

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

Ellis Elementary School

School-wide Improvement Plan 2018-2019

1. Focus on Learning/School Needs

The focus on learning for Ellis Elementary School is to utilize the SMART Learning Process to progress monitor student growth at both the school and grade team levels to guide teaching and learning. The school adheres to a SMART cycle with the terms of developing short and long term reading and math goals as indicated by the Ellis School-wide SMART tree diagram, and the grade level SMART tree diagrams. The SMART tree diagrams, progress monitoring, and assessment data analysis guide ongoing decision making at the school and district level. Ellis Elementary staff annually participates in a collaborative data analysis process using district assessment data to determine greatest areas of need, initiatives, strategies, measures and targets aligned to grade level math, reading and social/emotional standards.

The Ellis Elementary School Leadership team meets once per month to analyze data on various initiatives, their effectiveness, and use by teachers. From there, action plans are devised in terms of what next steps are needed to support academic success. Data analysis consists of administrative checklist results, as well as Fall, Winter and Spring analysis of the following school-wide assessment processes: NWEA MAP, F & P Scores, ELA outcomes, Dibbles, Universal math screeners and grade level common formative assessments. Based on what these trends indicate, the Leadership team researches best practice strategies to target the greatest areas of need. For example, according to NWEA MAP, 40% of Ellis students met their projected RIT point growth in reading in 2018 and 50% of Ellis students met their projected RIT point growth in math in 2018. Consequently for the 2018-19 school year, school-wide initiatives at Ellis include but are not limited to(see attached SMART tree diagrams)L: Growth Mindset Book Study, Growth Mindset Coach text with monthly assignments to be reflected upon at PLC's, Thinking Map Binders, Thinking Map Professional development, Edgenuity/Compass Learning use by all students and staff, Reading Horizons and Guided Reading/Daily 5, Using the Learning Continuum and Data to Instruction planning to differentiate, PDSA, Student Profile report goal setting for teachers to conduct ongoing one-to-one conferencing, various vocabulary strategies such as Marzano's 6 step process to teaching vocabulary and 101 vocabulary strategies, Math talks, touch math, guided math, and splash math.

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. Ellis Elementary School has developed their own

Action Plan format detailing all yearly assessment dates as well as deadlines for data entry into Performance Plus, progress reports and report cards. The grade level teams then mirror this format meeting once per week and log their agenda and minutes pertaining to analysis, reflection, and next steps in their grade level SMART process. Grade level teams also present a trimester report out detailing the current status of their progress towards to goal, a breakdown of performance by assessment and strategy type, and next steps to continue making growth towards the goal. The consistent effort by all teachers to deliver effective instruction and create a safe learning environment supporting student learning will help Ellis Elementary School get closer to meeting the district's academic growth goal of 60% of students meeting their projected RIT score on the MAP assessment by the spring of 2020.

Professional Learning Communities (PLC) at all grade levels, meet twice per month throughout the school year. As indicated in the attached MAP score growth spreadsheet, and researching best practices, Ellis Elementary School's PLC process for 2018-2019 is centered around Growth Mindset, Thinking Maps, Compass Learning and Teacher/Student goal setting and conferring. Additional focuses, as MAP data indicated are intensive academic vocabulary study, and balanced literacy instructional approaches to enhance student comprehension and fluency in an effort to address vocabulary acquisition in conjunction with our stated standard based SMART goal of mastering academic vocabulary across grade levels.

Professional development opportunities will be sought both in and out of district to support district and school level initiatives, programs, and strategies. According to NWEA MAP data 40% of Ellis students met their projected RIT score point growth in reading during 2018 and 50% of Ellis student met their projected RIT score point growth in math during 2018. Professional development for next year at Ellis will include but not be limited to:

- Compass Learning
- Thinking Maps
- Growth Mindset
- Trauma Informed Care
- Eric Jensen's Teaching with Poverty in Mind
- NWEA MAP trainers
- Raising Student Achievement Conference

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, which is an area of need to increase the *Less* implementation as measured by the 5 Essentials survey.

In the area of literacy skills according to MAP at Ellis during 2016-17, there was an average 8 point growth from Fall to Winter in reading as it pertains to Literature Comprehension and Informational Comprehension. The Greatest Area of Need for kindergarten through 2nd grade is Foundational Literacy Skills. There was a 1.0 point growth in Letter level from Fall to Winter according to Fountas and Pinnell testing. Reading Horizons is the initiative being used at Ellis to address this circumstance. Consequently, Ellis plans to have all 3rd grade classroom teachers and Special Ed Resource Teachers using Reading Horizons due to the need for building those foundational skills to enhance comprehension in the upper grades. The NWEA MAP assessment indicated that the greatest area of need for 3-5 graders at Ellis is Vocabulary acquisition. To address this 101 Strategies to Make Vocabulary Stick by Marilee Sprenger and also Marzano's 6 step process to teaching academic vocabulary.

In the area of math, there was an average school-wide point growth from Fall to Winter of 11 points on the MAP test in 2018. The greatest area of need according to MAP is Numbers and Operations for students at Ellis in grades K-2 and Problem Solving, Operations and Algebraic Thinking in grades 3-5. The Investigations math curriculum is being used at Ellis. An additional math assessment initiative at Ellis for 2017-18 will be Prep Dog <http://prepdog.org>.

In relation to the statewide Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, 8% of Ellis students met or exceeded state standards. This number is 12% below the district's average of 20% of students meeting or exceeding standards on the PARCC assessment. Composite scores for the following comparison between student subgroups showed a decrease in the achievement gap between subgroups from 2015 to 2016. Non/Low Income Ellis students are performing 12% lower (5%) on PARCC than the district average of 17%. All Ellis students were identified as low income according to PARCC. White/Black 17% decrease, Hispanic 7% decrease, Non-IEP/IEP 9% decrease.

Based on 2016 Illinois Report Card Data, please see below regarding Ellis Arts Academy:

Enrollment = 447

Racial/Ethnic Diversity = 447

Low Income Students = 83%, actual numbers according to registration is 99%

Students with Disabilities = 16% (Including two PLUS Classrooms)

Homeless = 19%

Mobility Rate = 41%

English Learners = 3%

The needs of these subgroups will be continuously analyzed to address factors negatively impacting the ability of these students to demonstrate learning.

For students with an IEP, the following opportunities will be considered, but not limited to, maximize learning opportunities:

- Grade level inclusion for at level instruction
- Materials and resources supporting instruction
- Individualized learning opportunities
- Support staff services
- Ongoing teacher training
- Referrals to outside agencies
- Referrals to School Problem Solving Team

For students who are homeless, the following factors will be considered:

- Trauma Informed Care
- School-Based Counseling
- Backpack Buddies/Food Pantry support
- Hygiene Packets
- Backpacks with supplies
- Uniforms – All sizes, khaki pants, navy polo's
- Shoes (athletic/dress)
- Undergarments/Socks
- Parent training
- Outside agency support
- Mentoring
- Extracurricular participation

Data representative of school stakeholders from the 5 Essentials Survey shows that in the area of Effective Leaders, responding participants have shown a rating of *average* over the past three

years. By continuing to engage in Professional Learning Communities, collaborative efforts to achieve results oriented goals will continue to help establish a shared vision for success.

In the area of involved families according to 5 Essentials, the implementation level was *less* and will continue to be a focus area for the school. To increase parent/guardian participation for the sake of student growth. The school will continue to make a concentrated effort to do the following:

- Advertise school-wide goals
- Monthly Newsletters
- Monthly Themed Family Nights
- ParentH.O.O.D Sessions 4 times a year where parents receive training on an area they indicated having interest in: Jobs/Income, Mental Health, Education
- Establish a “parent room” full of resources for families
- Progress reports/Report Cards
- Conferences
- Parent Volunteers

2. Special or Support Programs

List of Special/Support Programs

- 1) United Way/I-Read Tutors
- 2) Rockford Reads
- 3) Youth Build Reading Tutors
- 4) Youth Build Lunch/recess assistance
- 5) Rosecrance – School-Based Counselor
- 6) Auburn School Based Health Center – Crusader Clinic Transports
- 7) After School Achievement Program M-W 3:00pm – 5:00pm
- 8) Youth Services Network – Truancy Officer
- 9) District SAT Team
- 10) REBA Basketball
- 11) United Way/YSN: ParentH.O.O.D Promise
- 12) Washington Park Community Center After School Program
- 13) Rockford Park District enrichment in After School Achievement Program
- 14) Academic Achievement Specialist AND Title 1 tutors:
 - Provide interventions at the tier 2 and tier 3 levels to students identified as struggling.
 - Track data to support skill attainment for students on caseload.
 - Provide student data to bolster the need for the Academic Achievement Specialist to review.

3. School-wide Improvement/Reform Strategies

Through the use of Baseline data from end of the year MAP assessment pieces, we have located specific areas of concern. As of the 2018-2019 MAP end of year assessment only 50% of students met their RIT growth goal in Mathematics, and only 40% of students met their projected RIT growth goal in English Language Arts (ELA). Through the use of the SMART cycle process as discussed in section 1, Ellis will address deficiencies in key standards within vertically aligned domains within the Common Core Curriculum. Given the low performing test data in all domains within the MAP assessment, domains that are foundational to advancement of at level proficiency have been identified by staff as a starting point for intensive instruction within the SMART process. Vocabulary Acquisition and Use was the chosen domain within the ELA curriculum and Numbers and Operations within Math.

4. Vocabulary acquisition of both academic and domain specific terms are instrumental in academic success for young readers. In the coming school year Ellis has taken a vertically aligned approach to having all students make observable growth within a central vocabulary and acquisition domain standard. At the third through fifth grade level the Common Core Standards L.3.6, 4.6, 5.6- (Acquire and use accurately grade appropriately grade appropriate and general academic and domain specific words and phrases) will be the point of focus. At the Kinder through Second grade level the Common Core Standards LK.1, L1.6, L2.6- (Use words phrases acquired through conversations, reading and being read to, and responding to texts.)
5. We believe this weakness with Vocabulary is a basis for only 40% of students making RIT growth goals. We believe that this is in part due to a lack of meaningful experience with grade level texts. Therefore, we must provide the students with exposure and interaction with multiple texts at both the tier 1 and tier 2 levels with concentrated discussions of domain specific and academic vocabulary within those texts. The read-aloud delivery, and other aspects of the balanced literacy approach, will enhance the ability for students to take ownership of their learning through meaningful student driven partner discussion, and the writing component in journals in response to their reading.
6. Using Marzano's 6 Steps of teaching academic vocabulary as support for our needs to reach our instructional goals within vocabulary acquisition, teachers will be using a number of texts as instructional tools as both a read-aloud / making meaning and novel / expository text study at the class level for the sake of providing context for academic and domain specific words. These texts will be used in both whole groups as well as small group guided reading instruction. With the use of these read-aloud texts, students will be engaged in grade appropriate texts and will follow various think, pair, share / think pair write lessons to enhance text interaction. These text studies will provide the setting to expand their exposure, understanding, and eventually usage of academic and domain specific vocabulary. These texts will provide for teachers to use research based strategies that apply to all students at Ellis at the tier 2 level. This allows for an approach steeped in the practice of balanced literacy. Such practices can be organized to account for different

levels of students. For students meeting proficiency the teaching of literary elements, text based inferences, and the ability to use words in contexts to find the meanings of unknown words and synonyms. For our students still working towards proficiency texts can be used for cloze reading, word sorts, and think alouds will support learning. For our students who are falling significantly behind we will use the texts to teach Making Meaning, retells, and visual cues with words. Additional items are needed for the Daily 5 centers such as listening centers.

7. In keeping with Marzano's 6 steps of Teaching Academic Vocabulary we have identified a need for the use of student writing to support their acquisition of vocabulary. Through the use of vocabulary notebooks across the K-5 spectrum various methods can be taught and recorded by students to gain proficiency with vocabulary acquisition. At the primary, English Language Learners (3% of student population), and Special Education students (16%) levels notebooks can be used for inventive writing in conjunction with vocabulary illustration. At the upper-elementary level strategies, such as, use of words in available texts, student authored writing with assigned vocabulary, and the use of vocabulary within figurative language will be used to gain proficiency. The ability for students to purchase these notebooks given the high rate of low income (83%), and the many homeless children (19%), will affect our implementation of this program.
8. The physical setting of the classrooms will be used to help engage the students with vocabulary being taught as well as that which has already been acquired throughout the school year. Walls will be used as a teaching tool. All material available on the walls will be used as an introduction into the teaching strategy or vocabulary introduced, as well as a "class wide notebook" to be called upon as reference and other levels of continued interaction throughout the school year.
9. Marzano speaks of the importance of games in vocabulary acquisition. Ellis plans to purchase technology programming such as, but not limited to, Flocabulary that helps students to interact with newly acquired vocabulary in order for them to meet the goal of retention. This software will enable a fun and focused way to practice vocabulary for all students at Ellis. The software agreements will allow students to "play" the vocabulary games in school, as well as home. Given our significant rate of homeless and students involved with outside agencies with the public use of internet based computers, students of all backgrounds will be given tools to practice their vocabulary outside of the academic setting regardless of how meager their lodgings may be.
10. In response to end of the year MAP data it has been found that there is a significant need to address the most basic of mathematical domains, Numbers and Operations. To that effort, the staff has vertically aligned their grade level goals to address a deficiency in standards pertaining to numbers and operations. This is identified through the Kindergarten Common Core Standards of K.CC.4 understanding number and quantity relationships, and K.CC.7 Comparing two numbers between number ten. This vertical alignment continues First through Fifth grades, within the first Common Core Standards of 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 grade level expectations, and the ability to apply that place value number sense to solve operations at grade level expectations.

11. As measured by the end of the year Math MAP Assessment, only 34% 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 that focusing 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 manipulatives, title 1 tutors, and technology will enhance student mathematic skills across all domains.
12. 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 require access to hands on materials. In addition to small group instruction, the use of manipulative materials, number line programing, 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 piece will help Ellis to meet the needs of the many students who come to attend the school at different academic levels given the 41% mobility rate experienced at the school.
13. The use of technology will help students to establish the understanding of place value and Numbers and Operations. With the use of software guided towards primary students on iPads, the ability to more effectively master basic math facts and understanding of counting and digit to place value relationships can be achieved. These fun and interactive games will help to bring appeal to all students of Ellis and provide for the strong foundation of number sense that is necessary for success within the other Common Core domains.
14. The use of Math Talks 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 Ellis'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.
15. The use of Title 1 tutors to help with tier 2 interventions within these skills in both ELA and Math for our students with the lowest level of success will be utilized. In another school within district, of the 51 students receiving Title 1 tutoring last year, 100% made positive growth in the area of Math, and 84% in the area of Reading as indicated on the Spring MAP assessment. These tutors will be used to help enact various strategies in the small group and one to one setting to enhance our most struggling students' ability to learn skills. Through the tracking of these tier 2 and tier 3 interventions, in conjunction with the

classroom teacher, data will be gathered and discussed as a viable method of instruction for the student, or for the need for more extensive action at the team level.

4. Mental Health, Specialized Instructional Support Services, Mentoring Services, and other strategies.

Various data forms indicate there is an extreme need at Ellis in the area of social/emotional issues. The discipline climate dash board shows that zero tolerance offense increased from zero in 2015 to 0.11 in November in 2016 to 0.19 in January in 2016. Two students were expelled from school at Ellis during the 2016-17 school year for weapons offenses, one of which as a kindergartner. Five students went up for expulsion and were placed on EIA's and a total of 55 students received at least one day of out of school suspension at Ellis during 2016-17. The number of classroom referrals doubled from 111 in 2016 to 222 in 2017. During the 2017-18 school year, there were a total of 403 discipline referrals, doubling from the 2016-17 school year. This epidemic is indicative of a community in crisis and lack of supports to address their needs. Additional data from Staff Social/Emotional Survey's indicate that students would be better supported and be more apt to demonstrate academic success if more support staff were present. (see attached) Research shows the importance of student attendance on academic success and therefore suspending students for misbehavior is a direct link to increasing the likelihood of dropping out. Research also shows, students benefit from behavioral practices that are restorative and non-punitive.

During the 2018-19 school year, I am seeking a "Calm Classroom" as a direct attempt to decrease Out of School Suspension. The Calm classroom would allow students to remain in school, complete reading and math work in a smaller setting with a plethora of support staff from: Behavior Interventionists, Counselors and Certified Teachers. In the event a student did receive an Out of School Suspension, he or she would first return to the "Calm Classroom" to refresh social/emotional expectations. The calm classroom would include but not be limited to:

- 4R's children's literature curriculum (Reading, Writing, Respect & Resolution) –
 - The 4Rs curriculum is grade-specific: Each grade has its own teaching guide, books, and age-appropriate activities. Each 4Rs unit begins with a Read Aloud of a children's book, carefully chosen for its high literary quality and relevance to the theme. Next is Book Talk — discussion, writing, and role play to deepen students' understanding of the book and connect it to their lives. Then comes Applied Learning — skills practice related to the theme.
- Social/Emotional Leveled Texts

- Students would complete a volunteer/restitution/community service task within the building such as buddy with a class and help students return library books, get PLUS classroom student lunches to those rooms. This teaches teamwork, giving back, etc.
- Calm Classroom Model and Calm Classroom curriculum
- Paint, positive sayings painted on the wall
- Calm classroom teacher/certified
- Counselor – Youth Services Network
- Behavior Interventionist – Youth Services Network
- Calm classroom credit sheet where students must obtain a certain number of credits throughout the day to be able to transition out of the classroom. Additionally if a student does not receive an OSS, they will be assigned a day of calm classroom as a transition education before returning back to class the next day.
- Morning Meeting w/greeting & activity
- Soc/Emo teaching with an activity, video & lesson (1 hour)
- Meditation after lunch
- Daily summarize/share - Evidence they are ready to return to gen ed.

Currently Ellis utilizes a number of in-house and outside agencies and strategies to help provide for multiple student needs. The one constant throughout consecutive years is the implementation of the ACS program to help meet the needs of students. A Connected School (ACS) is a program designed to identify student needs through guided questioning in order for the student to remain in the classroom and gain appropriate means to communicate those needs to teachers and staff. Ellis is staffed with a Behavior Interventionist Specialist, employed by RPS to help fully implement that program.

Through the Youth Services Network (YSN) a truancy officer is provided, to assist in chronic truancy. As reported in the ISBE School Report Ellis suffers from a chronic truancy rate of 25%. Continued collaboration between Ellis and YSN will help to lessen that percentage.

Ellis has partnership with both Boy Scouts and Girl Scouts.

Our United Way partnership is in the form of I READ tutors who are provided as an additional tool in the development of strong grade level readers at the primary level. I READ tutors visit Ellis 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.

At Ellis, United Way and Youth Service Network also provide ParentH.O.O.D promise which is a program that links with families to provide wrap-around services to follow the children in the home from elementary school to high school graduation and ensures those students are the first generation within their family to graduate from college. ParentH.O.O.D promise also assists families with college test prep, applying for financial aid, scholarships and admissions.

Washington Park Community Center is a partner who provides after school care for many Ellis students. Washington Park is a regular bus stop on one of our bus routes for students whose parents have sought out this community resource. Staff at Washington Park have regular contact

with Ellis staff to discuss specific student interventions and concerns to help meet the emotional and safety needs of Ellis students.

Title 1 tutors have been used in the past to bolster academic and personal support to our students in need of one to one tier 2 instruction. Title 1 tutors provide another example of additional positive exposure to positive adults on a personal level. This level of consistency adds to the positive climate that Ellis aims to create.

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

Ellis 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 text, 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. Ellis will seek partnerships with Rockford University and Rock Valley College and organize to explore potential field trips for students.

All staff post outside their classrooms the name of the college they attended and the year they graduated. We also have a College Day where staff wear their college spirit wear and talk about their college.

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

Ellis 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 positive classroom and school culture, student buy in, and ultimately, enhanced student achievement.

PBIS will be utilized at Ellis. PBIS procedures will be put into place to reward students for positive behavior, attendance, and leadership.

For 2018-19, I'm seeking a "calm Classroom" at Ellis. The Calm classroom would allow students to remain in school, complete reading and math work in a smaller setting with a plethora of support staff from: Behavior Interventionists, Counselors and Certified Teachers. In the event a student did receive an Out of School Suspension, he or she would first return to the "Calm

Classroom” to refresh social/emotional expectations. The calm classroom would include but not be limited to:

- A Title 1 Teacher
- A Master’s Level Therapist Contracted by Youth Services Network
- Restorative Practice Strategies
- 4R's children's literature curriculum (Reading, Writing, Respect & Resolution) –
 - The 4Rs curriculum is grade-specific: Each grade has its own teaching guide, books, and age-appropriate activities. Each 4Rs unit begins with a Read Aloud of a children’s book, carefully chosen for its high literary quality and relevance to the theme. Next is Book Talk — discussion, writing, and role play to deepen students’ understanding of the book and connect it to their lives. Then comes Applied Learning — skills practice related to the theme.
- Social/Emotional Leveled Texts
- Students would complete a volunteer/restitution/community service task within the building such as buddy with a class and help students return library books, get PLUS classroom student lunches to those rooms. This teaches teamwork, giving back, etc.
- Calm Classroom Model and Calm Classroom curriculum
- Paint, positive sayings painted on the wall
- Calm classroom teacher/certified
- Counselor – Youth Services Network
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- Calm classroom credit sheet where students must obtain a certain number of credits through your the day to be able to transition out of the classroom. Additionally if a student dies received an OSS, they will be assigned a day of calm classroom as a transition education before returning back to class the next day.
- Morning Meeting w/greeting & activity
- Soc/Emo teaching with an activity, video & lesson (1 hour)
- Meditation after lunch
- Daily summarize/share - Evidence they are ready to return to gen ed.

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

The main PD initiative at Ellis for 2018-19 is Thinking Maps. Binders have already been purchased for all staff. We are looking to purchase ongoing professional development and hire a trainer from Lathrop school in RPS who is already using Thinking Maps. We have visited Lathrop and seen the Maps in practice and Lathrop’s score have grown over 20% since implementing Thinking Maps.

Teachers will also be encouraged to attend conferences such as Raising Student Achievement, Illinois Reading Conference, NWEA, Teaching with Poverty in Mind. Additionally, texts

including but not limited to The Skillful Teacher, The Skillful Leader, Restorative Practice related texts such as Circle Forward, webinars, inviting speakers to Ellis will all be additional professional development measures put in place to aid staff and attain student achievement goals.

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. Ellis has access to both hand held devices for the primary grades and chrome books for the upper-elementary students. Additional PD through teacher leaders, KIDS and RPS district staff, and possibly outside agencies will aid in the use of available technology to achieve these goals as well as electronic subscriptions such as Splash math and IXL. .

Teacher leaders can also aid in in-house PD pertaining to specific sites and apps used to achieve goals of standards based instruction when possible. Specific examples of these websites and apps and how they are able to help improve learning through specific standards will be focal points of certain PLC meetings throughout the school year.

There will also be PD on the proper usage of Compass Learning and Reading Horizons as a tool to develop grade level proficiency, RIT growth, and on level literacy. This PD will focus on the use of the online tools to enhance data driven instruction, responses to areas of deficit, and the maximization of available technology in the classroom.

A continued collaborative process with MAP coaches will be used to help teachers maximize the tool of MAP testing. Specific MAP PD including and not limiting to leveled student grouping for tier 2 instruction, increasing student buy in through the use of per pupil data and goals, and the ability to generate formative assessments.

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, Ellis 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.

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.

Ellis is committed to the continued professional development and support for effective teaching at both ends of the teachers experience spectrum. 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 retired teachers as Title-1 tutors will continue to aid in this requirement of effective experienced teachers providing meaningful instruction. The after school program also provides additional instruction in support students performing below level as identified by various forms of assessment data.

10. Responding to Homeless Families

The homeless rate among Ellis students has is 19%. In an effort to bring a full level of support to homeless families we will work closely with YSN to gain access to the multiple resources available to homeless families in the Rockford area. Also, through enhancing our existing relationship with Washington Park Community Center we will partner to provide access to after school, summer camp, extracurricular, and enrichment programs at the center to provide for the physical, educational, and emotional needs of some of our most at-risk subgroups of children.

During the 2107-18 School year, Ellis will seek to purchase or have the following items donated to address our homeless populations, preparing them to be ready to learn: Combs, brushes, Hygiene kits, Uniforms, Supplies, Backpacks, Undergarments, Socks, Coats, and winter gear, toys for Christmas.

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

Ellis recognizes students each week AND each trimester to help celebrate academic success, positive behavior practices, and attendance. A teacher team coordinates the grade level student of the week. Those students receive recognition in front of the entire school on Monday morning and get a certificate, and a prize. We also do student of the trimester. Each trimester we have a celebration from a movie, to classroom parties to, school-wide dances.

As for the parent engagement component, Ellis hosts themed monthly family nights focused in the areas of reading and math. Parents work with their child to create a make and take project. Additionally, parents are given suggestions and tips on how to help their child succeed academically at home. 4 times a year, Ellis in conjunction with Community Partners hosts ParentH.O.O.D night. United Way, Rocecrance, Winnebago county health department, Rock Valley College, Alpine Bank, Rockford Housing Authority, Dennis Early Childhood Center and the Workforce Connection provide seminars to Ellis parents ranging from:

- * Education (Obtaining a GED or post secondary ED)
- * Jobs and Income – Applying for vacancies with the area and management of funds
- * Mental Health/Stress Relief – Helping and healing families in crisis
- * Housing

United Way has also partnered with Ellis on a project titled ParentH.O.O.D Promise. This program follows Ellis students from elementary to high school. It guarantees, that with consent and support from parents, the United Way will ensure these student graduate high school and go on to become the first in their family to graduate college. Within the ParentH.O.O.D promise wrap around services are provided to the parents of Ellis students such as transportation and to from resource centers, educational empowerment for helping their child, fee waivers for costs associated with preparing the child to receive post-secondary education, community resource support regarding jobs, and housing.

Ellis is in the process of re-establishing their PTO to afford parents the opportunity to be involved with the decision making process for their child's school and fundraise. The PTO will also serve as an avenue for parents to be part of an organization in which they provide input on the needs of the school community and fellowship as a social group with a common purpose of enhancing their child's educational experience.

Ellis is a Community School adopted by United Way. Part of the Community School model has a parent outreach component. Home visits are made to inform and support families with information pertaining to the impact of community schooling on their child such as mentoring, ParentH.O.O.D Promise and after school programs.

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

In order to engage teachers in the process of writing the Title 1 plan, the following measures were taken:

- Staff surveyed at the end of the year about their use of and opinion about best practices in reading and math strategies as well as social/emotional.
- Leadership Team attended SMART Sharing Sessions 3 times during 2016-17 school year
- Leadership Team created needs assessment and analyzed responses using those responses to indicate our needs.
- Boot Camp June 1, 2017 – School-wide and grade level SMART goals constructed, greatest areas of need determined, initiatives decided upon.
- 5 Essentials Survey, Discipline Climate Dashboard, Illinois School Report Card, Performance Plus data analysis 2017-18, 2018 PARCC