



SY21 State of School Presentation

Dr. Martin Luther King Jr. Literary & Fine Arts Academy

- One of two District 65 K-8 magnet schools.
- Founded in 1967.
- Four pillars:
 1. Arts-Integrated Learning
 2. Enhanced Fine Arts Learning Performance, Publication
 3. Enhanced Literacy
 4. Inclusion



Re-establishing/redesigning King Arts as a magnet school that is unified on the purpose of student achievement led by a transformational leader that shares leadership with empowered, problem solving teachers; has robust systems to support a positive culture and learning routines; and thrives on strong parent community partnerships that compliment school goals.

The Foundation of ***MIRACLES*** that will happen in Evanston Skokie 65

MIRACLES Framework

Motion Towards Equity

Improving Instructional Methodology

Relevant and Rigorous Course of study

Attract and Retain High Quality Staff

Commitment to Accountability

Learning Environments that support student success

Establish Expected Targets Driven by Results

Sound Fiscal Stewardship

Evanston Skokie D65 is implementing bold strategies to increase student achievement and drastically change the trajectory of King Arts Magnet. This work will take a full collective approach across the entire district, school and city. The MIRACLES framework creates a pathway to truly live out the School's Mission and Vision. The MIRACLES framework includes input from district and school leaders, parents, students, community stakeholders, and school-based staff. Leaders will align strategies around a set of these guiding principles.

School Mission & Vision (Under Revision)

Summative Designation by ISBE:

There are 4 possible designations:

Exemplary

Commendable

Targeted

Comprehensive

Calculations for K-8 school Designations include the following factors:

- Percent of students proficient in English Language Arts (10%)
- Percent of students proficient in Math (10%)
- English Learner Progress to Proficiency (5%)
- English Language Arts Growth (25%)
- Math Growth (25%)
- Chronic absenteeism rate (20%)
- Climate Survey (5% - Full credit for all schools)

What Do **WE** Measure?

Systems Implementation

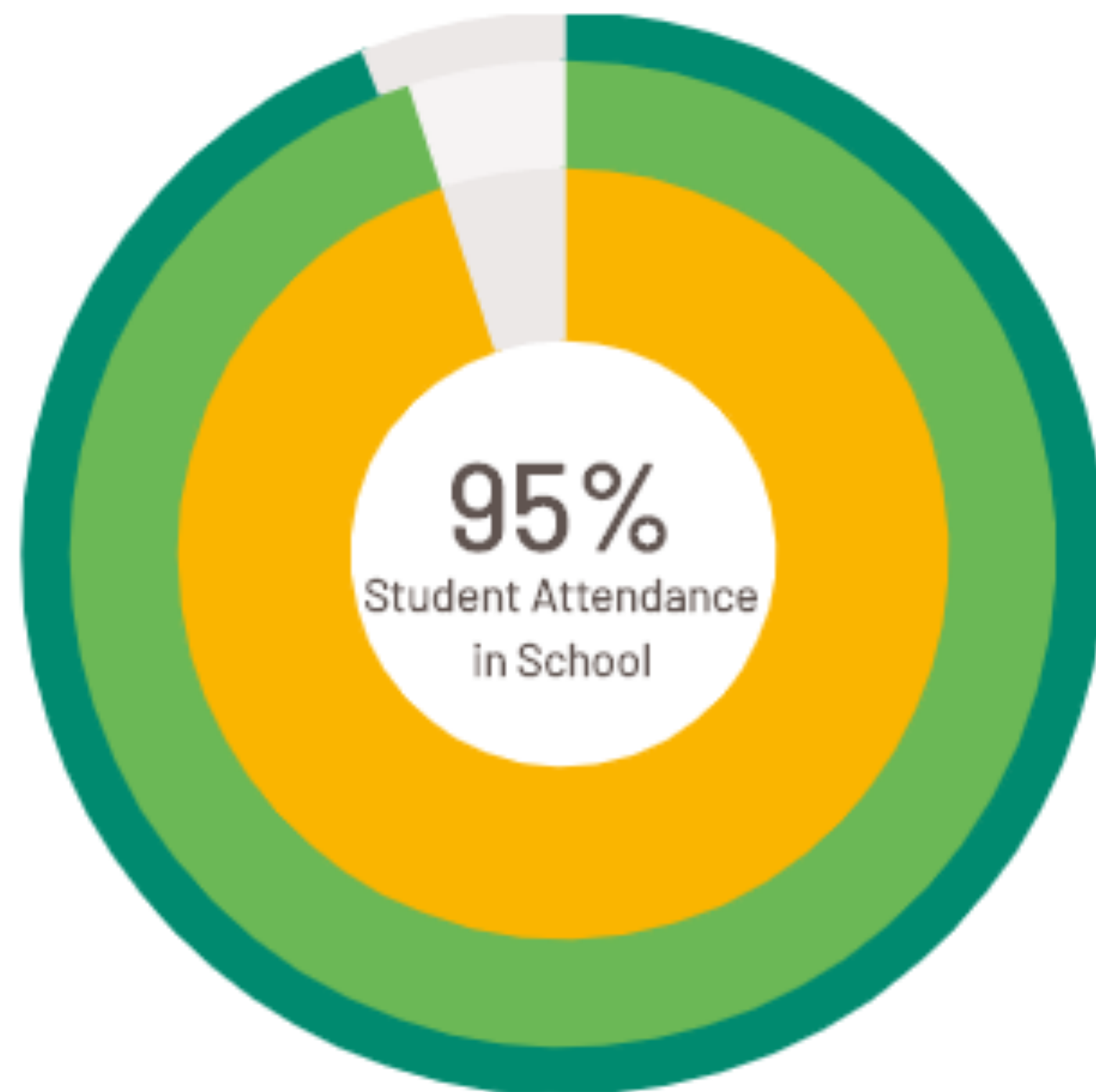
Attendance and Engagement

GROWTH

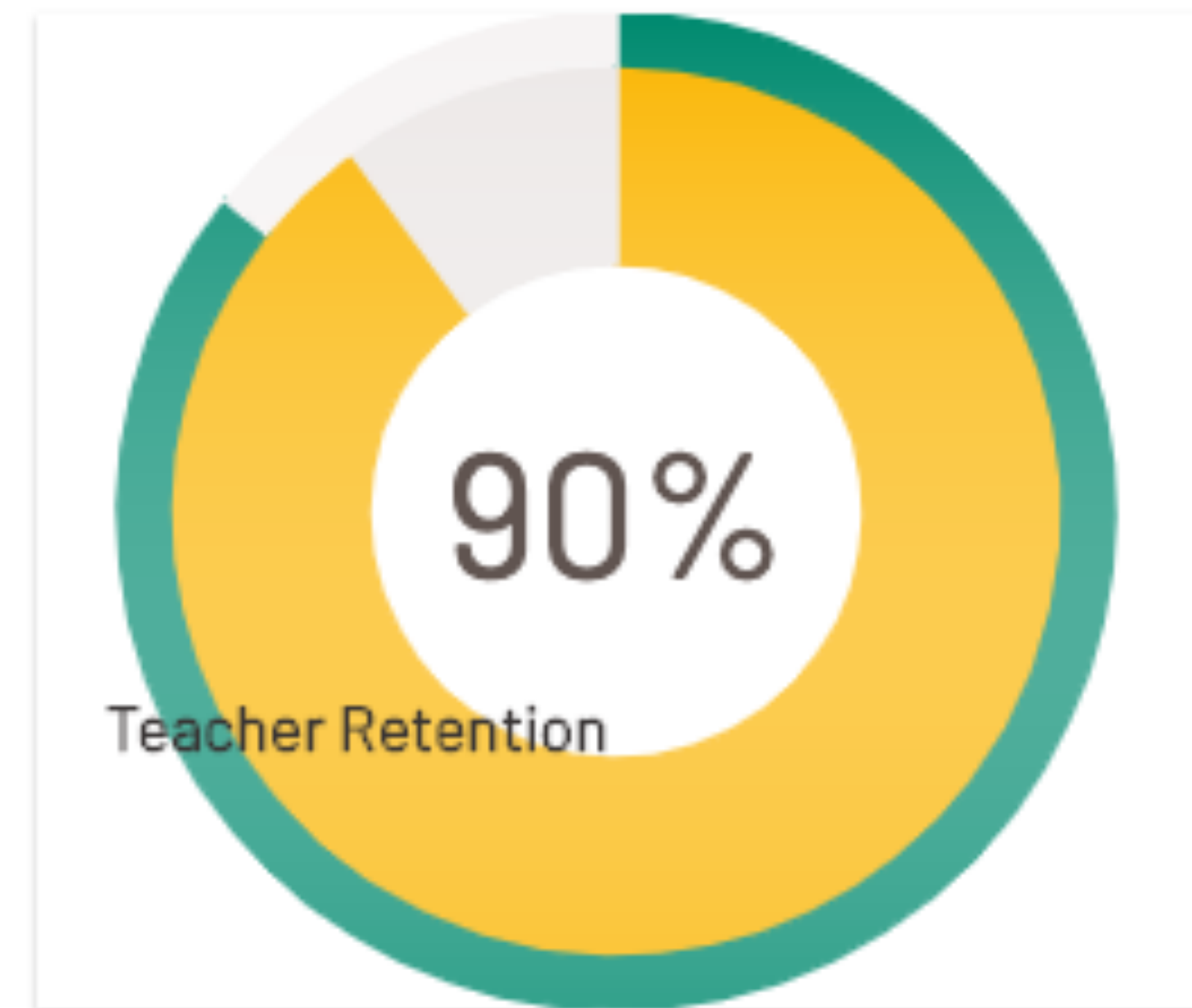
School Climate

Equity and Inclusion

Attendance and Engagement:



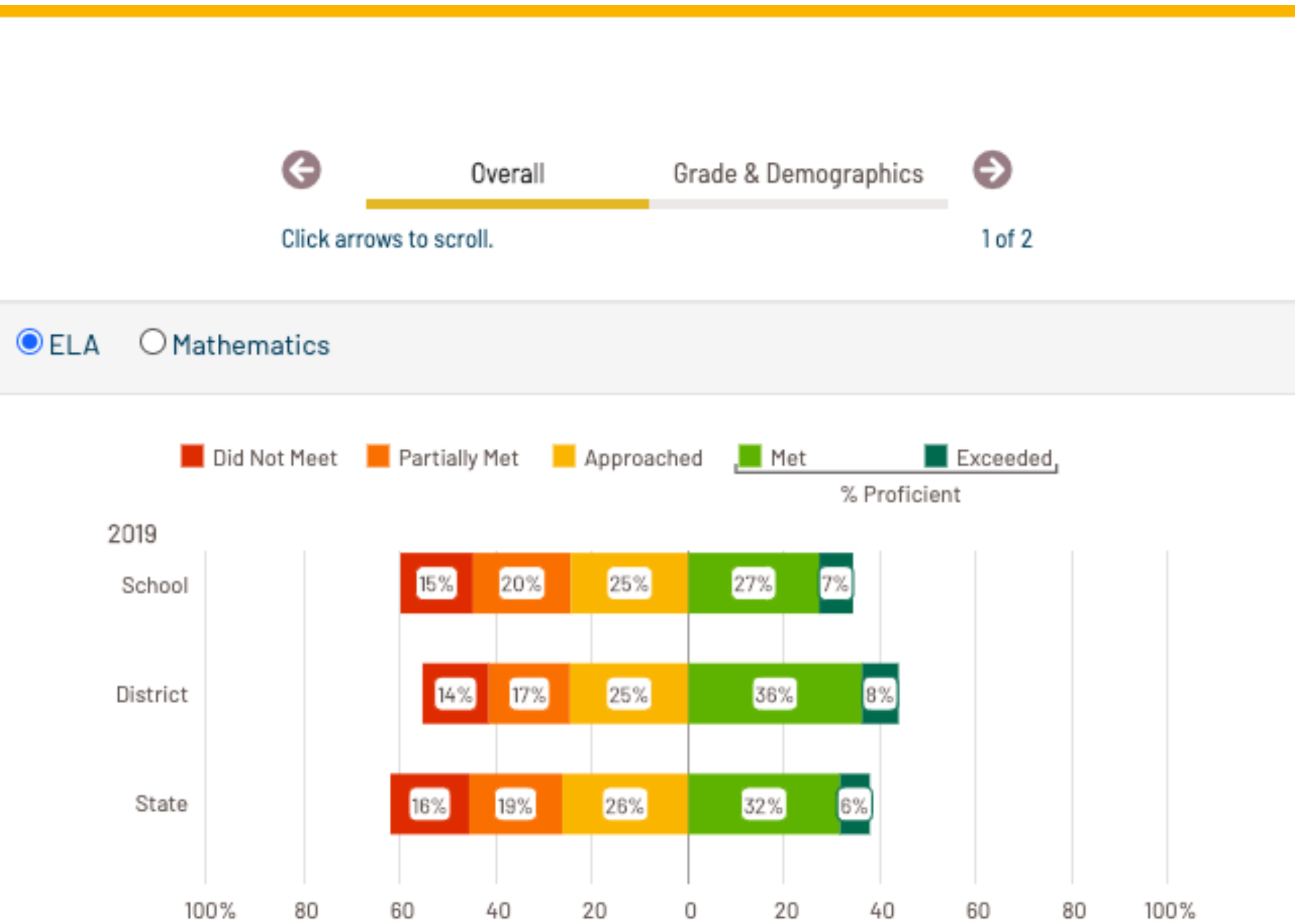
School (95%)
District (95%)
State (94%)



Growth

Math: 33%

ELA 34%



Equity:

<u>ELA:</u>	Black 7%	White 58%
<u>Math:</u>	Black 8%	White 60%

GRADES

Summary ▾

SUBJECT

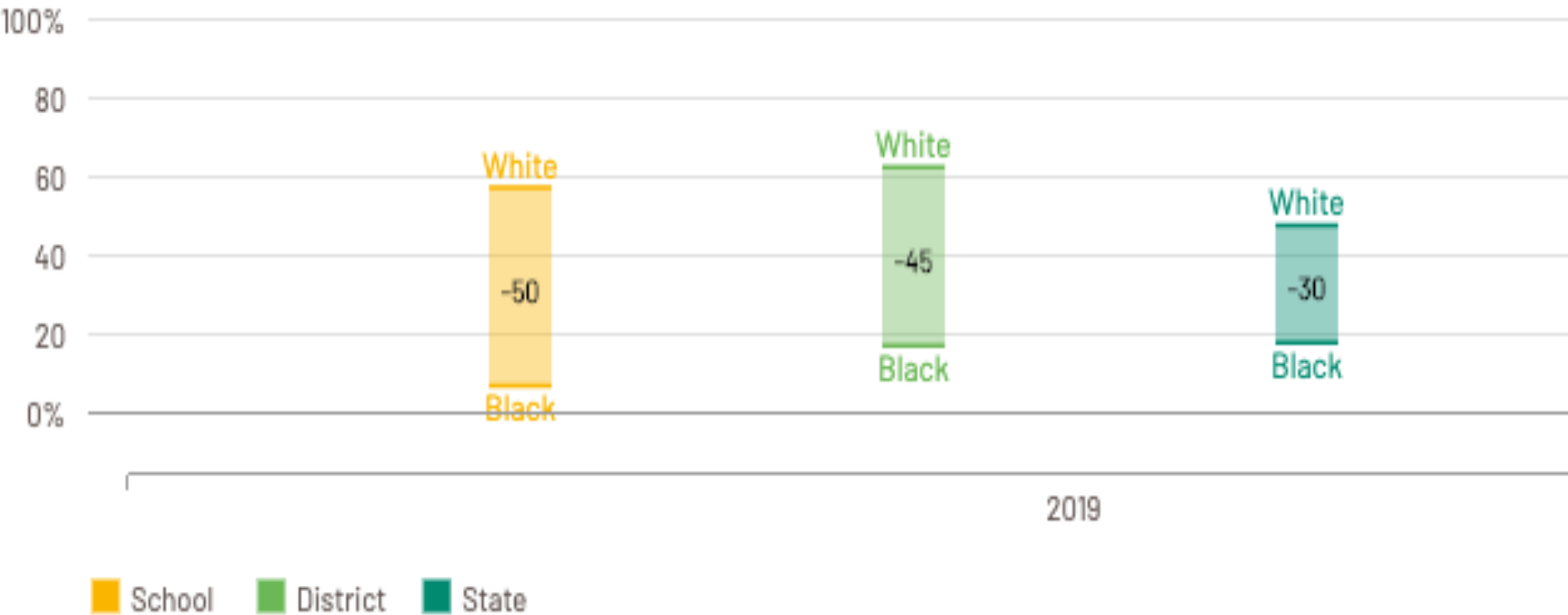
☒ ELA ☐ Mathematics

COMPARE

☐ Low Income/Non Low Income ☒ Black/White ☐ Hispanic/White

☐ Black/Hispanic ☐ Male/Female ☐ With IEPs/Non IEP

Summary - ELA - Black and White



GRADES

Summary ▾

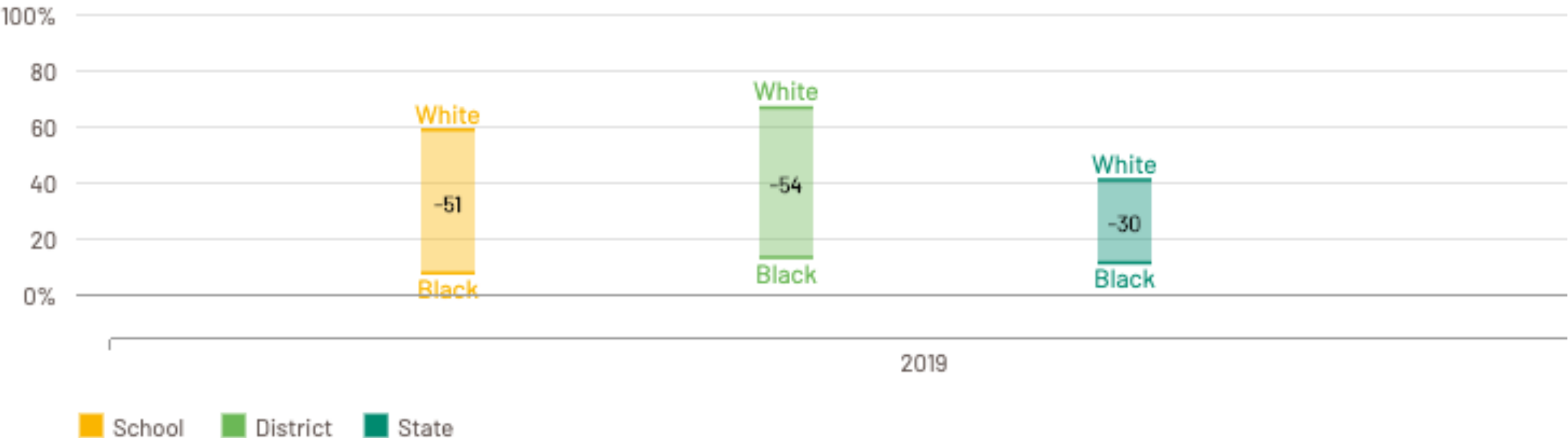
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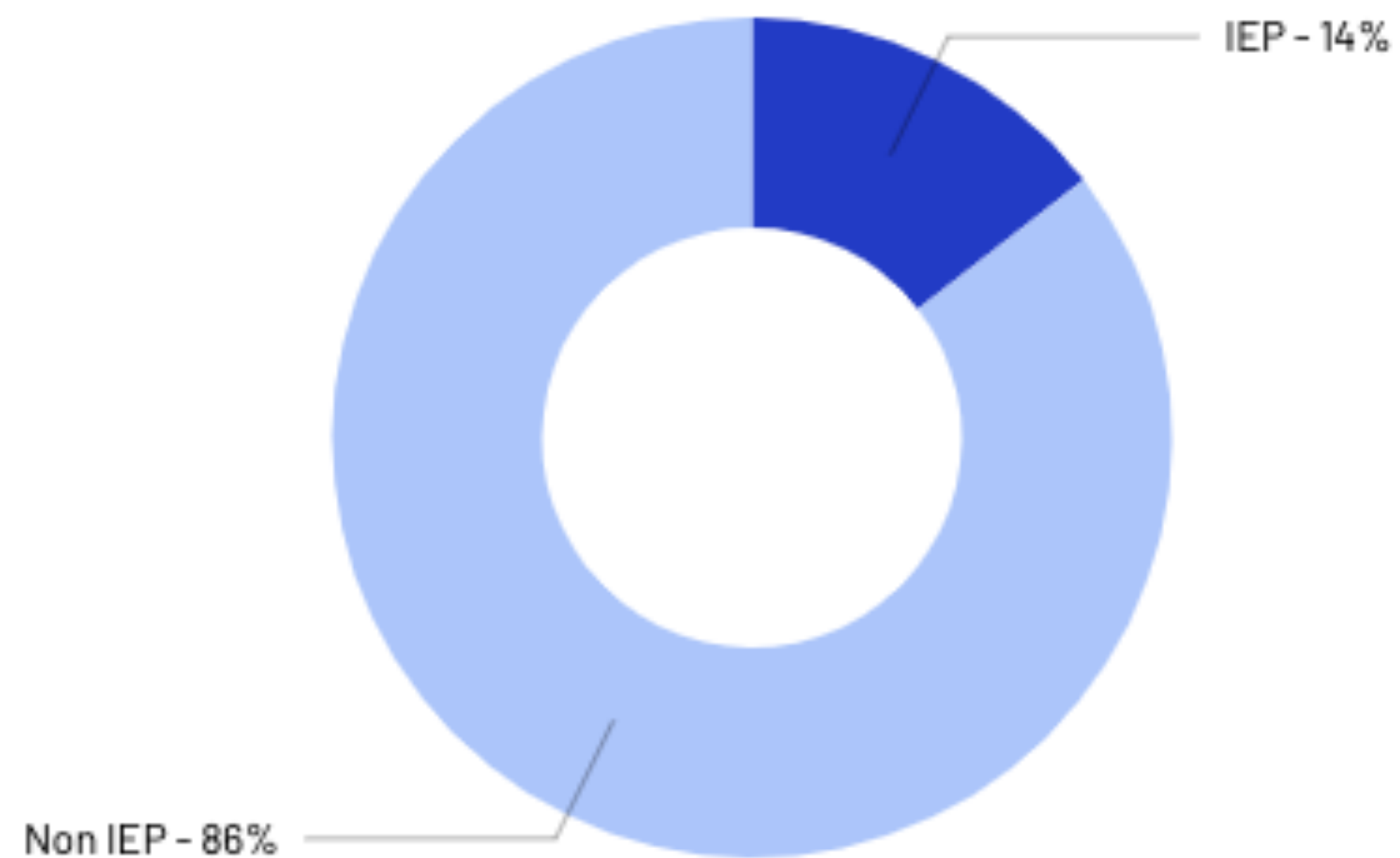
☐ Low Income/Non Low Income ☒ Black/White ☐ Hispanic/White
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Summary - Mathematics - Black and White

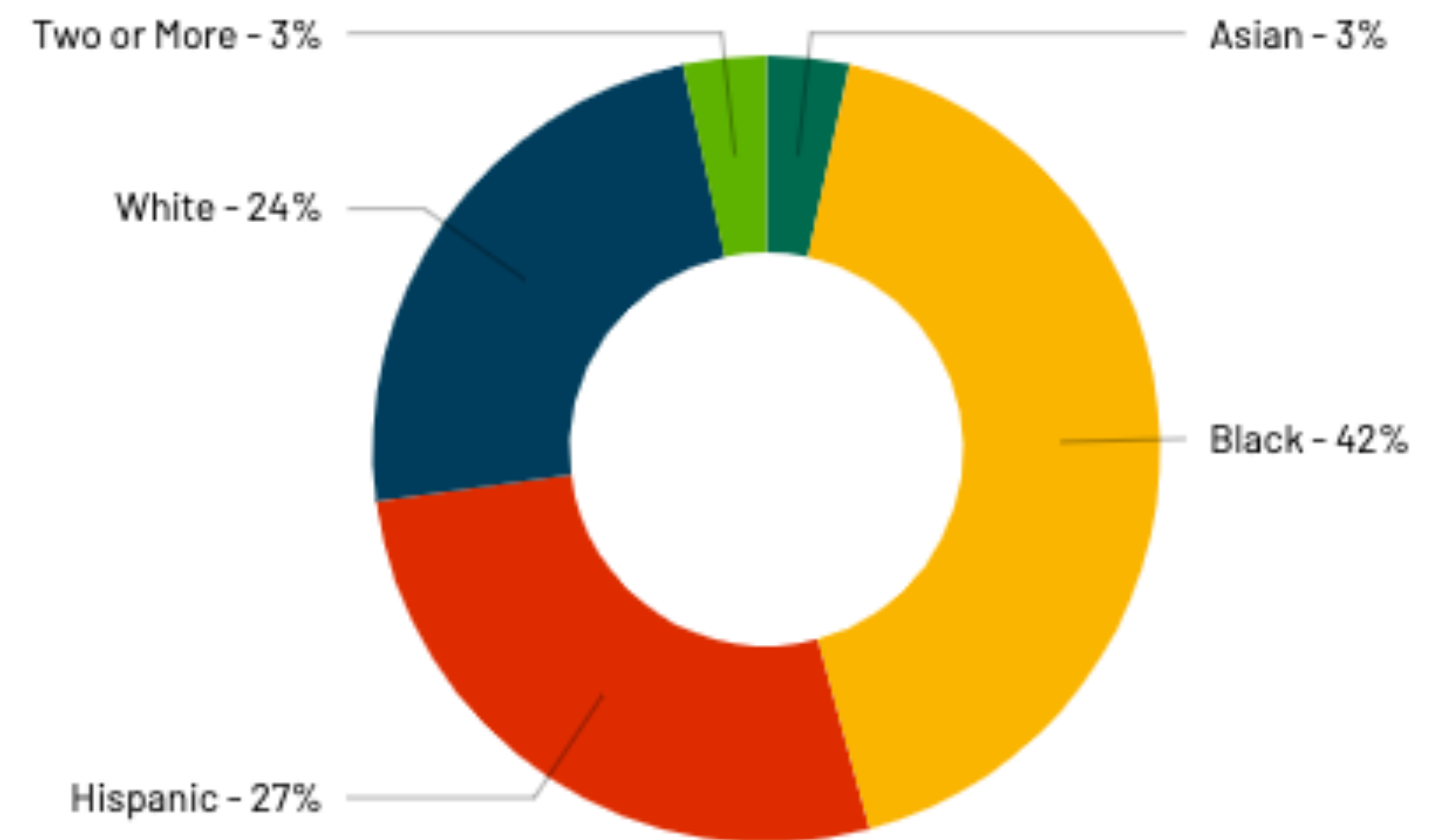


Inclusion:

% Students with IEPs - 2019



% Students with IEPs - 2019



School Climate:

Effective Leaders

Collaborative Teachers

Ambitious Instruction

Supportive Environment

Involved Families

Systems Implementation:

System One: Standards and Curriculum Improvement

System Two: Effective Use of Data

System Three: Collaboration, Learning and Instructional Practices

System Four: Progress Monitoring and Analysis of Student Work

System Five: Academic and Behavioral Supports

System Six: Instructional Feedback and Professional Learning

What is the SWP?

- The SWP is the School Work Plan.
- It is built on continuous improvement through Cycles of Inquiry.
- It starts with a self assessment of the 6 Spotlight Systems
- The School Improvement Team identifies goals that will lead to more rapid student outcomes and develops an action plan that identifies strategic practice changes and systems to develop for schoolwide improvement.
- While the SWP is developed every year, it is important to keep in mind that the undertaking of some goals will require longer than a year to achieve and/or see significant shifts or results.
- **We hope to finalize our SWP with S.M.A.R.T.E goals and action plan by mid-October.

Goal One: Effective Use of Data

If We:

Regularly assess, analyze, and share SEL, Academic, and Engagement Data and provide aligned professional learning...

Goal One: Effective Use of Data

Then we see:

- Most to all teams using data to inform instructional decisions.
- Improved student outcomes on MAP and other standardized assessments.
- Increased student engagement.

Goal One: Effective Use of Data

Which leads to:

- Standards and mastery aligned-units and lessons.
- Consistent Use of the learning cycle.
- Closing the achieving the gap at KA.

Goal Two: High Quality Communication and Collaboration

If we:

Develop clear systems from communication to all stakeholders and use consistent communication protocols,

Goal Two: High Quality Communication and Collaboration

Then we see:

- Collaborative decision-making and instructional planning.
- Communication protocols used by all stakeholders with consistency, confidence, and fidelity.

Goal Two: High Quality Communication and Collaboration

Which Leads To:

- Increased engagement.
- Improved alignment of interventions for students.

Goal Three: Progress Monitoring for Academic and Behavioral Support

If we:

Develop the MTSS culture and process by establishing and developing a MTSS team with consistent routines and protocols.

Goal Three: Progress Monitoring for Academic and Behavioral Support

Then we will see:

- Increased understanding and implementation of effective, research-based Tier 1 instruction (SEL and Academic).

Goal Three: Progress Monitoring for Academic and Behavioral Support

Which leads to:

- Decreased need for Tier 2 and 3 Interventions.
- Reduction in the overall number of students being recommended for IEPs.
- Mitigation of the number of Black students being overidentified for IEPs.

Partnering with Parents and Caregivers
to reach our goals.