

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

West View Elementary School

School-wide Improvement Plan

1. Focus on Learning / School Needs

The focus on learning for West View Elementary School is to utilize the SMART Learning Process to progress monitor student growth at both the school and team level to guide teaching and learning. The school adheres to a SMART cycle with terms of developing short and long term goals that guide ongoing decision making based on common assessment tools at the school and district level. West View Elementary staff routinely participates in a collaborative data analysis process using district assessment data to determine specific goals, areas of weakness, targets and strategies within grade level standards that are vertically aligned in Math, English / Language Arts and social emotional.

After the data analysis process, certified staff and administration develop an action plan based on best practices and instructional supports to help differentiate instruction to meet the learning needs of all students. Professional Learning Communities (PLCs) at grade level will regularly meet throughout the school year to progress monitor team level goals using District issued common formative assessments and by incremental MAP assessment data. Grade level teams will be expected to meet weekly during common planning to develop lesson plans aligned to short term grade-level goals as assessed by District issued formative assessments.

After participating in the collaborative process, individual teachers will deliver daily lessons engaging students in meaningful learning experiences aligned to essential learning outcomes defined in the District Math (<https://sites.google.com/rps205.com/rps205math/home>) and Integrated Literacy (<https://sites.google.com/rps205.com/integrated-literacy/home>) curriculum Maps. The consistent effort by all teachers to deliver effective instruction and create a safe learning environment supporting the needs of all students will help the school's Student Attendance rate (92% in 2017) meet or exceed state averages as indicated by Illinois Report Card data over the past two years.

To enhance teacher capacity, the school's leadership team will develop a working professional development calendar to enhance teacher effectiveness at both the planning and implementation stages. Action plan strategies and teacher feedback will be considered when

determining trainings for ongoing professional growth. Based on a needs assessment survey, teachers indicated they need additional training around technology and how to use it to support teaching and learning. In-house teacher leaders have been identified to assist in providing in-house professional development to align to student achievement goals. Also, we will achieve this by delivering balanced literacy instructional approaches to enhance student comprehension and fluency in an effort to address vocabulary acquisition in conjunction with our standards based SMART goal. As a staff, we will seek continued training through the ROE, district curriculum leaders, and in-house teacher leaders. Professional development will address teacher capacity and their ability to enhance student achievement.

Professional development opportunities will be sought both in-and-out of district to support district and school level initiatives, programs, and strategies that consider materials and resources intended to increase student progress towards goals. Professional development will be continuous and based on the needs of the school as determined by Professional Learning Communities at all levels through the ongoing utilization of SMART Learning Systems. The participation of staff members in ongoing professional development will help promote collaboration and professional growth based on feedback from teacher created survey data.

Data would suggest that current systems have been effective in increasing student learning towards meeting growth goals and proficiency levels. Based on Spring MAP data from 2017 the overall percentage of students meeting their projected RIT goal was 34% in Math and 31% in Reading. Based on Spring MAP data from 2018, the overall percentage of students meeting their projected RIT goal was 47% in Math 39% in Reading. In both Math and Reading, the overall numbers meeting their project RIT goal has increased. However, our long term is for 60% of all students to meet their projected RIT goal by the spring of 2020. Through engagement in SMART Learning Process, certified staff and administration identified Numbers and Operations in the area of Math and Vocabulary Use and Functions in the area of Reading as the foundational areas of need in the spring of 2017. As a staff, we will continue to progress monitor growth in these areas of need through common formative assessments at each grade-level and after each MAP assessment. Aligned goalsetting around these areas of need will serve as an ongoing indicator of student achievement towards school-wide goals and provide an opportunity to reflect on the effectiveness of our teaching practices. Along with continued growth, we will also be monitoring the number of student reaching proficiency levels as defined by MAP normative data. Currently, 39% of our students are at or above the Avg level in the area of Numbers and Operation and 43% in the area in Vocabulary Use and Functions as

measured by the Spring MAP assessment in 2018. By engaging in the ongoing continuous improvement process, we expect the number of students meeting the Avg level or above to increase by the Spring MAP assessment in 2019.

In the area of Literacy skills, West View will continue the implementation of the Reading Horizon program, which addressed phonemic awareness for primary level students. We will be entering the 2nd year of program implementation and we expect an increase of 5% in the area Foundational Skills as measured by the number of students meeting the Avg range and above on the MAP assessment from spring 2018 to spring 2019.

In relation to the statewide Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, trending data indicates a decrease in the achievement gap between subgroups. Composite scores for the following comparison between student subgroups showed a decrease in the achievement gap from 2015 to 2017: Non-Low Income / Low Income 16% decrease, White / Black 1% decrease, White / Hispanic 8% decrease, and Non IEP / IEP 1% decrease. Based on 2017 Illinois Report Card data, 16% of students attending West View Elementary have an IEP. For students with an IEP at West View, the achievement gap decreased 5% between 2015 and 2016. From 2016 to 2017, the gap increased by 4% to an overall 9% achievement gap. Staff members within the building (Resource Teachers, Title 1 Teacher, Problem Solving Team, Administration, etc.) will continue to develop action plans designed to increase learning opportunities for students with an IEP. These plans will include: Grade level inclusion for at level instruction, materials and resources supporting instruction, individualized learning opportunities, support staff services, and ongoing teacher training. The needs of these subgroups will be analyzed throughout the course of the year to assess the effectiveness of MTSS implementation and tiered instruction at each grade-level.

For students who are Homeless, the following factors will be considered to maximize learning opportunities: Extracurricular participation, supplies, clothing, outside agency/district supports, and mentoring students through the ACS/MTSS framework.

Parental involvement is a vital piece and will continue to be a focus in building the West View community to better serve our stakeholders. As promoted by the Illinois State Board of Education, an indicator for continuous improvement states, "School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning (CL6)." In collaboration with the school's PTO, school committees, and community partners, the school will continue to provide

meaningful opportunities of support and enrichment outside of the school day. This will continue to foster the need for parental involvement that will aid in the overall mission of the school to increase student achievement in a safe and positive learning environment.

2. Special or Support Programs

List of Special/Support Programs

1. After-school Programming:
 - a. West View After-school Program (Initiative) – Grades 3-5
 - i. Instructional components – (Tier 2 instruction delivered by a certified teacher)
 - ii. Enrichment Component – (Arts, STEM, Health)
2. Community Centers:
 - a. Daily bussing to after school programming for West View students in need.
 - b. Regular collaboration for socio-emotional and academic concerns for West View students.
3. Crossroads After-school Program
4. Roscoe United Methodist Church/ ELA-Math tutors: daily participation
 - a. Tutors come daily to assist K-2 students within the specific areas of instructional and socio-emotional concern.
5. Title 1 Staff:
 - a. Provide interventions at the tier 2 and tier 3 levels to struggling students.
 - b. Track data to support skill attainment for students on caseload.
 - c. Provide student data to bolster the need for problem solving team review
6. United Way/ I Read tutors: daily participation

3. School wide improvement/ reform strategies.

In conjunction with our curricular goals from 2017-2018 school year, we will continue to address deficiencies in the goal area of Numbers and Operations in Math and Vocabulary Acquisition and Usage in Reading. After the 2017-2018 Spring MAP assessment 47% of students met their projected RIT goal in Math and 39% of students met their projected RIT goal in Reading. Based on current data, and the need to strengthen the foundational skills in both areas, our professional learning communities will continue to focus on these areas of need.

Vocabulary acquisition of both academic and domain specific terms are instrumental in academic success for young readers. In the coming school year, West View will focus on a vertically aligned approach for helping students gain the necessary skills to acquire new vocabulary across all content areas. In that focus for learning, L.4 at all grade-levels has been identified as vertically aligned standard, which stresses grade appropriate skills of vocabulary acquisition across all content areas.

As a school, we have adopted Marzano's 6 Steps of teaching academic vocabulary as a framework for teaching students the necessary skills to acquire and use new vocabulary. To help achieve our goal area focus, teachers will be using Marzano's framework to teach vocabulary acquisition and usage embedded within our District's curriculum maps. We will use these maps in conjunction with a number of texts as instructional tools. For example, students will engage in class-level read-alouds and text studies for the sake of providing a text rich environment which promotes the acquisition of new vocabulary.

The physical setting of the classrooms will be used to help engage the students with learning strategies being taught as well as those which have already been acquired throughout the school year. Walls will be used as a teaching tool and as a point of focus for communicating learning targets and goals. Classroom walls will also be used to display meaningful student work aligned to learning targets to help create a student-centered environment.

In response to end of the year MAP data it has been found that there is a need to continue to address the foundational skills within the Numbers and Operations goal area. To that effort, staff will work within this domain by choosing targets of learning to monitor student growth towards meeting a grade-level SMART goal. This vertical alignment in First through Fifth grades (Counting & Cardinality at Kindergarten) will focus on the first Common Core Standards within the NBT domain. All of which directly rely on the grade-level understanding of

place value, the use of that place value sense to apply rounding concepts within grad-level expectations, and the ability to apply that place value number sense to solve operations at grade level expectations.

As measured by the Spring MAP Assessment, 47% of our students met their RIT growth goal in Math. We believe that these low scores in mathematics are a direct result of a lack in understanding of basic number sense within the Numbers in Base 10 domain. This Domain transcends into each of the other domains of Numbers in Fractions (NF), Operations and Algebraic Thinking (OA), Measurement and Data (MD), and Geometry (G). As we came to focus our needs to the essential standards within this domain, we chose to focus on place value understanding, extending that understanding to rounding numbers, and operation work with those numerals at appropriate grade level proficiency (K. CC.4, NBT. 1-7). In honing our instructional deliveries, we believe the use of the District's Math curriculum map, manipulatives, Title 1 staff/resources, and technology will enhance student mathematical skills across all domains.

In order to allow all students to meet expectations within this mathematical skill (NBT 1-5 Place value understanding, rounding, and operations within that system) there is a need for differentiation within the tier 2 level of instruction. This differentiation of delivery within student performance groupings requires access to hands on materials. In addition to small group instruction, the use of manipulative materials and number line programming will help students create the fundamental understanding of place value. This will allow them to be successful at grade level computation of math facts within the Numbers and Operations domain of instruction. This manipulative use of guided math tier 2 intervention pieces will help West View to meet the needs of the many students who come to attend the school at different academic levels given the 19% (IRC 2017) mobility rate experienced at the school.

The use of technology will help students to establish the understanding of place value and Numbers and Operations. Technology devices will support teachers in helping gain the ability to more effectively master these Math concepts across all grade levels through online resources supporting individual learning paths based on student data. The 21 Century approach of using technology will help teachers meet the individual needs of students and enhance their ability to deliver effective instruction.

The use of Math discussions to build fundamental mental mathematics concepts will be used throughout the building. This will include the use of real world based problems that can be deconstructed and organized by way of verbiage into numerical expressions. The organization of these word problems from the written word to numeric form will create understanding of key vocabulary. This approach will support West View's ELA SMART goal of vocabulary acquisition and helps to accomplish cross-curricular goal integration. In that same spirit of combining goals across curricular lines, it also includes the domain of Operations and Algebraic thinking, thereby showing multiple strengths can be established from these most basic of mathematics standards.

4. Mental Health, Specialized Instructional Support Services, Mentoring Services, and Other Strategies

West View will be utilizing the MTSS framework to help meet the diverse needs of all students. Along with MTSS, West View will continue to employ ACS practices to help create safe and positive learning environments to support the academic and social needs of students. A Connected School (ACS) is a program designed to identify student needs through guided questioning and self-reflection in order for the student to remain in the classroom and gain appropriate means to communicate those needs to teachers and staff. West View is staffed with a Behavior Interventionist Specialist (BIS) to help fully implement that program.

Through the Youth Services Network (YSN) a truancy officer is provided, in conjunction with the BIS to assist in chronic truancy. As reported in the ISBE School Report Card West View suffers from a chronic truancy rate of 15% (IRC 2017). Continued collaboration between West View and YSN will help to lessen that percentage.

Our United Way partnership is in the form of I READ tutors who provide additional support for our primary level students to help develop emerging readers. I READ tutors visit West View daily and are assigned to primary level students in an effort to support the mission of attained grade level literacy. Still, they also provide a level of consistency within their assigned students that teaches self-worth and support that lends itself to a healthier school climate.

West View will continue to seek partnership with outside community organizations to provide after school care for many West View students. More opportunities will be sought on behalf of the school to include outside community organizations to help support the overall wellbeing of West View students.

REBA basketball programs, Art club, and STEM club are examples of constructive after-school activities offered at West View throughout the school year. These programs foster a sense of school pride and ownership that help promote a positive school environment and build a community focused on the wellbeing of our students.

5. Activities preparing creating student awareness for postsecondary education and career.

West View students will be exposed to postsecondary opportunities in a variety of ways. One initiative across grade levels will be to engage students in goal setting exercises that will help them become more invested in their education. By students self-monitoring their own progress, the experience will lend itself to opportunities for postsecondary discussions and exploration. As teachers implement their Literacy action plans and expose students to multiple texts, planned opportunities to integrate content with college and career readiness standards will be available. The frequent exposure to informational text will again generate further exploration of post-secondary awareness through engaging student in writing activities driven by teacher prompts and student self-reflection.

To extend beyond planned instructional opportunities to engage students in postsecondary awareness, the school will seek further opportunities outside of the classroom to create real life experiences for students. West View will seek partnerships with local businesses and organization to explore potential field trips for students. Yearly, grade level teams have taken students on field trips, but the focus going forward with field trips will be to extend the learning opportunities for students in their ability to meet standards. For the upper grades, a college and career focus will also be factored in when determining field trips.

In partnership with other District schools, West View will participate in events with a postsecondary focus. For example, another elementary school in district houses an annual Career Fair, which provides 5th Grade students with an opportunity to interact with local businesses and entities for the sake of community growth. By students participating in these types of events, a baseline will be developed as students transition into the middle school levels where students participate in a Career and Exploration elective class and other interactive

events like Job Fairs. This transitional focus from one level to the next again lends itself to collaboration efforts between zoned schools who are trying to vertically align and create a progression of growth towards graduating and becoming college and career ready.

6. Describe any activities regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services

West View follows A Connected School (ACS) format in dealing with behavior. This program requires the establishment of well taught and regularly reviewed classroom beliefs, rules, and procedures for dealing with student misbehavior. These procedures help to guide a student through self-reflection through an established questioning process pertaining to that student's needs. It highlights their error in the chosen communication of those needs, and proposes positive alternatives in coping and communication in the future. This model promotes a positive environment and school culture, student buy in, and ultimately, enhanced student achievement. Along with the implementain of MTSS practices, the school's ACS committee will plan initiatives to help promote positive behaviors and student recognition events.

7. Describe any activities regarding professional development to improve instruction and use of data.

There is a need for professional development at West View and is necessary in the implementation of school wide PLC goals of Vocabulary and Numbers in Base Ten domains discussed earlier. An immediate area of need that corresponds with both our ELA and Math goal is the use of technology.

As discussed with staff, there is a need to improve our daily interaction with technology in order to attain our district's mission of creating a 21st learning environment. West View has access to both hand held devices for the primary grades and chrome books for the upper-elementary students. When needed, PD will be sought through both local and outside organizations to aid in the use of available technology in an effective manner. The school's Tech committee will continue to play an active role in helping to identify areas of technological need and coordinating opportunities to address those needs for staff members. As with other areas of PD, teacher leaders within the building will be first asked to provide in-house PD pertaining to technology use, online resources, and innovative opportunities to use technology

to support teaching and learning.

Professional development focused on online resources and Reading Horizons will continue to be sought to help supplement and enrich curricular areas of focus pertaining to goals at all levels. This PD will focus on the use of data to drive future instruction and help meet the individual needs of a student based on the individual data acquired through such resources and programs.

As MAP continues to be a focus for assessing student achievement, West View will continue to seek more in-depth training on how to utilize data reports and available webpage resources to help make informed instructional decisions. Specific MAP PD will be sought through district staff and in-house teacher leaders to help provide targeted training to better understand MAP reports and guide future instruction.

8. Describe any activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.

To help assist preschool students transitioning into the elementary level, West View will host an Open House event at the beginning of the school year. This event will be an opportunity for students and parents to tour the building, meet their teacher, and engage in activities intended to acclimate them with a new environment. There will be other opportunities throughout the school year where students and parents are invited into the school to establish a lasting rapport and collaborative approach to student growth. The school's FACT Committee (Families and Community Together) developed an events calendar for the year and will be communicated out to all parents at the beginning of the year.

Another factor that will be considered in the transitioning of EC students to elementary is the K grade level team creating a sense of familiarity for those transitioning students. EC classroom uses ECERS as a framework for creating an ideal learning environment for all students. Through PLC collaboration, K teachers will analyze common best practices amongst the two levels and continue build on the necessary foundational skills that will help this population of students be successful each year.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

West View is committed to the continued growth of all teachers to help develop their

capacity to effectively meet the needs of all students. Professional development opportunities will be offered through in-house school leaders, ROE representatives, and RPS district employees to enhance teacher instruction. Bi-weekly PLC meetings allow teachers to share best practices to build upon their teaching craft to meet the needs of a diverse group of learners. The use of a Title 1 Teacher and Instructional Coach will continue to aid in supporting the growth of all teachers in the goal of delivering engaging lessons based on best practice that culminate in meaningful learning experiences for students.

10. Responding to Homeless Families

The homeless rate among West View students has more than doubled from observable data between years 2013-2017 from (15) 4% of students to (44) 11% of students. In an effort to bring a full level of support to homeless families we will work closely with the district's Families in Transition program to meet the needs of our students. We will also work to engage these families in extracurricular opportunities at school and throughout the community.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

West View will recognize students each trimester to help celebrate academic success, positive behavior practices, and attendance. Through the partnership with the school-based FACT committee PTO, parents will be invited into the school for various curriculum/community bonding evenings. Examples of extracurricular events would be Spooky Reading Night, the Frosty Frolic Dance, Books and Bingo, Science Fair and Art Shows. We also plan to focus on improving parent participation through the efforts of the school's P.T.O. in order to create a more collaborative approach and generate additional ideas to enhance student experiences.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

To help guide the writing of school improvement plan, feedback from other stakeholders was considered through data collected from the 5 Essentials survey and P.T.O. In moving forward this year we plan on providing both students and parents multiple opportunities to respond to surveys guided at tracking feedback pertaining to school-wide improvement goals and objectives. The P.T.O will be sought out and encouraged to routinely be involved in any events that are designed to bring stakeholders into the building. For example, P.T.O. will be asked to be present at the school's registration days to help encourage

other parents/guardians to participate and communicate out already planned events. Other opportunities to gain engagement will be through monthly P.T.O. meetings to maintain ongoing discussion of concerns, beliefs, and needs shared by parents on a monthly basis as it relates to West View students.