

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

Eisenhower Middle School
Comprehensive Needs Assessment

I. MAP

Mathematics:

57% of students met their projected Fall to Spring growth goal at Eisenhower Middle School. This was 3% below the intended target of 60%. The average RIT scores were as follows:

	Fall	Spring
6th grade	211.0 (20th%ile)	218.6 (22nd%ile)
7th grade	213.4 (13th%ile)	219.4 (15th%ile)
8th grade	220.6 (27th%ile)	227.3 (36th%ile)

Reading:

65% of students met their projected Fall to Spring growth goal at Eisenhower Middle School. This was 5% above the intended target of 60%. The average RIT scores were as follows:

	Fall	Spring
6th grade	208.2 (36th%ile)	215.8 (52th%ile)
7th grade	207.3 (15th%ile)	214.6 (31th%ile)
8th grade	214.4 (37th%ile)	220.7 (54th%ile)

Language:

68% of students met their projected Fall to Spring growth goal at Eisenhower Middle School. This was 8% above the intended target of 60%. The average RIT scores were as follows:

	Fall	Spring
6th grade	207.3 (31th%ile)	215 (49th%ile)
7th grade	207.8 (16th%ile)	214.2 (29th%ile)
8th grade	212.1 (28th%ile)	219.5 (53rd%ile)

Science:

69% of students met their projected Fall to Spring growth goal at Eisenhower Middle School. This was 9% above the intended target of 60%. The average RIT scores were as follows:

	Fall	Spring
6th grade	202.4 (39 th %ile)	210.6 (65 th %ile)
7th grade	202.4 (20 th %ile)	209.6 (43 th %ile)
8th grade	207.7 (35 th %ile)	213.5 (51 st %ile)

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

Academic Success = 29% did not meet, 27% partially met, 26% approached, 17% met, 1% exceeded

English/Language Arts = 29% did not meet, 24% partially met, 24% approached, 21% met, 2% exceeded

Math = 28% did not meet, 31% partially met, 28% approached, 13% met, 1% exceeded

Analysis

As a school, this past year we focused on improving instructional strategies and student motivational strategies in Math and Reading and across all content areas. Title 1 funds paid for a Math Educational Leader. This individual provided teacher support in variety of ways, including professional development for staff, co-planning, and student pull out groups. Title 1 money has been used to move more technology into the classroom. At this time, all ELA and all mathematics classrooms have a one to one ratio of students to devices. This has enabled teachers to incorporate online and electronic resources into their instruction. Examples of this use in an ELA include having students type and edit a research paper on the device, as well as search for resources. ELA was able to incorporate a software technology, No Red Ink, to aid in the writing process for students. In a math classroom students might be responding to a formative assessment via any number of online student interfaces or watching a video illustrating a mathematical concept and responding to a prompt in google classroom (example: <http://graphingstories.com/>). Math has also utilized Edgenuity, which provided differentiated instruction for students based on their MAP results. The introduction of these devices on a one-to-one basis has helped us emphasize the importance of reading and writing across all subjects and grade levels (in line with the these learning standards in reading: <http://www.corestandards.org/ELA-Literacy/> and

Math: <http://www.corestandards.org/Math/Practice/>). These expenditures represent a majority of our Title 1 budget for the year 2017.

PARCC data indicates that our greatest area of need is in Mathematics, and while we see gains, we are not seeing the type of movement we would like.

Analysis of the data from the MAP assessment has revealed some additional patterns. While all grade levels made gains on the MAP assessment, a quick look at the Student Growth Summary Report and the data above shows some irregularities that concern us and have motivated our plan for the coming school year. We see that our 8th graders are performing at a better than expected rate (growth is exceeding the projected growth). The strategies that 8th grade teachers used throughout the past year will be utilized to create a plan for 6th and 7th grade teachers as their growth did not meet our goal of 60%.

On average, at every grade level, in almost every subject area our students do not start the school year on grade level. A goal we will have for the upcoming school year will not to just be growth, but an analysis of our students' percentiles. Ideally, ALL students should be AT A MINIMUM of the 50th percentile while moving as many as possible as high as possible.

Our areas for need are streamlining the performance of all grade levels (by improving 6th and 7th grade outcomes) and creating a school wide intervention plan that addresses students who are not making growth gains in order to meet the district goal of 60%.

II. Cultural and Climate Data:

Employee Engagement Survey

-Overall Engagement

- My Work is Interesting
 - 90% - Agree or Strongly Agree
 - 6% - Neither Agree Nor Disagree
 - 4% - Disagree or Strongly Disagree
- I enjoy working with my principal or direct supervisor.
 - 78% - Agree or Strongly Agree
 - 9% - Neither Agree Nor Disagree
 - 13% - Disagree or Strongly Disagree

-Leadership

- My principal or direct supervisor is an effective leader
 - 75% - Agree or Strongly Agree
 - 13% - Neither Agree Nor Disagree
 - 13% - Disagree or Strongly Disagree

- I trust my principal or direct supervisor to make good decisions
 - 76% - Agree or Strongly Agree
 - 10% - Neither Agree Nor Disagree
 - 14% - Disagree or Strongly Disagree

-Communication

- My principal or direct supervisor effectively communicates about important issues that affect me
 - 73% - Agree or Strongly Agree
 - 16% - Neither Agree Nor Disagree
 - 11% - Disagree or Strongly Disagree
- I can influence decisions in my school or department
 - 64% - Agree or Strongly Agree
 - 20% - Neither Agree Nor Disagree
 - 15% - Disagree or Strongly Disagree

-Feedback and Recognition

- I receive recognition for my accomplishments
 - 34% - Agree or Strongly Agree
 - 41% - Neither Agree Nor Disagree
 - 24% - Disagree or Strongly Disagree
- I feel appreciated at work
 - 46% - Agree or Strongly Agree
 - 30% - Neither Agree Nor Disagree
 - 25% - Disagree or Strongly Disagree

Analysis – Overall, Eisenhower did very well in most categories in comparison to other schools and the district as a whole. Teachers are interested with their work and enjoy working with their supervisors. Staff trust and believe the leaders at the school are effective. Communication was an area of focus for us this year. As of the early part of the year (when the survey was administered) the data shows that our communication had been effective. Our area of greatest need was Feedback and Recognition. The data shows a definite need to ensure that the school looks to establish ways to recognize accomplishments of teachers and make sure that all staff feel appreciated.

III. Professional Development Data:

This past year, teachers at Eisenhower believed they needed to increase student motivation for all students. Goal setting and other student motivational strategies were incorporated into all classrooms. Last years professional developments before the start of the school year focused on creating plans and units of instruction the incorporated goal setting and other motivational strategies. Throughout the year additional PD was provided and share outs by teachers demonstrating this strategy were regular practice.

Furthermore, this year the Curriculum Leadership Team is providing training to the staff on new curriculum throughout the content areas. It is imperative that the staff fully understands the dynamics of these curricular developments within the district. Professional development and the implementation of a Curriculum Implementation Leader are opportunities for staff to receive this needed information.

Seeing the success of goal setting within the classroom Eisenhower will continue to provide PD on this strategy to ensure all staff continue to utilize it regularly and to expand it to incorporate it's use into shorter term goal cycles by incorporated PDSAs into the classroom. PDSAs are an instructional strategy that incorporates goal setting, a plan for reaching that goal, analysis on the students results of meeting or not meeting the goal, and finally the creation of a new plan related to what worked or didn't work from the prior PDSA cycle.

List other special or support programs offered at your school

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

- Offering lunch tutoring and supplemental support to struggling students
- Offering athletic tutoring to students who struggle academically and are ineligible for sports
- Title I tutoring before, after, and during school for struggling students
- Supplemental online services for struggling students in Math Foundations
- Supplemental online services for students struggling with reading
- Academic Specialists to work extensively with supplemental instruction with students in reading and math

Describe schoolwide improvement or reform strategies in narrative forms, to include:

A need for new testing procedures and test administration expectations will give us more reliable results on the MAP assessment. We feel that resolution of these issues can account for some growth differences between the grade levels.

Other strategies for getting our 7th grade on pace with the rest of the school include having the 7th grade team start doing some of the things that the other teams were doing this past year. The Math Title 1 paid specialist worked with data at the end of the school year to communicate to staff where deficiencies are. Staff has brainstormed possible solutions. Each team is in the process of creating an intervention plan that targets students who are not making learning gains and who are not achieving passing grades.

All teams plan to use Title 1 funds to run after school tutoring and to purchase supplies related to their grade level plan. We will be hiring a Title 1 teacher to help struggling students in reading and math deficiencies with a focus on Math as that is our greatest area of need.

The administration will provide support through short cycle data tracking of interventions as well as administration of PD as written in the above section. The Title 1 teacher will also be involved in the intervention plan as requested by the grade level teams which may include targeting small groups of students for subject specific improvement.

Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas

Providing support services and mentoring services to help improve students focus on their academic responsibilities at school is crucial to student success. The programs provided by Eisenhower which target the needs of the students are including but not limited to the following mental health services.

- Social and emotional groups developed by the counselors and social workers that consist of grief, crisis, loss, and other needs our students have
- Rotary Club for 8th grade students to promote community advocacy and social awareness
- Personalized and group counseling by the social worker and counselor for students that have social and emotional issues

Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs

To encourage increased student motivation in their own learning throughout school, which will increase overall student success, Eisenhower will prepare and create an awareness of postsecondary education and their future career possibilities. The supplemental programs provided by Eisenhower are meant to meet the needs of the students and are including but not limited to the following.

- Provide supplemental technology in the form of Chromebooks and classroom materials for 8th grade seminar class
- Provide supplies and support for Career on Wheels and Career Cruising in conjunction with Seminar and counseling services
- Provide students the opportunity to visit the various high schools to promote high school academies and college readiness.

- Provide supplemental supplies and materials for accelerated, honors classes, regular, and intervention classes so that all students have the materials needed for success
- Provide transportation and appropriate accommodations for high school and college visits so that all students can start the path to college and career readiness

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

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

- Various counseling and social working services and groups for students
- Counselor interventions for at-risk students
- Problem Solving Team which establishes interventions for struggling students so that they can work for success
- Code of Conduct conferences which are held with all students in their classrooms at the beginning of the year
- Student Success plans which are established for students so that we can work to strengthen behavior and academic performance
- Student Goal setting conferences based on student behavior at the beginning of the school or prior to the year starting. Regular, often times weekly, goal review meetings with these students.
- Behavior groups for students with similar needs that prevent their best learning
- Grade level teams created more focused plans to address these areas for students for the upcoming year

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

The following activities will help enhance teaching by providing professional development in the various areas. The school leadership team uses PARCC data and MAP data to drive professional development needs. Using Title I funds Eisenhower will explore paying substitute teachers for sub coverage along with setting aside funds for professional development opportunities which include but are not limited to the following activities listed below.

- 5-year plan initiatives that include Tier 1 instructional focuses of Clear Learning Targets, Checks for Understanding, Modeling and Guided Practice, Argumentative writing and standards referenced grading.
- NWEA MAP training to increase staff interpretation of MAP reports through onsite training
- Boot Camp compensation for teachers to attend a camp to analyze data, engage in learning opportunities, create plans and structures to implement strategies, etc.
- CLT training for school wide implementation on how to interpret developed curriculum maps
- PLC's training and learning opportunities to visit other programs to explore ways to refine PLCs
- Peer Observations and opportunities to visit other schools to develop curricular outcomes
- Edgenuity training to help staff implement the program accordingly in their respective classrooms
- Book Studies (Growth Mindset and others selected texts) sessions to analyze professional strategies
- National Council of Teachers of Mathematics Math Conference which includes sub coverage for multiple staff members to attend
- Illinois Reading Conference payment for multiple staff members to attend
- Menomonee Falls Systems Training payment and compensation for staff to attend training
- Visit/observe successful schools and classrooms. Substitutes to provide release time for classroom teacher
- Continued trainings to further develop school, classroom, and student goal setting in the classroom
- Trainings to begin the implementation of PDSAs within the classroom

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

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

- Retention program for new teachers with under three years experience which include quality staff mentoring for those teachers
- Online Professional Development folder for new (or any) teachers to research any information they need to know about Eisenhower including but not limited to instructional practices, maintaining basic classroom and building-wide procedures, etc.
- Book Studies for staff members to strengthen their pedagogical skills
- Substitutes for Lesson Study and other mentoring and professional development opportunities to take place at Eisenhower

- Professional development will also occur in the areas of student engagement, classroom management, effective instruction, and training on the use of Eisenhower's instructional teaching strategies to reach diverse learners.

Describe any activities and/or approaches to support homeless children and youth

By utilizing Title I funds Eisenhower can expand programs for homeless students. Eisenhower can provide materials and services to meet the needs of the students include but are not limited to the following.

- Uniforms and materials and supplies for students that include, but are not limited to, shirts, pants, undergarments, personal hygiene supplies, backpacks, and consumables.
- In addition, transportation would be provided for homeless students and their families to attend school-sponsored events, including, but not limited to, open house, parent conferences, after-school extra-curricular activities, or parent engagement activities.

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

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

- Printed material services to promote Eisenhower's Family Eaglepoolza Night
- Provide materials to promote Eighth Grade Awards ceremony
- Purchase items to promote and help sustain Conferences and Open House
- Purchase materials and supplies to help continue the quarterly newsletter to parents
- Purchase supplies and items to promote and help sustain our 5th - 6th grade transition day, orientation night, and New Year's Eve party
- Purchase print materials to promote sustain Donuts with Dads and Muffins with Moms
- Offer online support along with professional development to help teachers create websites to help better engage the parents and keep students informed of classroom activities
- Purchase the entrance for the National Spelling Bee and generate printed supplies to help sustain the competition at Lincoln Middle School which is open to parent involvement
- Eisenhower will also be offer parent workshops to cover effective homework and study strategies.

- Eisenhower has also surveyed parents to seek input on after school offerings that will be funded through Title I.
- Eisenhower's administration meets regularly with the PTO and works together to provide funds that support our students and teachers.

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

Eisenhower's goal through the implementation of the Title I Plan is to continue collaborating with all stakeholders in the school, which include parents, teacher, administrators and students. We will collaborate in the form of meetings and written and verbal feedback to help develop Eisenhower's continual process of involving all stakeholders into the structuring of the Title I plan. Students and parents were asked through conversations and meetings for input on what types of offerings they would like provided by the school. Teacher input was gathered through the school improvement team, and through teacher surveys and staff meetings. The Booster Club and other various parent meetings that are open to all community members is a time to share and help everyone develop strategies and plans to increase all student achievement.