Recent Successes

- Ensure all teachers share the same underlying foundation of research on the teaching of reading at all levels in order to develop a systemic approach to reading instruction district-wide.
- Redesigned the middle school curriculum infusing the direct instruction and support of reading.
- Instructional Practices Inventory (IPI) was teacher led in addition to having five more teachers trained.

## 2009-10 SIP Goals

All students will focus on the six main reading comprehension strategies: **Predicting, Summarizing, Connecting, Questioning, Inferring, and Imaging** in order to be proficient and strategic readers and maintain a 90% or above on ISAT.

The IEP subgroup will make AYP on ISAT reading of at least 77.5% in 2010 or Safe Harbor of 55.9%

All students will have access to high-quality math instruction to further improve their performance in math and maintain a 90% or above on ISAT.

Baseline data per grade level measured by Lexile.

Students reading at grade level:

CRC Students determined by being two or more grade levels below measured by Lexile:

### Summer Gap:
For 2010 – 2011 school year summer data per grade level measured by Lexile. Students’ Lexile range decreased by 100 points or increased by 100 points over the summer of 2010.

### 2009 - 2010 Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade</td>
<td>225/330 = 68%</td>
<td>263/330 = 80%</td>
</tr>
<tr>
<td>7th grade</td>
<td>213/317 = 67%</td>
<td>235/317 = 74%</td>
</tr>
<tr>
<td>8th grade</td>
<td>213/336 = 63%</td>
<td>243/336 = 72%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade</td>
<td>81</td>
</tr>
<tr>
<td>7th grade</td>
<td>65</td>
</tr>
<tr>
<td>8th grade</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lexile Points Decrease by 100</th>
<th>Lexile Points Increase by 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade</td>
<td>71/334 = 21%</td>
<td>57/334 = 17%</td>
</tr>
<tr>
<td>7th grade</td>
<td>59/330 = 18%</td>
<td>76/330 = 24%</td>
</tr>
<tr>
<td>8th grade</td>
<td>60/320 = 19%</td>
<td>48/320 = 15%</td>
</tr>
</tbody>
</table>

Additional information:

- 7th Grade ISAT Science = 90.6% meets or exceeds
- 8th Graders took the ACT EXPLORE test in November. They met the college benchmarks in English, math, and reading. Science continues to be the area where students struggle. Per the Illinois ACT representative, science is the most difficult test to meet benchmarks in Illinois and nationally.
Goal 1: Redesign all reading instruction to reflect the gradual release of responsibility model, focusing on comprehension, fluency, and vocabulary in order for students to be proficient and strategic readers and maintaining a 90% or above on ISAT and increasing the percentage of students meeting grade level expectations using Lexile to 80%.

- Gradual Release of Responsibility will be used, which is a research-based approach to reading comprehension instruction – the I (read aloud using above or at grade level text), We (shared reading using grade level text with the teacher modeling), You (small group instruction with the identified group of struggling students based on their individual needs), and Independent Practice (where each student practices, applies, and uses the strategies).
- School wide focus on utilizing best practices toolboxes and CRISS.
- RtI universal screening using MAP (Measured Academic Progress) three times (end of August/September, December, and end of April/May) in reading to identify students that need further reading interventions provided.
- Immersing students in nonfiction, non-narrative reading materials such as textbooks, articles from magazines, work related materials such as manuals, brochures, etc.
- Engaging students in receptive (listening and reading) and expressive (speaking and writing) vocabulary development during read alouds, shared reading, guided practice, and written responses.
- Engaging students in writing across the curriculum 7 – 12 times per day that is connected to what they are reading and learning which will assist students in their mylenation.
- Administrators will provide teachers professional development and information gleaned from the ISAT Item Analysis Summary and Interactive Illinois Report Card for those assessment objectives that were below 70%. The continuation of inclusion of special education students in all regular classroom activities. General education and special education teachers will continue to work together to plan lesson, review assessment data, and ensure their students succeed.

Goal 2: All students will have access to high-quality math instruction to further improve their performance in math and maintain a 90% or above on ISAT. Furthermore, math teachers will focus on the lowest percentage using data from ISAT by strand that is below 65%.

- Math teachers will utilize Best Practices for math adapted from Best Practices Toolbox I and CRISS.
- RtI universal screening using MAP (Measured Academic Progress) three times (end of August/September, December, and end of April/May) in math to identify students that need further math interventions provided.
- Math teachers will establish a grade level benchmark using RIT by performance area on the MAP test.
- All math teachers will engage students in daily ISAT review questions where students will engage in thinking, reasoning, and solving problems with depth and understanding.
- All math teachers will collaborate to improve math instruction and grading of the extended response.
- On a daily basis, students will be engaged in mathematical talk either with a partner or group. It is key that students communicate their ideas because they organize and make clear their thinking and reasoning which helps them solidify their understanding.
- Utilizing math word walls in each classroom in addition to using the words regularly in context when talking with students.
- Utilizing manipulatives as a tool to help students think about, make sense of, and express mathematical ideas, giving students concrete examples to help with their verbal and written explanations.

Goal 3: Glenwood Middle School will become an emerging PBIS school by meeting the 80% benchmark using the quarterly and yearly assessment data required by PBIS for year 1 implementation.

- The Universal PBIS Team will be trained on PBIS practices. This will incorporate the “train the trainer” model so all GMS staff will be trained.
- Using the PBIS data generated from SWIS, the GMS Staff will brainstorm and implement strategies to decrease the targeted behavior by utilizing Titan Time. All Titan Time training will take place during the extended work week time.
- The Universal PBIS team will use PBIS data generated from SWIS to guide quarterly celebrations including “out of the blue” celebrations to reward students who are meeting all behavioral expectations.

Goal 4: Using the IPI (Instructional Practices Inventory) process, GMS will maintain the overall status of a highly successful middle school, 25%+ in category 6, 5 – 10% in category 5, 35 – 45% in category 4, 15 – 25% in category 3, 5 – 10% in category 2, and less than 3% in category 1. Increasing category 6 and decreasing category 3 will be targeted.

- On a quarterly basis, the GMS IPI team will engage teachers in collaborative discussions of ongoing best practices and determine next steps if necessary.