

2018-2019 Internal Review Summary Report

Metamora Community Consolidated School District #1
(Metamora Grade School)
815 E. Chatham
Metamora, IL 61548



- Administrative Review on _____
- Board of Education review and acceptance, _____
- ROE submission _____

#1: ELA Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: Goal #1: Norm-referenced test scores will show an increase in the percentage of students who meet or exceed grade level expectations. 2

Specific Measurable Goal #1: ELA Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: Between 77-79% of our 1st-8th grade reading students will be identified at or above the 50thtile using MAP Reading Test; 65% or above of our 3rd-8th students' ELA PARCC scores will be identified as meets/exceeds.

#1: ELA Focused School Improvement Activities 2017-2018:

Specific Measurable Goal #1: ELA Focused School Improvement Activities 2017-2018:

Goal: 2017-2018 school year: To increase 2nd-8th grade students' growth to the 73rdtile rank based on Star Reading. During the 2017-2018 school year, 60% of our students will meet or exceed in ELA on the PARCC test, and other norm-referenced assessments.

***2017-2018 Goal met or not: Goal met- PARCC 64% meet/exceeded; Goal met 76%tile met based on STAR Reading results (Grades 2nd-8th)**

Goal: Objectives: (2015-2019)	Current Level of Development or Implementation	Evidence	Status	Date Completed/ Scheduled	Continued 2018-2019 Goal
Lessons/activities will continue to center on the improvement of our core reading and written language curriculum in grades K-8.	Grades 5 th -8 th ELA PLC alignment standards; K-5 th PLCs meetings and alignment of new reading series	Minutes and 5 th -8 th ELA map; K-5 writing/reading maps	Ongoing	ELA PLC meeting schedule and department/team meetings have been set for the 2018-2019 school year	Continue
Continued K-8 th lesson alignment and grade level articulation concerning the Common Core Standards in English Language Arts	Grades K-8 th lesson alignment (concentrating on text sets and writing styles); common rubrics/graphic organizer were shared, developed writing lessons concerning response to reading	Lessons/End Products shared at team/department meeting	Ongoing	ELA PLC meeting schedule and department/team meetings have been set for the 2018-2019 school year	Continue
MAP Growth will be utilized by grades K-8 th as the universal screening tool and this assessment will be given three times. In grades K-8, RTI teachers will assess/progress monitor Tier 2 and Tier 3 students every 4-8 weeks. MAP Running Records and Dolch vocabulary checks are used monthly at Grade 1. Running records are used 4 th 9 weeks at the kindergarten level and ISEL and Dolch vocabulary checks are used three times yearly. 3 rd through 5 th grade students are assessed using CARS (Comprehensive Assessment of Reading) 3 times this year. Additionally, running records are utilized quarterly for K-5 th Tier 3 students.	These assessments are analyzed by regular classroom, RTI, and special ed. teachers and reviewed to provide individual student interventions	RIT scores, Percentiles/Standard Scores, etc.	Begin MAP; Discontinue STAR	Benchmark testing is scheduled 3 time a year; Tier 3 students are monitored every month	Begin MAP; Discontinue STAR
MAP Growth (Reading) will be utilized by grades 1 st -8 th as universal screening tool. In grades 6 th -8 th RTI teachers will assess Tier 2 and Tier 3 students every 4-8 weeks in order to progress monitoring and establish effective interventions. MAP Running Records and Dolch vocabulary checks are used monthly at Grade 1. Running records are used 4 th 9 weeks at the kindergarten level and ISEL and Dolch vocabulary checks are used three times yearly. 3 rd through 5 th grade students are assessed using CARS (Comprehensive Assessment	These assessments are analyzed by regular classroom, RTI, and special ed. teachers and reviewed to provide individual student interventions	RIT scores, Percentiles/Standard Scores, etc.	Begin to use MAP during the 2018-2019 school year.	Benchmark testing is scheduled 3 time a year; Tier 3 students are monitored monthly	Begin MAP; Discontinue STAR

of Reading) 3 times this year. Additionally, Running records are utilized quarterly for K-5 th Tier 3 students. MAP Fluency will be used for students in grades K-3 rd .					
Continue to research, secure, and implement text sets to improve the vocabulary skills of students K-8 th .	Continue to research text sets and effective grade level assessments/vocabulary strategies	Percentiles/Standard Scores, etc.	Ongoing	Vocabulary assessments will be developed and utilized and effective strategies implemented	Continue
Continue to research and implement effective writing/spelling strategies/processes to increase students' writing/spelling skills.	Continue to refine K-8 writing maps to increase narrative writing and effective mini lessons to strengthen students' writing to texts	Percentiles/Standard Scores, etc.; Students writing responses will be assessed	Ongoing	ELA PLC meeting schedule and department/team meetings have been set for the 2018-2019 school year	Continue
Continue to research and implement effective reading strategies/processes (e.g. guided reading/balanced literacy) to increase students' reading skills.	Continue to refine K-8 reading maps to increase vocabulary, comprehension, fluency, etc.	Percentiles/Standard Scores, etc.	Ongoing	ELA PLC meeting schedule and department/team meetings have been set for the 2018-2019 school year	Continue
The RTI process will continue to play a part in alignment and core curriculum in grades K-8 th The K-8 th RTI plans were revised; however, with the implementation of MAP some of the criteria will need to be altered/revised. In addition, K-8 th teachers will utilize ELA lessons aligned to the Common Core State Standards.	The RTI process is continually refined through group collaboration at grades K-8. The K-5 RTI committee met 6 times to clearly define this process, roles of staff, interventions, etc. Junior high reading facilitator and ELA teachers met 6 times to monitor procedures; Teachers' lessons (which included key CCSS addressed in the lessons) were required to be placed on desks and observed by the principal during formal and informal evaluations	RTI meetings; RTI policy; minutes	Ongoing	Set calendar dates and times indicating meetings	Continue
RTI teachers will monitor Tier 2 and Tier 3 students using Fastbridge (reading) every 4-8 weeks.	These assessments are analyzed by regular classroom, RTI, and special ed. teachers and reviewed to provide individual students' interventions	Percentiles/Standard Scores, etc.	Begin Fastbridge during the 2018-2019 school year. Discontinue STAR	Test results, interventions based on test results	Begin Fastbridge; Discontinue STAR
K-8 th common planning time will be utilized to align, collaborate and analyze reading assessment results/data.	Begin a common planning time for 6 th -8 th grade; refine grades K-5 th common planning time	Set times and dates that are not after or before school	Begin with an improved planning times/dates	Times and dates have been established	Begin- better common planning times/dates
#2: Math Focused School Improvement Activities 2018-2019:					
Goal: 2018-2019 school year: Goal #2: Norm-referenced test scores will show an increase in the percentage of students who meet or exceed grade level expectations.					

Specific Measurable Goal #2: Math Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: Between 82-84% of our 2nd-8th grade math students will be identified at or above the 50% tile using MAP Math Test; 56% or above of our 3rd-8th students' Math PARCC scores will be identified as meets/exceeds.

#2: Math Focused School Improvement Activities 2017-2018:

Specific Measurable Goal #2: Math Focused School Improvement Activities 2017-2018:

Goal: 2017-2018 school year: Between 82-84% of our 2nd-8th grade math students will be identified at or above the 40% tile using STAR Math Test; 56% or above of our 3rd-8th students' Math PARCC scores will be identified as meets/exceeds.

2017-2018 Goal met or not: Goal not met-Math PARCC 52% meet/exceeded; Goal Met 82% STAR Math 2017-2018; Grades 2nd-8th

Goal: Objectives: (2015-2019)	Current Level of Development or Implementation	Evidence	Status	Date Completed/ Scheduled	Continued 2018-2019 Goal
K-8 th Teacher will continue to meet during grade level or department meetings to align curriculum with Common Core State Standards in math and science.	K-8 th teams, Science/Math PLC and department meetings will continue and lesson alignment and grade level articulation will be conducted for the Common Core Standards in math and science. Teachers' lessons will include the following: weekly use of "Problem of the Day" and "Math/Science Discourse" which will increase student inquiry/problem solving within math/science lessons	Meeting schedule established for grade level/department; minutes taken and kept; lessons/maps refined	Ongoing	Benchmark testing is scheduled 3 time a year; Tier 3 students are monitored monthly	Continue
K-8 th mathematics will be a focus for the RTI program as we continue to identify students with specific needs in this area.	RTI used time during the school day to work individually, or in small groups, with K-8 th grade students in need of mathematics remediation. In all grades, teachers worked with students based on needs during rotation time, independent work time, and study hall time, as needed	Specifically, jr. high's remediation takes place in study halls in small group setting and with increased RTI assistants. Sixth grade remediates during a rotation period and study hall. K-5 remediation is provided during PE, recess, etc.	Ongoing	Benchmark testing is scheduled 3 time a year; Tier 3 students are monitored monthly	Continue

		(schedule is developed)			
Math MAP will be utilized as the Universal Screener for the RTI program in math. In 2 nd -8 th Tier 2 and Tier 3 students will be assessed using Fastbridge more frequently so response to math interventions can be assessed/developed. Go Math assessments will be utilized to support the screening process.	In September of 2018 Fastbridge (Math) will be utilized in grades K-8 on a quarterly basis for the Tier 2 students as a screening tool to make decisions to drive curricular math interventions. In September of 2018, Tier 3 students will be screened every 4-8 weeks in order to provide effective math interventions. K-4 th instruction included time for interventions	2019 PARCC and MAP (2018/2019) Math data/indicators will be reviewed and analyzed so we can increase students' individual growth, especially for students not meeting on the PARCC Assessment or below the 25 th percentile on MAP	Ongoing-PARCC Scores; Begin to use MAP during the 2018-2019 school year. Discontinue STAR assessment	Benchmark testing is scheduled 3 time a year; Tier 3 students are monitored using Fastbridge every month; Tier 2 students are monitored every 4-8 weeks	Continue with PARCC assessments; Begin MAP and Fastbridge; Discontinue STAR
Tier 2 and Tier 3 services will continue to be implemented for identified math students at all grade levels. Programming will include additional targeted interventions within the regular/special ed. classrooms.	K-8 th teachers, RTI/spec. ed. teachers, and RTI /spec. ed. assistants provided RTI sessions within the regular classroom or "pull out" sessions at the K-5 th level. Junior high teachers provided small group interventions or "guided math" support	RTI assessment reports indicating intervention, frequency, etc.	Ongoing	Benchmark testing is scheduled 3 time a year; Tier 2 students are monitored every 4-8 weeks; Tier 2 students are monitored every 4-8 weeks	Continue
The RTI process will continue to play a part in alignment and core curriculum in grades K-8 th . The RTI plans in math in grades K-5 th and 6 th -8 th were revised. In addition, K-8 th teachers will utilize Go Math lessons aligned to the Common Core State Standards.	The RTI process is continually refined through group collaboration at grades K-8 th . The K-5 th RTI committee met 2 times to clearly define this process, roles of staff, interventions, etc. Junior high RTI facilitator and Math teachers met 3 times to monitor procedures;	RTI meetings; RTI policy; minutes	Ongoing	Set calendar dates and times indicating meetings	Continue

	Teachers' lessons (which included key CCSS addressed in the lessons) were required to be placed on desks and observed by the principal during formal and informal evaluations.				
K-5 th math teachers will use beginning, mid, and ending unit tests which will be analyzed/assessed for student growth and aligned lessons.	Continue to monitored K-5 th unit assessment	Meeting schedule established for grade level/department; minutes taken and kept; lessons/maps refined based on unit test results.	Ongoing	K-5 th Science unit tests; math maps	Continue
K-8 th common planning time will be utilized to align, collaborate and analyze reading assessment results/data.	Begin a common planning time for 6 th -8 th grade; refine grades K-5 th common planning time	Set times and dates that are not after or before school	Begin with an improved planning times/dates	Schedule-times and dates have been established	Begin- better common planning times/dates

#3: Social/Emotional/Behavioral Focused Improvement Activities 2018-2019:

Goal: 2018-2019: During the 2018-2019 school year, social/emotional/behavioral data will indicate an improvement concerning social/emotional/behavioral student expectations and standards.

Specific Measurable Goal #3: Social/Emotional/Behavioral Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: Data will be collected by social work and 76% (or above) of our students will met or exceed 80% of their established goals on the CI/CO charts.

#3: Social/Emotional/Behavioral Focused School Improvement Activities 2017-2018:

Specific Measurable Goal #3: Social/Emotional/Behavioral Focused School Improvement Activities 2017-2018:

Goal: 2017-2018 school year: During the 2017-2018 school year, social/emotional/behavioral data will indicate an improvement concerning social/emotional/behavioral student expectations and standards using the CI/Co process. Data will be collected by social work and 76% of our students will met or exceed 80% of their established goals on the CI/CO charts.

***2017-2018 Goal met or not: Goal met- 76% CI/CO students' expectations were met with 80% accuracy; Current Level of Development or Implementation: Grades K-8th.**

Goal: Objectives: (2015-2019)	Current Level of Development or Implementation	Evidence	Status	Date Completed/ Scheduled	Continued 2018-2019 Goal
Implement small group targeted social skills instruction based on students needing such support (RTI Tiers 2 and 3).	School social worker/ psychologist	Calendar dates and group information	Ongoing	Scheduled social training groups; CI/CO forms	Continue
Continue classroom character education lessons and individual check in-check out program to support social, emotional, and behavior growth of students.	School social worker/ psychologist	Calendar dates and group information	Ongoing	Scheduled social training groups; CI/CO forms	Continue

Monitor Tier 3 Behavioral Interventions which supports social, emotional, and behavior growth of students.	School social worker/ psychologist; Dean of Students; Principal	Calendar dates and group information	Ongoing	Scheduled T3 meetings with parents and grade level staff	Continue
Social Worker and School Psychologists will monitor Tier 2 and Tier 3 student using Fastbridge (social emotional/behavioral) every 4-8 weeks.	Social Worker, School Psychologists, RTI staff and special ed. teachers	Calendar dates an group information, documentation	Begin using this monitoring assessment during the 2018-2019 school year	Monitor Tier 3 students' using this social emotional/ behavioral assessment every 4-6 weeks	Begin to use Fastbridge
After attending the Student Threat Inservice, a Student Threat Assessment and guidelines will be developed.	K-8 th Staff (regular ed., spec. ed., and RTI staff; school social worker/psychologist and principal/Dean)	Threat assessment form	Begin using this monitoring assessment during the 2018-2019 school year	Student Threat assessment information forms completed	Begin to use School Assessment if form

#4: Professional Development/Community Focused School Improvement Activities 2018-2019:

Goal: 2018-2019: During the 2018-2019 school year, Metamora Grade School community stakeholders will understand the following: Common Core State Standards, state testing, mandates/regulations, funding issues, MGS professional development and their impact on instruction, assessment, and technology.

Specific Measurable Goal #4: Professional Development/Community Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: SIP/Teacher Institute agendas/handouts and PLC minutes will be on file.

#4: Professional Development/Community Focused School Improvement Activities 2017-2018:

Goal 2017-2018: During the 2017-2018 school year, Metamora Grade School community stakeholders will understand the following: Common Core State Standards, state testing, mandates/regulations, funding issues, MGS professional development and their impact on instruction, assessment, and technology.

Specific Measurable Goal #4: Professional Development/Community Focused School Improvement Activities 2017-2018:

Goal: 2017-2018 school year: SIP/Teacher Institute agendas/handouts and PLC minutes were on file.

***2017-2018 Goal met or not: Goal met- Evidence- Via newsletter, email blasts, and media, etc. community members have been alerted of Common Core State Standards, state testing, mandates/regulations, funding issues, MGS professional development and their impact on instruction, assessment, and technology.**

Goal: Objectives: (2015-2019)	Current Level of Development or Implementation	Evidence	Status	Date Completed/ Scheduled	Continued 2018-2019 Goal
Based on test assessments results and State regulations, needs assessment, professional development will occur CCSS (especially writing styles), SLOs, MAP, new reading series presentation/videos, writing styles, technology training (chrome	Text sets, ELA resources, SLO and writing styles were discussed. KIDS was covered with related staff	SIP Agenda/handouts; classroom observations (formal/informal); teachers' SLOs /student growth models; handbook	Ongoing	Dates will be provided on agendas/professional development requisition forms	Continue

book/Google), Frontline, implementing on-line students assessments as Fastbridge, etc.	using video and SLOs were discussed	policies; Charlotte Danielson Framework			
Type 1, Type 2 and Type 3 assessments will correlate with the student growth model, and individual student growth and SLOs.	MAP Math/Reading and K-3 rd MAP Fluency will be utilized by grades K-8 as universal screening tool. In grades K-8, RTI specialists assessed Tier 2 students every 4-8 weeks to monitor progress and Tier 3 students will be monitored monthly. Staff will develop SLO based on various assessments	ISBE Balanced Assessment information; ROE SLO training	New assessment- Ongoing	Inventory of assessments; Teachers' SLO (evaluation process)	Begin MAP; Discontinue STAR
Establish Professional Learning Communities (PLC) for faculty to work with colleagues to increase knowledge and practices related to their instruction/individual professional growth and to secure CPDU's required to maintain certification.	Volunteered/assigned PLC Members; PLC meetings at SIP/Teacher Institutes; Summer math program; mentoring, presentations will be promoted to earn additional CPDUs/hours	Designed template used to record mentoring, PLC meetings, presentations, etc. for earning CPDUs/hours	Ongoing	Dates will be provided on agendas/professional development requisition forms	Continue
KIDS assessments will be utilized to improve student growth at the kindergarten level in the ELA/math area.	Kdg. Training	ISBE Balanced Assessment information; ROE	Ongoing	Dates will be provided on agendas/professional development requisition forms	Continue
Teachers will continue to utilize best instructional strategies/practices.	K-8 th teachers will continue to research and be trained on utilizing and developing effective questioning, student led lessons, discourse, structured design, indicators of success, inquiry/problem solving within classrooms in science and math. Two K-5 th math teachers, one jr. high math teacher, and one jr. high science teacher will train on the following various math and science math topics: NGSS, developmental processes, fractions, guided mat, model number sense, math vocabulary, math progression, math practices, etc. concerning CCSS	ISBE Balanced Assessment information; ROE SLO training	SIP Agenda/ handouts	Dates will be provided on agendas/professional development requisition forms	Continue
Special ed. staff and principal will maintain improved instructional services for special ed. students in which 45.3% of the special ed. student will receive 50% or more of their instruction in the regular classroom setting	IEP services are reviewed prior to Annual or Initial meeting	State regulates and monitors these percentages; Special ed. staff and principal met 4 times to improve instructional services for	Ongoing	Student IEPs (type service): co-teaching; LRE mandates	Continue

		special ed. students			
K-8 th grade math teachers will begin to develop parent 2018-2019 inservice materials to present to MGS parents. The parent presentations will help to further the understanding of CCSS standards, Go Math, NGSS, PARCC, science and math practices, etc.	Science/Math PLC Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	Set dates for parent open houses/orientations, etc.; handouts, agenda	Ongoing	Aug. 2018, Nov. 2018 and May 2019	Continue
MGS staff will continue to use newsletters, emails, letters, etc. to educate parents/stakeholder within the community about Common Core State Standards, NGSS, and PARCC testing, and classroom expectations.	Through the newsletter, email blasts, and other forms of media, Common Core brochures of expected goals, cut score changes, math practices, and other information were shared. 5 Essentials survey (ISBE) provided to teachers, parents and junior high students. Teachers have math curriculum information placed on teacher server for access by faculty	Monthly newsletter, email blasts, and other forms of media; Common Core brochures of expected goals and surveys	Ongoing	Sept 2018 - May 2019	Continue

Parents will continue to increase their understanding of Common Core Standards processes.	Teachers and administrators will use media, web site, parent trainings and various methods to inform parents of the Common Core Standards	Monthly newsletter, email blasts, and other forms of media, etc.	Ongoing	August 2018 - May 2019	Continue
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#5: Science Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: Goal #5: Norm-referenced test scores will show an increase in the percentage of students who meet or exceed grade level expectations.

Specific Measurable Goal #5: Science Focused School Improvement Activities 2018-2019:

Goal: 2018-2019 school year: 5th and 8th grade science students will be identified at meeting expectations between the 76-80%tile on the ISA test.

#5: Science Focused School Improvement Activities 2017-2018:

Specific Measurable Goal #5: Math Focused School Improvement Activities 2017-2018: 65% of our students will meet/exceed in science on the ISA test, and other norm-referenced assessments. Science lessons, units and assessments will be aligned to the NGSS to prepare for the State science tests, and other norm-referenced assessments.

Goal: 2017-2018 school year: 70% of 5th and 8th graders will meet/exceed on the ISA test.

2017-2018 Goal met or not: Goal met- ISA Science Test: 75% of 5th and 8th grade students meet their ISA expectations.

Goal: Objectives: (2015-2019)	Current Level of Development or Implementation	Evidence	Status	Date Completed/Scheduled	Continued 2018-2019 Goal
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6 th and 8 th grade teachers will provide STEM (Science, Technology, Engineering, and Math) activities.	6 th and 8 th Grade Science Teachers; Science Curriculum Members	Lesson plans will show implementation of NGSS content and practices	Ongoing	Students' schedules and lessons	Continue
Science PLC will continue to provide or procure staff development to support gap analysis of science curriculum and implementation of the NGSS.	Science Curriculum Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	Lesson plans will show implementation of NGSS content and practices	Ongoing	Dates will be provided on agendas/professional development requisition forms	Continue
Continue to implement the Next Generation Science Standards (NGSS) for all science instruction and practices for K-8 th .	Science Curriculum Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	Lesson plans will show implementation of NGSS content and practices	Ongoing	Dates will be provided on agendas/professional development evaluation forms	Continue
Lessons/activities will center on continued improvement of NGSS in grades K-8 th .	Science Curriculum Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	Lesson plans will show implementation of NGSS content and practices	Ongoing	Students' schedule and lessons	Continue
Continue to use the Illinois Science Assessment (ISA) to evaluate mastery of NGSS for students in grades 5 th and 8 th .	Science Curriculum Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	Lesson plans will show implementation of NGSS content and practices	Ongoing	Dates will be provided on agendas/professional development requisition forms	Continue

K-8 th science teachers will research effective science materials (digital programs and/or textbook series programs), and/or approaches before purchasing.	Science Curriculum Members; Principal, K-8 th general ed., RTI staff and special ed. teachers	PLC K-8 th minutes and rubrics	Ongoing	K-8 th PLC dates, minutes, and rubrics	Continue
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