

Garden Hills School Improvement Plan 2020-2021

Building Snapshot

School Name	Garden Hills Math and Engineering Leadership Academy
School Address	2001 Garden Hills Dr., Champaign, IL 61821
Principal Name	Dr. Asia Fuller Hamilton

Members of School Improvement Leadership Team

Name	Role
Dr. Asia Fuller Hamilton	Principal
Tracy Neitzel	Assistant Principal
Samantha Turner	Assistant Principal
Christina Hess	Second Grade Teacher
Valerie Warnick	Third Grade Teacher
Jodi Kirby	Interventionist
Dom Pagliara	Kindergarten Teacher
Payton Cline	First Grade Teacher
Taylor Swords	Instructional Coach
Karly Corley	Instructional Coach

Current ISBE Designation	Underperforming
ISBE Designated Student group(s) (choose one or more from: All Students, White, Black, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Native American, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)	Black

2020-2021 SIP Dates

2020-2021 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Jan. 15, 2021	April 30, 2021	June 30, 2021	Oct. 30, 2021	Dec 1, 2021
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

School Data

[Garden Hills School Improvement Data](#)

Achievement Gap Analysis

Examine the achievement gaps on the Illinois Report Card. <https://www.illinoisreportcard.com/> (School name--Academic progress--Achievement Gap)

Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. Middle Schools compared to other Unit 4 Middle Schools and Urbana, Springfield, Danville, and Decatur. High School compared to other Unit 4 High Schools and Danville, Urbana, Bloomington, and Decatur.

School	ELA % of Gap between Black/White	MATH % of Gap between Black/White
Bottenfield	W 68%, B 20%;-47	W 63%, B 17%; -47
Carrie Busey	W 70%, B 24%;-46	W 64%, B 18%; -46
Stratton	W 38%, B 8%; -30	W 56%, B 12%; -44
IPA	W 55%, B 0%; -55	W 45%, B 0%; -45
Kenwood	W 49%, B 15%; -34	W 49%, B 8%; -41
Barkstall	W 35%, B 11%; -24	W 54%; B 10%; -45
Booker T. Washington	W 86%, B 5%; -81	W 90%, B 6%; -84
Southside	W 54%, B 12%; -42	W 63%, B 9%; - 55
Dr. Howard	W 48%, B 7%; -41	W 50%, B 5%; -45
Robeson	W 42%, B 14%; -28	W 38%, B 9%, -29
Westview	W 26%, B 14%; -13	W 35%, B 3%; -31

Identify the Black/White achievement gaps

Content	% of Gap between Black/White
ELA	W 20%, B 3%; -18
Math	W 30%, B 3%; -28

Identify the SPED achievement gaps

Content	% of Gap between SPED
ELA	N 8, S 0; - 8
Math	N 7, S 3; -5

Identify the Emerging Bilingual/White achievement gaps

Content	% of Gap between Emerging Bilingual/White
ELA	W 20, H 7; -13
Math	W 30, H 5; -25

Rank your school based on the achievement gaps of other (elementary, middle, high schools)

Our school has the _11th_____ largest achievement gap between black/white students of the elementary schools in ELA

Our school has the _12th_____ largest achievement gap between black/white students of the elementary schools in Math

Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths, Weaknesses and Opportunities

Rank order the identified areas of strength (3-5) from a review of your school data.

What do you do well? Where are your students achieving? What factors enable your school to achieve its objectives?

Strengths	Data Source
Climate Survey shows that Garden Hills has a supportive environment.	Climate survey
The total number of students who partially met or are approaching combined is higher than that of the district with the school having 47% and the district having 45%.	Data Snapshot

Rank order the identified areas of weakness (3-5) from a review of your school data

What are you not doing well? Where are your students struggling the most academically?

Weaknesses	Data Source
Our data shows that students are not meeting goals in reading in all grades, with only 6.6 percent meeting or exceeding goals.	IAR Reading
Our data shows that students are not meeting goals in math in all grades, with only 6.7 percent meeting or exceeding goals.	IAR Math
About 33% our Black students are chronically absent, which has an impact on academic achievement data.	Data Snapshot
Our Discipline data highlights the disparities for students with disabilities and for Black students with Black students receiving the highest number of referrals and suspensions - 87.2% of all infractions and 15.6% of suspensions.	Discipline data

Rank order the identified areas of opportunities (3-5) from a review of your school data. What are positive external factors that can assist the school in improving or moving forward? What are eschool specific emerging trends or opportunities to improve?

Opportunities	Data Source
Given the low percentage of students who met or exceeded in IAR testing, our trajectory for growth is promising.	IAR Data
Our opportunities for increased parental involvement are present due to the virtual learning component.	Teacher Grizzly Group Sheets/Parent Contact Logs
Our participation in the Magnet program offers teachers increased opportunities for math integration development.	Magnet Grant Goals

School Improvement Plan

Identify 2-3 SMART Goals and an Equity Goal for 2020-2021 school year. (**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

SMART GOAL #1

School SMART Goal #1 By Spring 2022, 53% of all students and 40% of Black students in Grades 3-5 will score at or above the 50 th percentile on the ELA/ IAR assessment.		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ul style="list-style-type: none"> A. Using current data, all teachers will provide guided reading instruction based on the instructional level of the student. B. All teachers will provide explicit phonemic awareness and phonics instruction to all students. C. All teachers will provide explicit and varied guided writing instruction during the literacy block. 	<p>100 percent of teachers will provide daily guided reading instruction as evidenced by guided reading lesson plans.</p> <p>100 percent of teachers will provide daily phonemic awareness and phonics instruction as evidenced by anecdotal data and data sheets.</p> <p>100 percent of teachers will incorporate guided writing lessons into their guided reading lesson as evidenced by guided reading lesson plans.</p>	<p>60 percent of our K-1 students will be at or above the 50% percentile in Reading on the Spring MAP Reading Assessments.</p> <p>50 percent of Grades 1-5 students will be at or above the 50% percentile in Reading on the Spring MAP Reading Assessment</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Classroom teachers, coaches, administrators and supporting teachers will collaboratively meet after benchmarks to analyze classroom, MAP, and other data sources. Within this meeting, teachers will report data for all students and create an action plan for students below the 10th percentile. Students identified below the 10th percentile will be progress monitored weekly for oral reading fluency, letter name fluency, or letter word sounds fluency	Classroom teacher data binder, AIMSweb progress monitoring reports, data sheets, MAP	Interventionists, RTI team Classroom teachers and supporting teachers, coaches, administration	Data sheets will be updated and reviewed quarterly, beginning October 2020; Weekly progress monitoring, beginning November 2020; Quarterly analyzation, beginning Winter 2020			
Based on data, teachers and Instructional Coaches will create student centered coaching plans that support individual teachers or groups of teachers in sustaining and extending professional development on the area of need identified by instructional rounds.	data analysis days, coaching cycles, Instructional Rounds/Observation and other coaching practices/col	Classroom teachers, coaches, support teachers	Twice monthly, beginning January 2021			

	laborative structures, MAP data					
Teachers will meet twice monthly in grade level meetings with administrators to discuss data collection and data driven goals and/or teaching strategies	PLC Agendas, data sheets and data binders, MAP data	Classroom teachers and coaches, administrators	Twice monthly, beginning September 2020			
Teachers will meet in twice monthly teacher-only grade level collaboration to discuss instructional strategies and literacy data to determine whole group and small group instructional content and strategies	Spelling inventories, anecdotal data, running records, MAP data	Classroom teachers, support teachers	Twice monthly, beginning January 2021			
K-5 Classroom teachers and interventionists will teach Heggerty or Rime Magic daily during small group reading using data to guide instruction.	Spelling inventories, running records, letter/sound data	Classroom teachers, interventionists	Daily, Beginning October 2020			
Data team will identify weaknesses in specific goal areas according to MAP data and examine and respond to school-based assessments and instructional strategies for students.	SIP agendas, MAP, data sheets	Data team, administration	Once a month, beginning December 2020			
Classroom teachers will complete and use running records on all students twice a month to determine their instructional level and develop next lessons that are rigorous.	data binders, guided reading lesson plans	Classroom teachers	Twice monthly, beginning January 2021			

<p>Administrators will work with teachers on learning and employing high levels of questioning within their instruction and will conduct instructional rounds to examine questioning levels as rigorous engagement.</p>	<p>Instructional Round Documentat ion, classroom walkthrough documentati on</p>	<p>Administrat ion</p>	<p>Instructional Rounds with feedback beginning October 2020- monthly education at staff meeting beginning August 2021</p>			
<p>Administrators and teachers will identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with Teaching and Learning Department</p>	<p>50 walkthrough s (elementary) and 75 walkthrough s</p>	<p>Principals</p>	<p>August 2021 with monthly schoolwide data sharing</p>			
<p>Administrators and K-2 Literacy Committee Rep. will conduct a K-2 literacy evaluation in consultation with Teaching and Learning Department in preparation for the development of a literacy framework.</p>	<p>Initial framework developed (Spring and Pilot Teaching and Learning Developed Feedback Instrument (Fall) and data shared</p>	<p>Principal and K-2 Literacy Committe e Rep.</p>	<p>Spring and Fall 2021 with fall having monthly schoolwide data sharing</p>			

SMART GOAL #2

School SMART Goal #2 By Spring 2022, at least 50% of all students and 40% of Black students in Grades 3-5 will score at or above the 50th percentile on the Math /IAR assessment.

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ul style="list-style-type: none"> A. Using current data, all teachers will provide guided math instruction based on the instructional level of the student. B. All teachers will teach all components of the EnVision curriculum as they are intended. C. All teachers will provide explicit and varied instruction during the math block. 	<p>100 percent of teachers will provide daily guided math instruction as evidenced by guided math lesson plans.</p> <p>100 percent of teachers will implementing all parts of the math curriculum, including solve and share, visual learning bridges, independent practice, 3-Act math, vocabulary instruction and assessment and differentiation as evidenced by guided math lesson plans and data sheets.</p> <p>100 percent of teachers will provide basic numeracy practice for students as evidenced by .</p>	<p>60 percent of our K-1 students will be at or above the 50% percentile in math on the Spring MAP Math Assessments.</p> <p>50 percent of Grades 1-5 students will be at or above the 50% percentile in map on the Spring MAP Math Assessment</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Students that are below the 25th percentile on MAP will be progress monitored weekly using Aimsweb and receive math intervention support for 8 weeks.	Aimsweb data, MAP data	Classroom teachers and interventionists	Bi-monthly Weekly Progress monitoring with quarterly checks on all students			
Teachers will provide fact fluency instruction in their classes (i.e., Reflex, touch math, rocket math, Xtra Math)	MCap, Class data	Classroom teachers	Daily, beginning August 2021			
Classroom teachers will complete and use various data sources on all students to determine their instructional level and develop next small group lessons that are rigorous.	Topic Assessments, Math Map Data	Classroom Teachers	Biweekly , beginning October 2020			
Grade level teams (teachers, coaches, MLL, SPED, interventionists) will meet monthly to analyze guided math data(anecdotal notes, intervention notes), regroup students as needed, and determine and making a plan for students who are not be making progress.	Math anecdotal notes, PM data	Grade level teams	Monthly, beginning Fall 2021			

SMART GOAL #3 Optional (*Required by schools underperforming)

(**Schools identified as underperforming or lowest performing must include at least 1 goal from the IQFSR standards.)

School SMART Goal #3 By Spring 2022, Black student chronic absenteeism will decrease from 30.1% to 15% across all grade levels.		
OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>1. An attendance wrap-around team will be created to review data and reach out to families who are at risk of chronic absenteeism.</p> <p>2. Attendance will be incorporated into the school-wide PBIS framework to provide tiered levels of support for students who are already or at risk of chronic absenteeism.</p> <p>3. Administrators and teachers will strengthen and implement school-wide tiered levels of support for behavior to decrease exclusionary discipline.</p>	<p>The attendance wrap-around team will meet weekly on students who are considered chronically absent as evidenced by data collection and action plans.</p> <p>100% of teachers will provide tiered support by having at a minimum of biweekly two-way communication with families as evidenced by grizzly group check in sheets.</p> <p>100% of teachers and administrators will provide tiered support for student behavior grizzly buck sheets and Tier 1 and Tier 2 agendas.</p>	<p>Attendance reports will be reviewed weekly by the attendance wrap-around team to monitor for progress.</p> <p>Discipline data will be reviewed biweekly by the Tier II SEL team.</p> <p>By Spring 2021, Black student chronic absenteeism will decrease by 15%.</p> <p>By Spring 2022, Black student chronic absenteeism will decrease by 35%.</p>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
All teachers will engage in two-way biweekly communication with families.	Grizzly Group Communication Log	All teachers	Bi-monthly beginning January 2021			
Attendance secretary will send attendance report to attendance wrap around team for weekly review.	Attendance report	Attendance secretary And attendance team.	Weekly, beginning January 2021			
Attendance wrap around team will meet weekly to reach out to families with students that are chronically absent.	Attendance report	Attendance team	Weekly beginning December 2020			
Culture and Climate team will establish a framework for meaningful and ongoing family communication and active involvement.	Framework	Culture and Climate Team	Monthly beginning January 2021			
Students at risk of being truant will participate in weekly SAIG groups with a focus on attendance.	SAIG group progress sheet	PBIS team	Weekly, beginning October 2020			
Teachers will participate in instructional rounds focused on classroom behavior support throughout the year.	Instructional round reflections/schedules	Certified staff	Quarterly, beginning Fall 2020 or when			

			students come back in person			
Teachers will provide explicit, daily SEL instruction.	SEL calendar	Certified staff	Daily, Beginning September 2020			
Tier II SEL team will analyze behavior data and create plans for small group and individual interventions	Agendas, Intervention tracking tools	Tier II SEL team members, administration	Biweekly, beginning August 2021			
Tier I PBIS team will analyze schoolwide behavior data and develop lesson plans and reinforcements to teach and promote expected behaviors.	Agendas, lesson plans	Tier I PBIS team members, administration	Monthly, beginning August 2021			
Certified staff will meet in twice monthly grade level meetings with administrators to behavior and attendance data and/or teaching strategies.	Agendas	Certified staff, administration	Biweekly, beginning August 2021			

EQUITY GOAL

Equity Goal To increase the academic achievement of Black students and lower the disciplinary referrals and suspensions, Garden Hills teachers and staff will engage in high quality professional development that will lead to increased cultural responsiveness.				
Action Step Details Including Specific Activities and/or Strategies	Timeline (Specific dates, weeks, quarters, months, semester, year)	Responsibility (Person, Team, Committee, or Department)	Measurements of Success and Specific Review Dates	Progress based on Timeline and/or Review Dates
In consultation with district administration, create and/or conduct mandatory diversity and inclusion, equity, and implicit bias training as directed by the board of education resolution.	January 4, 2021	Administration, CRP, and Equity Team, Dr. Venus Evans-Winters	Agendas, presentations	
Provide a tier one-leveled approach to speaking about topics under the equity umbrella (biases, microaggressions, anti-racism, culturally relevant pedagogy) with overarching goal of teachers creating their own individual equity action steps to assist the Black students in their classrooms.	Third Mondays beginning in October	Contract with Illinois State University to obtain a facilitator of these conversations	Meeting minutes/ Reflections	November 15, 2020 January 22, 2021
<p>Staff will pick one of the following initiatives to engage in depending on their focal point (Expanded, school, classroom)</p> <ul style="list-style-type: none"> ● Expanded - Engage in a Podcast study of Nice White Parents to specifically engage in conversations around magnet programming, schools of choice and amplifying the cultures and voices of our Black students ● School - Review the school district resolution on race to determine how we can exact these practices in the school to help our Black Students ● Classroom - Read Dream Keepers by Gloria Ladson Billings to discuss how we can implement culturally 	Monthly	Administrators and the CRP chair	Meeting minutes Action Step Plan with example of one implementation/suggestion	November 15, 2021 January 22, 2021

relevant practices to help our Black students.				
To increase parent engagement, we will hold parent empowerment meetings for our Black families, that will allow for increased voice.	One time per quarter	Building Principal	Parent Survey will be given at the beginning and the end meeting gauging responses on support	November 15, 2020 January 22, 2021

Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of two elements of the Danielson Framework included in the SIP plan
Yes	Yes	Yes	Yes	Yes

BUDGET

BUDGET	Timeline		Source of Funds	Accountability	Budget					
	Start Date	Completion Date			What funding source is being used?	Person(s) Responsible/	Salary Stipend or Sub costs	Benefits (x .2501_	Supplies	Other Services
School Improvement Team Committee and Subcommittee Chair Stipends (Leave)(40 hrs/each for 6 members)	September 2020	May 2022	SIP	Building Principal	\$32.50/person	8.128				\$9750.78
Purchase Literacy Footprints Digital Readers Pay-per-User for each student (330 students)	September 2020	May 2022	SIP	Instructional Coaches			\$6,000			\$6,000
Purchase Super QAR for test wise students, teacher’s edition, and activity books	September 2020	May 2022	SIP	Instructional Coaches			\$3,590			\$3,590
Reading A-Z 2-Year License (Books to send home in virtual format)	September 2020	May 2022	SIP	Instructional Coaches			\$1,416			\$1,416
Live School - School behavioral reward data tracking system in lieu of Class Dojo)	January 2021	May 2022	SIP	School Administrators and Coaches				\$6,043		\$6,043
Tier 1 Team Training from Midwest PBIS (5 People)	May 2021	May 2022	SIP	School Assistant Principal				\$1,200		\$1,200
Social Decision Making/Problem Solving Grades K-1 (2 copies)	January 2021	May 2022	SIP	SEL Team			\$89.98			89.98
Social Decision Making/Problem Solving Grades 2-3 (2 copies)	January 2021	May 2022	SIP	SEL Team			\$89.98			\$89.98

Social Decision Making/Problem Solving Grades 4-5 (2 copies)	January 2021	May 2022	SIP	SEL Team			\$89.98			\$89.98
Connected and Respected (Volume 1): Lessons from the Resolving Conflict Creatively Program, Grades K-2 (2 copies)	January 2021	May 2022	SIP	SEL Team			\$82.00			\$82.00
Connected and Respected (Volume 2): Lessons from the Resolving Conflict Creatively Program, Grades 3-5 (2 copies)	January 2021	May 2022	SIP	SEL Team			\$82.00			\$82.00
QAR Now Books (17.24 ea./41 copies)	January 2021	May 2022	SIP	Coaches			\$706.84			\$706.84
QAR Comprehension Lessons Grades 2-3			SIP	Coaches			\$505.77			\$505.77
QAR Comprehension Lessons Grades 4-5			SIP	Coaches			\$505.77			\$505.77
Daily 3 Math Seminar	May 2021		SIP	Coaches and Administrators			\$169.00 / person			\$1,183
Consultation contract with Dr. Venus Evans-Winters for direct, explicit Equity coaching	January 2021	May 2022	Magnet	Building Principals				\$22,500		\$22,500
Touch Point Math	January 2021	May 2022	Magnet	Building Principals				\$8,396		\$8,396
Coaching Development	February 2021	May 2021	Magnet	Coaches				\$400/person		\$1200.00
Summer Teacher Planning	June 2021	July 2021	Magnet	Building Principal				TBA		
TOTAL										\$63,431.10

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

This section is only for schools designated as underperforming or lowest performing from ISBE's summative designations.

Complete the Illinois Quality Framework Supporting Rubric on IWAS. One SMART goal for the School Improvement plan must be identified from the IQFSR.

Summarize your findings from the Illinois Quality Framework Supporting Rubric

Standard	Overall Rating	Identified as a priority? Y/N
Standard I: Continuous Improvement	Accomplished	No
Standard II: Culture and Climate	Accomplished	No
Standard III: Shared Leadership	Emerging	Yes
Standard IV: Governance, Management, and Operations	Accomplished	No
Standard V: Educator and Employee Quality	Emerging	Yes
Standard VI: Family and Community Engagement	Emerging	Yes
Standard VII: Student and Learning Development	Emerging	Yes

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.

The four priorities that have been identified are essential components of the school improvement process. Families, educators, shared leadership and student learning are the critical components of what we do. Our data confirms that these areas need immediate attention. It is the roadmap that has been laid out for us.

Additional information that School Improvement Leadership Team would like to include in the plan (example Magnet)

We would like to note that in about 2 years, our Magnet funding will run out, but our designation as a magnet school remains. We will be thinking about sustainability plan and aligning our purchases with the new curriculum approaches that we adopt as a district.

It should also be noted, that this document is fluid. It would be of ill repute to wildly place items in our budget just because we have funding. We take our fiduciary responsibility seriously. We will add some items when we find out the new literacy instructional framework that will be implemented