

**SIP Quarterly Review**

The quarterly review is in accordance with internal review requirements and ISBE SIP Rubric section 10.2

|                                       |                                       |                     |                            |
|---------------------------------------|---------------------------------------|---------------------|----------------------------|
| <b>School: Challand Middle School</b> | <b>Meeting Date:</b> October 17, 2011 | <b>Time:</b> 3:00pm | <b>Place:</b> CMS Room 100 |
|---------------------------------------|---------------------------------------|---------------------|----------------------------|

**Team Members Present: (Type names after each category)**  Student(s)-  
 Administrators: Kathy Howard-Principal, Chris Palmer-Associate Principal, Ron Rick-Associate Principal  
 Parent(s)-  
 Teacher(s)-Liz Engstrom, Callista Derrer, Kristen Shumard, Roy Calkins, Mary Kay Bohms, Samantha Celestino, Suzanne Palumbo, Joan Schriener, Becky Haas-Interventionist, and Alecia Weigle-Counselor  
 Community Members-  
 Non-Certified Staff-  Board Member-

**1. School improvement action plan review (check all that apply)**

- Review SIP action plan to ensure that proposed actions have been carried out (as described in the school improvement plan)
- Review budgets to ensure appropriate percentage of expenditures (grants and local funding sources)
- Review student achievement data and update section 3.0 in the SIP
- Consult the "SIP Suggested Activities Timeline"
- Review SIP professional development plan to ensure planned P.D. activities have been carried out
- Review the previous Quarterly Review Feedback Report to see if previous deltas have been addressed
- Other areas reviewed by SIP team:

|                          |  |
|--------------------------|--|
| <b>List SIP Goal #1:</b> | Students deficient in <b>Reading</b> in Meets/Exceeds range for ISAT with an emphasis on students with disabilities. On the 2012 Reading ISAT, 92.5% of all students including each subgroup, will score in the Meets/Exceeds range or will meet Safe Harbor provision.  |
| <b>List SIP Goal #2:</b> | Students deficient in <b>Math</b> in Meets/Exceeds range for ISAT with an emphasis on students with disabilities. On the 2012 Math ISAT, 92.5% of all students, including each subgroup, will score in the Meets/Exceeds range or will meet Safe Harbor provision.   |
| <b>List SIP Goal #3:</b> | Social Emotional: Improve the culture and climate through PBIS; improve student academic performance by building relationships and supports for students through the Illinois Social Emotional Standards so that 92.5% of all students, including each subgroup, will score in the Meets/Exceeds range or will meet Safe Harbor provision. |

**2. Summary of school improvement plan; action plan progress (Focus on the critical few)**

**Plus/Strengths; what have we done well?**

| SIP Goal 1   | SIP Goal 2  | SIP Goal 3  |
|--|---|---|
| <p><b>2011 ISAT Data</b><br/> <b>Grade 6 ISAT Reading</b><br/> <b>Wows</b><br/>                     92% Meets/Exceeds<br/>                     92% Caucasian subgroup M/E<br/>                     93% Hispanic subgroup M/E<br/>                     89% Low SES subgroup (up from 79%)<br/> <b>Whoas</b><br/>                     62.5% IEP subgroup (up from 41.4%)</p> <p><b>Grade 6 ISAT Reading Item Analysis</b><br/> <b>Strengths</b><br/>                     Vocabulary and Comprehension scores higher than state<br/>                     Reading Strategies below state scores<br/> <b>Weakness</b><br/>                     ER More 2's than 3's in Extended Response</p> <p><b>Grade 7 ISAT Reading</b><br/> <b>Wows</b><br/>                     80% M/E up from 74% prev. yr.</p> | <p><b>2011 ISAT Data</b><br/> <b>Grade 6 ISAT Math</b><br/> <b>Wows</b><br/>                     Hispanic subgroup increase to 89% M/E from 78%<br/>                     IEP subgroup increase to 59% M/E from 205<br/> <b>Whoas</b><br/>                     Overall school category scores decline for 3 years<br/>                     IEP subgroup at 59% M/E</p> <p><b>Grade 6 ISAT Math Item Analysis</b><br/>                     Overall scale scores show very small differences with states.<br/>                     Number Sense, Measurement, Algebra, Geometry, Data Analysis all slightly lower than state scores.<br/> <b>Strengths:</b><br/>                     Short Response more 2's than state<br/>                     ER Math Knowledge more 3's and 4's than state</p> | <p><b>First Quarter Data:</b><br/>                     Goal: Tier 1 (0-1 Referrals) 80-90%<br/>                     CMS Tier 1: 91% (700 students)<br/>                     Goal: Tier 2 (2-5 Referrals) 5-15%<br/>                     CMS Tier 2: 9% (69 students)<br/>                     Goal: Tier 3 (6+ Referrals) 1-5%<br/>                     CMS Tier 3: 2% (12 students)</p> <p><b>SEL Interventions:</b><br/>                     8<sup>th</sup> Grade<br/>                     Young Men's Council=13<br/>                     Organizational Group=6<br/>                     Individual Counseling=9</p> <p>7<sup>th</sup> Grade<br/>                     Girls' Group=10<br/>                     Organizational Group=9<br/>                     Bully Busters=6<br/>                     Young Men's Council=10</p> <p>6<sup>th</sup> Grade<br/>                     Organizational Group=11</p> |

76% Hispanic subgroup M/E  
76% Low SES subgroup M/E

**Whoas**  
IEP subgroup decline

**Grade 7 ISAT Reading Item Analysis Strength**

Equal to state scores in Reading Strategies and Literature  
Just below state scores in Vocabulary and Comprehension

**Weakness**  
More scores in 1 and 2 than state  
Fewer scores in 3 and 4 than state

**Grade 8 ISAT Reading**

**Wows**  
8<sup>th</sup> grade cohort of students improved reading scores over 7<sup>th</sup> grade scores for 5 years.  
8<sup>th</sup> grade cohort improved from 74% to 83%

Hispanic subgroup increase from 76% to 87% M/E  
Hispanic cohort increase from 72% to 87% M/E

**Whoas**  
IEP subgroup scores 50% M/E  
Caucasian subgroup score decrease to 84% M/E (lowest in 5 years)

**Reading Item Analysis**

**Strengths**  
Vocabulary, Reading Strategies, Comprehension, Literature even with state scores.

**Weakness**  
Scores in 4 range (1.2%) lower than state (4.8%).

**First Quarter Universal Screening Data**

AIMSweb Universal Screener Reading

|                 | CBM | MAZE |
|-----------------|-----|------|
| 6 <sup>th</sup> | 74% | 76%  |
| 7 <sup>th</sup> | 76% | 83%  |
| 8 <sup>th</sup> | 81% | 85%  |

6<sup>th</sup> grade special education student data:  
30% in Tier 1  
35% in Tier 2  
35 % in Tier 3  
6<sup>th</sup> grade Hispanic student data:  
71% in Tier 1  
16% in Tier 2  
13% in Tier 3.

7<sup>th</sup> grade special education student data:

ER Strategic Knowledge more 3's and 4's than state

**Weaknesses**  
ER Strategic Knowledge more 0's than state  
ER Explanation more 0's than state

**Grade 7 ISAT Math**

**Wows**  
Caucasian/Hispanic gap closed  
Low SES subgroup increase 105  
Cohort shows no drop from 6<sup>th</sup> grade

**Whoas**  
IEP subgroup drop

**Grade 7 Math Item Analysis**

**Strength**  
Geometry same scores as state  
SR More 2's than state  
SR Less 1's than state  
ER/Math Knowledge: Not as many 0's as state  
ER/Strategic Knowledge: Not as many 0's as state  
ER/Explanation: Not as many 0's as state

**Weakness**  
Number Sense, Measurement, Algebra and Data Analysis Statistics Probability lower scores than state  
SR Ave. score lower than state  
ER/Math Knowledge, ER/Strategic Knowledge, ER/Explanation: All categories have less 4's and 3's than state, especially less 4's

**Grade 8 ISAT Math**

Hispanic subgroup increase to 87% M/E from 81% M/E  
8th grade cohort improved math scores from 7<sup>th</sup> grade for 5 years

**Whoas**  
Caucasian subgroup decrease from 91% M/E to 83%  
IEP subgroup decrease from 59.5% to 47% M/E

**Grade 8 Math Item Analysis**

**Strength:**  
SR: Less 1's than state  
ER/ Strategic Knowledge: More 3's than state  
ER/Explanation: More 3's than state  
Fewer 1's than state

**Weakness:**  
SR, ER/Mathematical Knowledge, ER/Strategic Knowledge,  
ER/Explanation: Less 4's than state

Lunch Bunch/Eagle=7  
Lunch Group/Bradshaw=5  
CICO  
Grade 6=13  
Grade 7=11  
Grade 8= 8

Tier 1 Activities  
Advisory Groups have been implemented for all students and are held twice monthly. Counselors provide topics and materials.  
Red Ribbon Week Activities: Oct. 24-28<sup>th</sup>

**PBIS Universal Team**

School wide First Quarter celebration was on Oct. 21<sup>st</sup>.  
PBIS Curbside Coffee on Oct. 28<sup>th</sup>  
PBIS Dodgeball Tournament Nov. 4<sup>th</sup>

**PBIS Secondary Team**  
Meets twice monthly

**SIP Activities**

**Objective 3 Strategies and Activities**

Completed:  
#3, #7, #9  
In Progress:  
#5 (Intervention and Org/Study Skills)  
#8

**Professional Development**

Completed:  
#2, #3, #4 (CICO), #5  
In Progress:  
#7

**Parent Involvement Strategies**

Completed:  
#4, #5, #6  
In Progress:  
#7

| <p>25% in Tier 1<br/>37.4% in Tier 2<br/>37.4% in Tier 3</p> <p>7<sup>th</sup> grade Hispanic data:<br/>77% in Tier 1<br/>15% in Tier 2<br/>8% in Tier 3</p> <p>8<sup>th</sup> grade special education data:<br/>32% in Tier 1<br/>11% in Tier 2<br/>57% in Tier 3</p> <p>8<sup>th</sup> grade Hispanic data:<br/>83% in Tier 1<br/>11% in Tier 2<br/>6% in Tier 3</p> <p>Intervention Data by Numbers/Students<br/>6<sup>th</sup> Grade Tier 2=40<br/>Tier 3=25</p> <p>7<sup>th</sup> Grade Tier 2=21<br/>Tier 3=15</p> <p>8<sup>th</sup> Grade Tier 2=19<br/>Tier 3=15</p> <p><b>SIP Activities</b><br/><b>Objective #1</b><br/><b>Strategies and Activities (Attached)</b><br/>Completed:<br/>#1 (fall ) #2, #5, #6<br/>In Progress:<br/>#3<br/>#8 (acceleration),<br/>#9 (introductory)</p> <p><b>Professional Development</b><br/>Completed:<br/>#3<br/>In Progress:<br/>#6 (beginning)<br/>#8</p> <p><b>Parent Strategies and Activities</b><br/>Completed:<br/>#2 and 3# (fall), #4 (ppt. on website)</p> | <p>Weakness:<br/>Number Sense, Measurement, Algebra,<br/>Geometry, Data Analysis Statistics<br/>Probability all lower than state</p> <p><b><u>First Quarter Universal Screening Data</u></b></p> <p>AIMSweb Universal Screener Math</p> <table border="1"> <thead> <tr> <th></th> <th>MCAP</th> <th>MCOMP</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>64%</td> <td>82%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>74.4%</td> <td>78%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>78%</td> <td>77%</td> </tr> </tbody> </table> <p>Math Intervention Data # Students<br/>6<sup>th</sup> Grade=47<br/>7<sup>th</sup> Grade=68<br/>8<sup>th</sup> Grade =34</p> <p>A new method of delivering interventions is maximizing instruction time. Teachers are using a <b>flexible grouping model</b> to deliver interventions during STAR period at all three grade levels.<br/>Science and Social Studies content teachers are delivering extra instruction during the flexible group STAR period.</p> <p><b>SIP Activities</b><br/><b>Objective #2</b><br/><b>Strategies and Activities (Attached)</b><br/>Completed:<br/>#1 (fall), #2, #3,<br/>In Progress<br/>#5 (acceleration)<br/>#6 (intervention)<br/>#7 (beginning)</p> <p><b>Professional Development</b><br/>In Progress:<br/>#3 (intervention and acceleration)<br/>#5 (intervention)<br/>#6 (introductory)<br/>#9</p> <p><b>Parent Strategies and Activities</b><br/>In Progress:<br/>#2 (fall)<br/>#3 (ppt. on website)</p> |       | MCAP | MCOMP | 6 <sup>th</sup> | 64% | 82% | 7 <sup>th</sup> | 74.4% | 78% | 8 <sup>th</sup> | 78% | 77% |  |
|--|--|-------|------|-------|-----------------|-----|-----|-----------------|-------|-----|-----------------|-----|-----|--|
|  | MCAP   | MCOMP |      |       |                 |     |     |                 |       |     |                 |     |     |  |
| 6 <sup>th</sup>  | 64%  | 82%   |      |       |                 |     |     |                 |       |     |                 |     |     |  |
| 7 <sup>th</sup>  | 74.4%  | 78%   |      |       |                 |     |     |                 |       |     |                 |     |     |  |
| 8 <sup>th</sup>  | 78%  | 77%   |      |       |                 |     |     |                 |       |     |                 |     |     |  |

Delta; what could we do differently?

|            |            |            |
|------------|------------|------------|
| SIP Goal 1 | SIP Goal 2 | SIP Goal 3 |
|------------|------------|------------|

|   |   |  |
|---|---|--|
| <p>Use the student data spreadsheet that Becky Haas created to meet the needs of students who could benefit from enrichment.<br/>                 Flex grouping for intervention time and enrichment has started. Continue the progress we have made.<br/>                 Reading Comprehension strategies need to be used across the curriculum.<br/>                 SpringBoard offers little practice for Extended Response.<br/>                 Consistency across grade levels in teaching strategies for Extended Response</p> | <p>The team discussed the need to add more math time into the schedule. The team is contacting other schools to investigate schedules with respect to the length of math periods, what classes are included in the encore wheel, and when music classes are scheduled. Team will share out at the District SIP meeting.<br/>                 Consider moving music into the encore wheel.</p> | <p>District is exploring the use of the AIMSweb Universal Behavior Screener and staff will need training. Counselors have been trained.<br/>                 Discussion continues regarding Tier 2 and Tier 3 interventions.<br/>                 Are small groups meeting the needs of students?<br/>                 Teachers have referred students for small group.<br/>                 After school program for homework is needed.<br/>                 Credit Recovery needed for students who fail in LA and Math in order to deliver strong message about requirements to move on to high school.<br/>                 We need to look at entrance criteria for small groups, having students in small groups at 5 referrals instead of 7.<br/>                 8<sup>th</sup> grade girls are requesting a girls group.</p> |
|---|---|--|

**3. Looking to the future and reviewing areas for improvement**

- ❑ In reviewing the SIP action plan critical few deltas (above), what needs to be adjusted or done differently in order to accomplish the stated SIP goals and action plans?

| SIP Goal 1  | SIP Goal 2  | SIP Goal 3  |
|---|---|---|
| <p>Continue to use data to meet the needs of all students.<br/>                 Continue to refine the flex grouping schedule during STAR time.</p> | <p>The team will continue to discuss how to add more math time into the daily schedule.<br/>                 The team will continue the discussion regarding the CMS master schedule.</p> | <p>Counselors have started small groups for organizational skills at all 3 grade levels. Counselors continue to explore interventions for Tier 2.<br/>                 Partnership with Sterling Township to provide after school Homework Club- HC will start on Nov. 2<sup>nd</sup>. Mrs. Dykeman to coordinate.<br/>                 Partnership with Whiteside ROE to deliver after school Credit Recovery program for LA and Math students will start in first week Nov. Mr. Bardell will teach.<br/>                 8<sup>th</sup> grade girls group will be led by Mr. Morris and Mrs. Eakle.</p> |
|   |   |   |

**4. Quarterly Review Follow-Up**

- ❑ Establish the next SIP quarterly review meeting:

|                        |              |                     |
|------------------------|--------------|---------------------|
| Date: January 20, 2012 | Time: 3:00pm | Place: CMS Room 100 |
|------------------------|--------------|---------------------|

Describe how this SIP quarterly review information will be shared and communicated with all stakeholders:

Staff Meeting

School Newsletter

Web Page

PTA/PTO

Conferences/Open House

Other/Describe:

Send a copy of this document and other SIP quarterly review minutes to the Director of Student Support Services.

Attach an updated copy of the SIP action plan

Include any requests for assistance, support or resources. Describe below: