style="list-style-type: none"> <li>• Continue to implement PBS, A Connected School</li> <li>• Track and support students with a sizeable number of occurrences</li> </ul>	Teachers, Administration, Behavior Intervention Specialist, Discipline Committee	School Year 2017-2018	<p>Discipline Reports Discipline Committee Meeting Minutes</p>	



**Component Number 7: Professional Development to Improve Instruction**

**Goal:** Professional Development, based on current data, will be presented and implemented to improve instruction.

**Narrative:** Current data drives instructional practice. The certified teaching staff is surveyed annually regarding professional development need. Based on the survey results, it was determined that more robust vocabulary instruction was an area of need for teachers. This finding aligns with current data from PARCC and MAP. The staff took part in a building-wide book study to learn about Marzano’s 6-step process for teaching vocabulary. While the staff has a better model for vocabulary instruction, ongoing additional training is still critical in this area. Teachers would like to incorporate a more focused list of academic vocabulary broken down by grade-level. This would be incorporated into content area vocabulary lists already in place. As data shows, reading comprehension is also an area of weakness and staff indicate that further instructional strategies around Close Reading will support current reading curriculum and programming. Teachers were also surveyed about professional development around math. Now, teachers would welcome additional training around math interventions that would support the district Math Investigations curriculum. This, again, aligns with PARCC and MAP data. Additional training would allow teachers to provide concise skill-based interventions to those students not meeting expected benchmarks of growth.

**2/20/18-** Current data continues to drive instruction. The SMART Team members saw evidence of utilizing “thinking maps” from a similar demographic school in the district. Evidence of success, along with our school data prompted the SMART team, Leadership Team and administration to seek further training in the Thinking Map process in hopes that it will improve current data, which shows a significant deficit in both reading and math. Training from an outside source would allow for all staff to gain the same knowledge of thinking maps and how best to roll out and utilize this learning strategy for the coming school year 2018-2019.

**5/30-18-** McIntosh Staff will receive professional development from in-building support for use of the MAP Learning Continuum. This is anticipated to assist with targeted instruction and differentiation for all learners. We will also implement short-cycle goals at the classroom level and will seek assistance from instructional coach and/or district level leaders as needed in this process. The staff would also benefit from social/emotional PD around trauma-informed schools, restorative practices and zones of regulation. These added SEL elements directly impact students as a majority of the student population has experienced trauma, and further, school discipline data shows that we have significant number of students with discipline infractions. It is anticipated that the additional PD for staff will directly impact students as we implement SEL curriculum and supports, thus decreasing the number of students with major and minor referrals.

Building Challenge Priorities	Action Steps to Address Challenge(s)	Staff Responsible	Timeline for Action(s)	Evidence of Progress	Updates and Amendments
<p>Increase the percentage of students who meet or exceed their growth target of MAP in Literacy</p>	<ul style="list-style-type: none"> <li>• Explore and construct academic vocabulary by grade-level using NWEA vocabulary lists by RIT Range</li> <li>• Participate in ongoing professional development in reading comprehension- to include, but not limited to “Close Reading” strategies, informational text practices and higher-level comprehension skills such as inference and theme identification</li> <li>• Schedule, order materials and teacher professional books and participate in all staff professional development around “thinking maps”</li> <li>• Participate in in-house PD about MAP Learning Continuum for students</li> </ul>	<p>Teachers, Grade-Level PLCs, Administration, Instructional Coach</p>	<p>Ongoing 2017-2018</p> <p>Ongoing 2018-2019</p>	<p>MAP Data, PLC notes, lesson plans</p> <p>Thinking Map evidence of use</p> <p>Utilization of MAP Learning Continuum to create targeted small groups for instruction based on differentiated RIT band skills</p>	<p><b>2/20/18-</b> Action Steps, Timeline, and evidence updated to reflect upcoming whole school initiative to implement Thinking Maps for the 2018-2019 school year</p> <p><b>5/30/18-</b> Updated Timeline, action steps and evidence of progress</p>

<p>Implement Tiered Intervention Supports for Math</p>	<ul style="list-style-type: none"> <li>• Explore scientifically-based programs and/or strategies to utilize with Tier 2 and Tier 3 students</li> <li>• Ongoing teacher training of interventions in math</li> <li>• Create/align grade-level benchmarks for basic facts</li> <li>• PD in-house on using MAP Learning Continuum</li> </ul>	<p>Teachers, Administration, Leadership Team</p>	<p>Ongoing 2018-2019</p>	<p>Proof of Intervention Program/supports, Progress monitor data, MAP data</p>	
<p>Meet students' social/emotional needs in order to decrease number of referrals</p>	<ul style="list-style-type: none"> <li>• PD on Trauma-Informed Teaching</li> <li>• Seek Assistance from MTSS District Leader to find scientifically-based SEL curriculum to be implemented building-wide</li> <li>• Discipline committee to research and discuss further programming such as Restorative Practices and Zones of Regulation</li> </ul>	<p>Teachers, Administration, Discipline Committee, Behavior Intervention Specialist, Parent Liaison, Leadership Team</p>	<p>Ongoing 2018-2019</p>	<p>Proof of Staff PD and Implementation of such curriculum/programming</p>	

<b>Component Number 8: Early Childhood to Elementary School Program Transition</b>					
<b>Goal:</b> All students and families will be welcomed to McIntosh and will gain full understanding of school procedures and academic expectations.					
<p><b>Narrative:</b> It is our mission at McIntosh to welcome all new students and ensure that families have a clear understanding of procedures and expectations. School registration is a time for parents and students to become familiar with the building. Families are provided with school supply lists, an opportunity to meet building personnel such as administration, school nurse, secretary and teachers. Each fall, students and families are invited to an All-School Open House where teachers are available, in an informal setting, to share grade-level and classroom expectations. The school also communicates any information with families via building webpage, monthly school newsletters and weekly classroom newsletters. If needed, those students who received special education services in Early Childhood Programs will participate in a transition meeting to ensure smooth transition of services from early childhood to Elementary School.</p> <p><b>Updates</b></p> <p><b>6/19/17-</b>Students are preparing to enter McIntosh from Early Childhood will have records reviewed by the Kindergarten teachers. This ensures that students strengths and weaknesses are addressed and support offered as needed. Teachers can preview Early Childhood assessment data for each student and differentiate instruction as soon as the new students enter school/Kindergarten. Again, students in Early Childhood who was a recipient of special education services have a transition meeting where a McIntosh Kindergarten teacher sits with the Early Childhood Team to ensure that all services are known and that supports can be put in place before the child enters school.</p> <p><b>2/20/18-</b> At McIntosh, we continue to strive in making all supplies available to our students. This includes continuing to send home “Homework essentials” such as pencils, scissors, pencil sharpeners, crayons and colored pencils. Students who are given necessary materials will have equal opportunity to continue skill practice at home through nightly homework completion and reading practice each evening.</p> <p><b>5/30/18-</b>Supplies will be made available to all students. We will continue to provide necessary materials for homework such as pencils, crayons, scissors and pencil sharpeners.</p>					
<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Provide necessary	<ul style="list-style-type: none"> <li>Keep all home/school communication current</li> </ul>	Administration Secretary	Ongoing 2018-2019 or as new	School Newsletters,	<b>6/19/17-</b> Review Early Childhood Records;

<p>information and supplies for incoming students</p>	<p>and up-to-date</p> <ul style="list-style-type: none"> <li>• Provide “homework essentials” kits for students to include but not limited to pencils, pencil sharpeners, paper, trade books or paper books</li> <li>• Research and discuss possibility of utilizing Title 1 funding to provide back to school supplies from company that sells items in “kit form”</li> </ul>	<p>Teachers, Leadership Team</p>	<p>students enter</p>	<p>Classroom Newsletters, School Webpage, Open House Sign-In</p>	<p>Kindergarten Teacher will sit in on special education transition meetings; differentiate instruction based on file review and assessment data; give baseline assessment for incoming students  <b>2/20/18-</b> Reviewed and updated component to reflect current and continued needs.  <b>5/30/18-</b>Updated and amended to reflect current and ongoing building needs.</p>
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**Component Number 9:** All students are taught by effective, experienced teachers who are licensed for the area they teach

**Goal:** McIntosh will support teachers in order retain effective and experienced educators.

**Narrative:** McIntosh school has a sizable percentage of certified teachers who are both experienced and highly educated. Building administration regularly evaluates staff through formal and informal measures. The building Reading Specialist/Instructional Coach works alongside teachers to train and offer support in best practices for instruction in both reading and math. Further, our staff explores and seeks guidance in best practices for our current population that we serve. This may include, but is not limited to, low-income families, students identified as homeless, those who have chronic truancy, English Language Learners and students served under special education. Teachers at each grade-level meet weekly to support one another through data analysis, instructional strategies best practices and sharing about innovative ideas for instruction. School, grade-level and personal SMART goals ensure that teachers are using data, not only to drive instruction but to monitor effectiveness of given instructional practices. Monthly, all grade-levels meet for PLC to share and discuss grade-level progress, note building-wide areas of success or challenge and address/amend instructional strategies. Teachers can take part in professional development opportunities and may be given a teacher mentor within the building. Certified staff may also be given professional development materials to include, but not limited to professional books, instructional resources and learning conferences. Now, our priority is to retain experienced substitutes at McIntosh who are effective in working with our general population.

**Updates:**

**5/19/18-**Based on building-wide data analysis, professional development is presented to the staff. Title I funding would allow for, but is not limited to, professional development speakers on best practices/instructional strategies, providing staff with the same professional books/materials for book study/PLC discussions; supplies for mentors/mentees such as binders, highlighters, paper, and training materials. The building staff would also utilize Title I funding to gather materials for substitute welcome packets to include but not limited to, paper for building map, and basic supply kit materials (pens, pencils, notepad). Further, uniform substitute folders will be provided to all classroom teachers for the sake of continuity for substitutes visiting McIntosh.

Building Challenge Priorities	Action Steps to Address Challenge(s)	Staff Responsible	Timeline for Action(s)	Evidence of Progress	Updates and Amendments
Retain substitutes at McIntosh	<ul style="list-style-type: none"> <li>Explore ideas to welcome and show appreciation to building substitutes by means including, but not limited to, welcome packet, token of appreciation, personnel support from staff members</li> </ul>	Administration, Leadership Team	Ongoing	Substitute sign-in logs and AESOP reports	<p><b>6/19/17</b>-Create welcome kits for substitutes including, but not limited to, building map and basic supplies. Also purchase and utilize consistent substitute information folders for each classroom.</p> <p><b>5/30/18</b>-Reviewed and updated</p>
Provide ongoing support to those staff members new to teaching and new to the building	<ul style="list-style-type: none"> <li>Identify building mentors</li> <li>Supply support through professional development opportunities that meets our school population, to include, but not limited to, resource books, conferences, webinars, guest presenters from outside agencies</li> </ul>	Administration, Leadership Team, Instructional Coach	Ongoing-on as needed basis	Illinois Report Card Report of Effective/ Proficient Teachers, Professional Development reports/ registration, teacher evaluation, grade-level PLC meeting minutes	<p><b>6/19/17</b>- Provide training materials for building mentors; purchase professional development books for school-wide book study and PLC; use data/Greatest Area of Need to secure professional development by way of guest speakers from outside the school district; building members and/or district personnel.</p>

**Component Number 10: Homeless Students**

**Goal:** McIntosh will support students and families identified as homeless.

**Narrative:** Our building serves around 10% of students and/or families that are identified as homeless. Our top priority is ensuring that all students at McIntosh, regardless of living situation, are given the same opportunities to be successful in academics and social emotional learning. To date, we have had community partners donate uniforms and school supplies. We also wash and dry school uniforms as needed. Currently, we have a partnership with a local organization that provides packaged food for students to take home. This added food helps sustain students and families over the weekend while away from school (breakfast/lunch). McIntosh also has many volunteers who come read with students each week. This additional tutoring time not only supports academic growth but serves to function in relationship building and mentoring.

**Update:**

**6/19/17-** Students at McIntosh who are identified as homeless (by way of the district 'Families in Transition' program) oftentimes do not have access to technology outside of the school day. Therefore, we would like to provide ample opportunities to engage students in technology-supported curriculum enrichment as much as possible. Technology subscriptions, while for all students, would be made available to students served by the FIT program during added times. They would benefit from additional opportunities to use technology at various times throughout the day. This may include, but is not limited to, 'lunch bunch' with teachers, small group intervention time and after-school programming. Also, classroom teachers, instructional coach and Intervention Specialist would review data results for homeless students to ensure that the most appropriate technology enrichment is being implemented in order to support each students' greatest area of need/challenge.

**5/20/18-** McIntosh continues to serve students identified as homework (by means of the district 'Families in Transition' program). These students oftentimes do not have access to materials needed in order to have a successful school day. Students also do not have the opportunities to have their learning enhanced by way of technology programs and subscriptions. It is our goal to ensure that all students are given an equal opportunity to learn and succeed. Technology subscriptions continue to be made available for students. They benefit from a multi-sensory approach to learning. Further technology subscriptions have been discussed as a way to enhance vocabulary instruction; a concept not achieved on district MAP assessments. School supplies and headphones are yet another way we can ensure that all students are given an equal chance for learning success.



Building Challenge Priorities	Action Steps to Address Challenge(s)	Staff Responsible	Timeline for Action(s)	Evidence of Progress	Updates and Amendments
Provide necessary supplies, resources and programming for students identified as homeless	<ul style="list-style-type: none"> <li>• Utilize community and building Title 1 tutors for literacy and math support</li> <li>• Provide school supplies for academic success to include, but not limited to, crayons, folders, pencils, scissors, notebooks, backpacks</li> <li>• Build community partnerships to provide school uniforms at reduced cost</li> <li>• Assist families in seeking support from our school district's "Families in Transition" program</li> <li>• Supply necessities for students to include, but not limited to toiletries, undergarments and shoes</li> <li>• Technology subscriptions and headphones to support academic learning, such as Moby Max, Study Island, RAZ</li> </ul>	Administration, Teachers Secretary School Nurse	Ongoing 2017-2018 as need arises  <b>Ongoing 2018-2019 based on need</b>	Community partnerships, Academic progress monitoring of students identified as homeless, family & student survey	<b>6/19/17-</b> Once a student is identified as homeless based on FIT program, review academic data and match student with appropriate technology enrichment. Further, teachers will work with school personnel to provide additional time throughout the day for FIT students to be engaged in technology curriculum enrichment. This may include, but is not limited to, lunch bunch with teachers, small group time with building tutors and after-school programs. Also, teachers will share log-on information with families so that they may access the technology through the public library or

	<p>kids and Flocabulary</p> <ul style="list-style-type: none"><li>• Provide literacy and math resources to include but not limited to, trade books and flashcards</li></ul>				<p>whenever technology is available.</p> <p><b>5/20/18-</b> Reviewed component and updated narrative as well as timeline.</p>
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**Component Number 11:** Parent Engagement in their student’s Education and School

**Goal:** McIntosh School will provide opportunities to increase parent engagement.

**Narrative:** McIntosh provides many opportunities for parent involvement through events such as Open House, Parent/Teacher Conferences, Thanksgiving Feast and the annual Fun Fair. It is our aim, however, to offer opportunities for parents to become engaged in their student’s education. At present, McIntosh holds an annual Literacy Night where students and parents participate in activities that promote literacy skills. They are also given new books to take home for reading practice. Administration and staff continue to explore opportunities that will promote parent engagement. This could include, but is not limited to, opening our school library/computer lab for parent use, providing at home access to technology subscriptions to aid in academic skill practice, community partnerships to donate, or purchase of reading materials, and learning ideas/skill practice activities noted in weekly grade-level newsletters.

**Updates**

**6/19/17-**As building staff works to engage parents in the education process, Title I funding needs may include, but are not limited to, purchasing trade books (fiction and non-fiction) for students to have at home for nightly reading practice, printing materials that will offer suggestions/steps to helping students practice skills at home, providing parents with step-by-step written directions for how to access technology subscriptions at home, buy materials for literacy and math nights for make and take activities. The school staff will open the library and school computer lab at various times throughout the year for parents so that they can learn and understand the value of technology services, as well as provide information at parent conferences that include targeted/student-specific skills that will allow parents to help students with homework and skill practice at home.

**2/20/18-**It remains a priority at McIntosh to engage parents in their child’s education. The staff regularly provides trade books for students to read at home. We feel it is important to provide literature that will give students practice at their specific reading level. Also, we find it imperative that students have access to cross-curricular content (both fiction and non-fiction). In order to further foster literacy at home, magazine subscriptions such as Scholastic News will allow parent(s) and students to enjoy literacy. Scaffolded, differentiated instruction through use of various learning modalities is also helpful. Learning manipulatives, dry erase boards and markers will allow even our youngest beginning learner to find success as they practice early literacy and math skills. Sound technology materials such as headphones, as well as updated technology subscriptions let students have access to the same services that they use at school to practice skills. Parents also benefit as they can check their child’s progress on the technology programs through reports. Teachers also monitor student progress and share those findings with families on a regular basis.

**3/13/18-**McIntosh is working to build strong relationships with all stakeholders. We see a need to bring parents on board with

school activities, involvement in their child’s education and behavior. The school is working to develop equitable standards for all stakeholders. Based on parent involvement with school activities, conferences and support with behavior, we seek to provide a parent liaison position to enhance and support home and school communication.

**5/30/18**-McIntosh had less than 20% participation in the 5Essentials Survey for the 2017-2018 school year. This resulted in no new data being generated from this survey. We feel it is important to seek parental input regarding their feelings on involvement, trust and relationships with the school and staff. Our aim is to provide opportunities for parents’ voices to be heard either through the 5Essentials Survey or another district model. If needed, our school will seek input from parents. We also anticipate that the new parent liaison position will continue to foster school-parent partnership and increase communication and parent engagement.

<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Provide relevant technology subscriptions for home and school use.	<ul style="list-style-type: none"> <li>Explore new and/or renew technology subscriptions for home use to include, but not limited to, Moby Max, Study Island, RAZ Kids, Prodigy, Xtra Math and Flocabulary</li> </ul>	Administration, Teachers, Leadership Team	Ongoing 2017-2018  Continue ongoing for 2018-2019	Grade-level PLC goals/scores; Technology Subscriptions; parent survey about technology effectiveness; school-side SMART Goal and assessment data, short-cycle classroom goals.	<p><b>6/19/17</b>-Create step-by-step directions for parents to be able to access technology at home for student support.</p> <p><b>2/20/18</b>-Updated the narrative portion and added to the first action step, timeline and evidence.</p> <p><b>5/30/18</b>-Updated to reflect building needs and data</p>
Provide parents with relevant strategies to help with skill practice at home	<ul style="list-style-type: none"> <li>Include Math and Literacy skill tips in school and grade-level newsletters as well as on the school webpage</li> <li>Survey parents to</li> </ul>	Administration, Teachers, Instructional Coach	School Year 2017-2018  Ongoing 2018-2019	School Newsletter, grade-level newsletters and school webpage, parent survey results	<b>6/19/17</b> -Organize information sharing times where parents will gain knowledge of their child’s strengths and weaknesses and

	identify key areas of needed support				receive specific strategies to help students with homework and general skill practice at home.
Parent engagement night at McIntosh for Math and Literacy	<ul style="list-style-type: none"> <li>Seek partnerships within the community to support the event(s)</li> <li>Plan activities /take-home products for families to include, but not limited to trifold, make and take crafts, flashcards, books, math reference materials</li> </ul>	Teachers, Instructional Coach, Administration	School Year 2017-2018  Continue Ongoing 2018-2019	Product evidence, event completion	<b>6/19/17</b> -Schedule Math and Literacy nights. Create Make and take activities relevant to grade-level skills. Purchase trade books, flashcards, math reference materials and trifolds for use during at home learning.
Seek input from parents regarding feelings of support, communication and trust	<ul style="list-style-type: none"> <li>Complete 5Essentials survey with 20% parent response</li> </ul>	Administration	2018-2019	<ul style="list-style-type: none"> <li>Survey data</li> </ul>	
Increase home and school connections with teachers, students and parents	<ul style="list-style-type: none"> <li>Create and hire a parent liaison position to support school staff, parents and students.</li> </ul>	Administration	School Year 2018-2019	<ul style="list-style-type: none"> <li>Hired position</li> <li>Data of parent involvement</li> </ul>	

**Component Number 12: Meaningful Engagement of all Stakeholders in the School Improvement Plan**

**Goal:** All stakeholders will have knowledge and input of McIntosh School's Title I School Improvement Plan.

**Narrative:** The Title I School Improvement Plan at McIntosh is a living document that reflects our goals, mission and priorities for all stakeholders. Based on the Comprehensive Needs Assessment, McIntosh has identified areas of success and zones for needed improvement. The Leadership Team regularly shares building-wide data, including but not limited to MAP, PARCC, and 5 Essentials with all teachers. Further, teachers align grade-level and personal SMART Goals to maximize student achievement. Also, teachers are regularly surveyed regarding professional development needs and have input into what they deem important for student success. Parents are invited to take the 5 Essentials Survey annually. According to the 2016 5 Essentials Survey Data, there was very low parent participation at less than 1%. The 5 Essentials Survey data determined that teachers feel there is lack of parent/teacher trust and parent engagement. It is our resolve to ensure that parents have every opportunity to have their voice heard by participation in the 5 Essentials Survey. We also value the need for students to have a voice in their own education. Currently, we do not have a formal means to gather student input. Again, we seek to gain input from student stakeholders in the process of school improvement.

**Updates**

**6/19/2017-** The administration, Leadership Team and staff at McIntosh have determined areas of need that Title I funds would support in reaching all stakeholders. First, we need to make available the school computer lab and library for parents who do not have access to the internet at home. We will provide step-by-step written directions for parents to log in and complete the 5 Essentials Survey. We will also print reminders and send home as the survey window approaches. Also, we will have materials available to parents that explains the Building SMART goals and how those goals impact student instruction and achievement. The teachers and administration also see value in student input. We realize that students may not always understand the why behind the what they are learning each day. Because of this belief, it is important for students to be engaged in personal goal setting and tracking of progress. Title I funding will allow for the following materials to include, but not limited to, 3-ring binders, folders with prongs, markers, highlighters and paper.

**2/20/18-** Once again, administration, Leadership Team, instructional coach and McIntosh staff have identified areas of need that would support reaching all stakeholders. Due to our low MAP scores in reading (38% of students met or exceeded their growth goal), we are committed to creating print rich environments that make available both fiction and non-fiction texts to students. Such material will be aligned to standards and support the district's initiative of integrated literacy blocks. Students should have available all necessary supplies needed to complete daily work. Therefore, we feel it vital to keep on hand additional supplies that will allow

students to be successful. This many include, but is not limited to pencils, erasers, crayons, scissors and glue. Finally, we would like to foster parent engagement and communication about student’s academic progress. This involves making available technology services that could be accessed at home. These technology subscriptions would bridge the gap between home and school learning. **5/30/18**-McIntosh Administration and staff continue to find ways for students to become engaged in setting personal learning goals and giving students the “why” behind what they do in the classroom each day. We are committed to implementing classroom level short-cycle goals. This process will allow students to take ownership in what they are learning and propel them to show growth and proficiency in the areas of literacy, numeracy and social/emotional learning.

<b>Building Challenge Priorities</b>	<b>Action Steps to Address Challenge(s)</b>	<b>Staff Responsible</b>	<b>Timeline for Action(s)</b>	<b>Evidence of Progress</b>	<b>Updates and Amendments</b>
Increase parent participation in the 5 Essentials Survey	<ul style="list-style-type: none"> <li>• Provide access to technology for parents by opening the library and/or computer lab at McIntosh</li> <li>• Communicate the importance of the 5 Essentials Survey to parents</li> <li>• Remind parents of survey window through notes home, automated calls and information in newsletters and on webpage</li> </ul>	Administration, Leadership Team	Annually	5 Essentials Participation Report via Illinois School Report Card	<b>6/19/17</b> -Provide parents with written directions for how to access the 5 Essentials Survey. Send home reminders about survey window dates via printed note and webpage updates. Set dates for parents to utilize the school computer lab/library and provide staff to work during those hours.
Seek input from students regarding academic and social-emotional	<ul style="list-style-type: none"> <li>• Organize grade-level focus groups to gauge student feelings on a variety of topics</li> <li>• Engage older students in</li> </ul>	Administration, Teachers	School Year 2017-2018  Ongoing 2018-2019	Focus group outcomes, 5 Essentials Survey, student goal-setting and	<b>6/19/17</b> - Grade-level teachers will explore avenues/create materials for personal goal-setting for

<p>areas of success and need</p>	<p>completing the 5 Essentials survey</p> <ul style="list-style-type: none"> <li>• Share relevant data and engage students in personal goal-setting</li> </ul>			<p>reflection</p>	<p>students. Professional development may be provided if teachers need further guidance in this process. Set fall and spring dates for focus groups grades K-5.</p>
<p>Increase student achievement on district and national-normed assessments</p>	<ul style="list-style-type: none"> <li>• Create print rich environment in each classroom with cross-curricular fiction and non-fiction titles.</li> <li>• Obtain technology subscriptions and needed support materials such as headphones</li> <li>• Create student supply kits for those who need identified supplies</li> </ul>	<p>Administration, teachers, leadership team, instructional coach</p>	<p>Ongoing beginning 2018</p>	<p>Assessment data (F &amp; P, MAP, PARCC, formative assessments, and short-cycle classroom goals)</p>	<p><b>2/20/18</b>- Updated narrative and created this priority and action step based on current building need.  <b>5/30/18</b>-Reviewed and amended to reflect building need</p>