



# CANTON

## UNION SCHOOL DISTRICT #66

Every Canton student embraces Individuality and is Prepared, Respectful, Driven, and Empowered to pursue their future.

### **COLLABORATION**

Working together to reach a goal. Putting reading, writing, speaking & listening to work.

### **PROBLEM SOLVING**

Using a systematic process to work through the details of a problem to reach a solution.

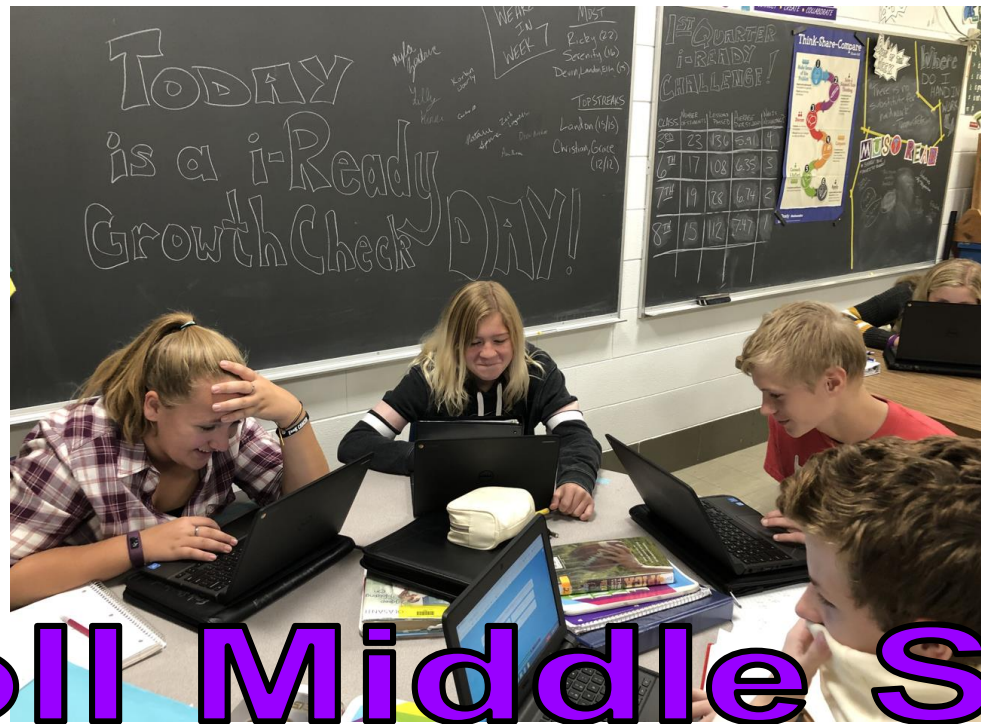
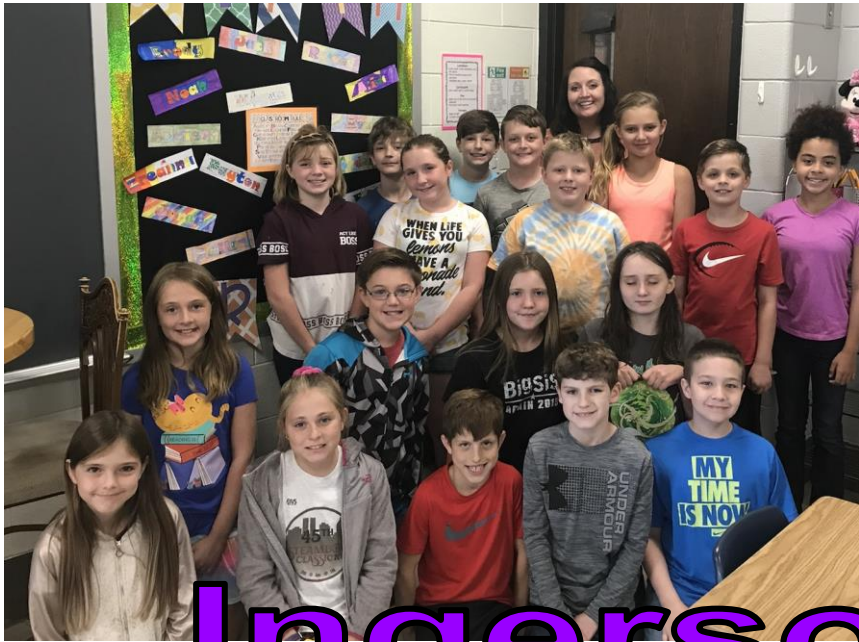
### **CREATIVE THINKING**

Analyzing tasks in a new way. Linking learning to real world application.

### **INNOVATION**

Trying new approaches to get things done. Developing new ideas & solutions.

*CONNECT • CREATE • COLLABORATE*



# Ingersoll Middle School



# Ingersoll Social and Emotional Goal

By the end of the 2019-2020 school year, Ingersoll Middle School students will establish and maintain healthy and rewarding relationships amongst adults and peers, as well as be well equipped with the skills necessary to make constructive and respectful choices, as evidenced by an increase from 35.94% to 45% on the school climate survey.

By May of 2020, reduce the chronic absentee rate by at least 1%

Administer Google survey to focus on relationships within TAP classroom both adult and peers

Results of Google Climate Survey

Second Step Principal's toolkit

Develop a timeline for implementation of second step lessons

TAP teachers administer Second Step lessons

Increase in lesson delivery building wide through online monitoring with principal toolkit

Survey through Google Forms

By December 2019, TAP teachers will demonstrate 80% lesson delivery of Units 1 and 2; By May 2020, TAP teachers will demonstrate 90% lesson delivery completion as evidenced by the Second Step

Create common SEL assessments using Second Step as a tool

Skyward data: Discipline Referrals/Absences

Operationally define what constitutes an office referral

Reduction in office discipline referrals and reduction in chronic absences

2019-2020 ELA and Math Scores

By December 2019, the number of office discipline referrals will decrease from 506 to 502; By May 2020, reduce office discipline referrals from 1075 to 1065.

All teachers read: *Building Bridges*; Implement One Book; One Grade 3rd Quarter using texts that are thematic to SEL

Teacher SMART Goals

**Targets**

**Indicators**

**Measures**

# Ingersoll Mathematics Goal

By the end of the 2019-2020 school year, the percentage of tier 1 students on the iReady Overall placement diagnostic assessment, will increase by 5% per cohort, as evidence by iReady Diagnostic Reports.

By January 2020, increase the percent of Tier 1 students from 6% to 20%; By May 2020 increase the percent of Tier 1 students from 20% to 30% as evidenced by the iReady diagnostic “end of the year” view assessment report

Increase the percent of students meeting or exceeding on IAR comparing scores from Spring 2019 to Spring of 2020 by 2% per cohort

Students will earn an average of at least 70% on Ready Math weekly quizzes as evidenced by a quarterly report to the Math Department Head and shared with SIP team

Train math teachers on the use of the weekly Ready Math tracking sheets

Schedule time for math department to meet and identify problematic areas

Schedule time for math and science departments to coordinate and cross curricularly teach

Conference three times per year to track data trends for iReady Diagnostics

Math and Science Departments will develop plan for deficit domains as indicated by the placement domain report on iReady. Plans will be submitted the beginning of February

Growth in students on grade level

Performance on Ready Math, lesson quizzes

Correlation between Math and Science

IAR Results

iReady Reports

Classroom Data (Ready Math Quiz Data Compilation)

IAR Data

Teacher SMART Goals

**Targets**

**Methods**

**Indicators**

**Measures**

# Ingersoll English Language Arts Goal

By the end of the 2019-2020 school year, the percentage of students who demonstrate meet or exceeds on the Illinois Assessment of Readiness will increase by 5% per cohort as evidenced by the Spring 2020 IAR scores.

Starting September 3rd, students will read 15 min twice per week in TASK class as evidenced by the teacher student conferencing form data

Implement Reading Passports with 80% of students having completed 4 passport selections during 1st semester as evidenced by the Passport recording form.

Implement One Book; One Grade during 3rd quarter with 90% completion as evidenced by a project or AR test

By January 2020, increase the number of students who are "On Pathway" to proficiency for IAR by 2% per cohort; By May 2020, increase the number of students who are "On pathway" to proficiency for IAR by 3% more as evidence by the STAR report

Plan training delivered by K.F. on SIP days delivered as mini lessons to entire faculty using the book Building Bridges..

Conduct weekly drawings to reward passports Wednesday during lunchroom

Prepare and distribute reading log for students

Select book for one book; one school first quarter.

PDSA during 3rd quarter to choose 4th quarter reading challenge

Develop and submit plan for strategically attacking deficit areas in Social Studies and Science by February

Analyze and develop a plan for deficit areas as indicated by a correlation of STAR and IAR data

Completed form one per student per quarter (TASK teachers)

AR Points: accumulated per grade level from TASK. Bi weekly prizes

Passports (ELA teachers)

STAR Reports/ IAR Reports

STAR Assessments

IAR Data

Teacher SMART Goals

AR Data(One Book, One School Assessment Results, and Passports)

**Targets**

**Indicators**

**Measures**