

# Lake Zurich Middle School North School Improvement Plan



2024 - 2025

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### **AUTHENTIC STUDENT EXPERIENCE**

STUDENT AGENCY | RELEVANT | INNOVATIVE | CONNECTED

### **DYNAMIC LEARNING ENVIRONMENT**

COLLABORATIVE | ENGAGED | INTEGRATED | CURIOUS

### **RESPONSIVE INSTRUCTION**

PERSONALIZED | CLEAR | INFORMED | SKILLED

### **GROWTH FOCUSED COMMUNITY**

CHALLENGING | EVOLVING | PURPOSEFUL | REFLECTIVE

## Building ELA Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year MSN will increase the percentage of students meeting and exceeding standards in English Language Arts from 69.8% M/E to 80.8% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 11 percentage point increase from the previous year.

**Goal Progress - Winter**  
Select One ▾

**Goal Met - Spring**  
Select One ▾

**Growth Goal:** During the 2024-2025 school year Middle School North will move 13% of students to the next highest growth band.

2024 IAR Level of Performance

Concern: 33%  
Needs Improvement: 6%  
Average: 17%  
Above Average: 29%  
Excellent: 15%

**Goal Met**  
Select One ▾

### STRATEGIES

**Strategy 1:** Teachers will implement high-yield instructional strategies based on the greatest area of need on the MAP, Horizon, ACCESS, and other district assessments.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach Building Administration	Data collection LSC Coaching notes, formative assessments	<ol style="list-style-type: none"> <li><b>Completed ▾</b> By the end of August, all teachers will analyze recent test scores to identify the top three areas of need within English Language Arts (ELA). Based on this analysis, teachers will create an instructional plan to target these needs.</li> <li><b>In Progress ▾</b> During the first semester, teachers will introduce and model the expectations of Tier II vocabulary terms (such as "analyze" and "evaluate") at the start of each relevant task, with 90% of students able to articulate these expectations by the semester's end. By the second semester, students will demonstrate understanding by independently explaining the expectations of Tier II vocabulary terms before beginning a task, as monitored by teacher observation and student reflections.</li> <li><b>In Progress ▾</b> At least once per unit, teachers will create instructional activities that incorporate Tier III vocabulary in context, as identified in ConnectED95 or based on teacher prioritization. These activities will include regular quick vocabulary checks, aiming for 80% of students to show improved understanding of Tier III vocabulary by the end of each unit.</li> <li><b>In Progress ▾</b> Each semester, ELA teachers will collaborate with the Learning Support Coach to incorporate at least one SIOP vocabulary strategy into their instructional practices. By the end of each semester, teachers will implement the strategy in a lesson, and 80% of students will</li> </ol>

		demonstrate improvement in vocabulary comprehension as measured by a post-lesson formative assessment.
<b>Strategy 2:</b> Teachers will incorporate PCR (Prose Constructed Response) type questions across content areas.		<b>Strategy Completed:</b> <b>In Progress ▾</b>
Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach Students	PLC Notes Student Writing Samples	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> By the end of the first semester, teachers will collaborate with the Learning Support Coach to analyze released questions, select exemplars, and develop rubrics aligned with these exemplars. Each teacher will implement one lesson using these materials to guide students in understanding the expectations for high-quality writing.</li> <li><b>In Progress ▾</b> During the first semester, teachers will work within their PLCs to design at least two lessons where students will self-evaluate their writing using provided exemplars and rubrics. By the end of the quarter, 80% of students will be able to accurately assess their writing according to rubric criteria, as measured by teacher observation and student reflections.</li> <li><b>In Progress ▾</b> Throughout the semester, teachers will incorporate Tier III vocabulary from their Connected95 curriculum documents into at least two content-area writing assignments per unit. Students will demonstrate the correct use of Tier III vocabulary in 80% of these assignments, as monitored by teacher assessment based on rubric criteria.</li> </ol>

## Building Math Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year MSN will increase the percentage of students meeting and exceeding standards in Mathematics from 54.2% M/E to 68.1% M/E as measured by the Illinois Assessment of Readiness (IAR). This will be a 13.9 percentage point increase from the previous year.

**Goal Progress - Winter**

On Track ▾

**Goal Met - Spring**

In Progress ▾

**Growth Goal:** During the 2024 - 2025 school year Middle School North will move 13% of students to the next highest quintile.

### 2024 IAR Level of Performance

Concern: 20%

Needs Improvement: 10%

Average: 15%

Above Average: 33%

Excellent: 22%

**Goal Met**

In Progress ▾

## STRATEGIES

**Strategy 1:** Teachers will implement high-yield instructional strategies based on the greatest area of need on the MAP, Horizon, ACCESS, and other district assessments.

**Strategy Completed:**

In Progress ▾

**Who is Responsible**

**Evidence Completion**

**Action Steps/Timeline**

Teachers  
Learning Support  
Coach  
Building  
Administration

Data collection  
PLC Notes

1. **Completed ▾** By the end of August, teachers will analyze the test scores from the most recent IAR assessments to identify the top areas where students showed the greatest need for improvement.
2. **Completed ▾** By the end of Q1, each grade-level team will identify and document at least 2-3 key Major Content concepts from the IAR framework to spiral throughout the academic year. Teachers will design and implement at least one activity per month that reinforces each of these concepts.
3. **In Progress ▾** By the end of S1, teachers will incorporate modeling of IAR question types, including "select all that apply," into weekly lessons. Teachers will assess student understanding and application of these question types monthly.

**Strategy 2:** Teachers will implement high-yield instructional strategies focused on the vocabulary needed for Mathematics instruction as well as the students' written responses on IAR Type II and Type III questions.

**Strategy Completed:**

In Progress ▾

**Who is Responsible**

**Evidence Completion**

**Action Steps/Timeline**

Teachers Learning Support Coach Building Administration	PLC Notes Student samples, formative assessments	<ol style="list-style-type: none"> <li>1. <b>In Progress ▾</b> During S1, teachers will conduct bi-weekly sessions to break down and clarify Tier II vocabulary expectations, focusing on specific terms such as “analyze.”</li> <li>2. <b>In Progress ▾</b> During S1, teachers will create and document at least 2-3 instructional activities for Tier III vocabulary in their curriculum documents (Connected95) that align with current unit topics.</li> <li>3. <b>In Progress ▾</b> During S1, teachers will collaborate with the Learning Support Coach to design and implement at least two SIOP strategies specifically targeting Tier III vocabulary in their lessons. By the end of each unit, students will demonstrate their understanding of this vocabulary through an assessment.</li> </ol>
<b>Strategy 3:</b> Teachers will provide students with opportunities to explain their mathematical thinking and reasoning.		<b>Strategy Completed:</b> <b>In Progress ▾</b>
Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach Students	PLC Notes Student Written Response Samples	<ol style="list-style-type: none"> <li>1. <b>In Progress ▾</b> During S1, teachers will meet in their PLC to identify and select 2-3 specific math language routines that align with Building Thinking Classrooms (BTC) practices to support mathematical thinking and reasoning. Each math teacher will implement these routines in their lessons, collecting student feedback to measure their effectiveness.</li> <li>2. <b>In Progress ▾</b> During S1, teachers and the Learning Support Coach will analyze IAR Type II and Type III problems to identify at least three exemplars and corresponding rubrics that clearly demonstrate expectations for student performance. During Semester 2, students will use these rubrics to conduct self-evaluations on their work at least monthly.</li> </ol>

## Building SEL Goal and Action Plan

**SEL Goal:** During the 2024-2025 school year, MSN will improve in the area of Belonging & Inclusion while focusing on Student-Teacher Trust and Safety as measured by the 5 Essentials survey. For Student-Teacher Trust, MSN will increase from a score of 55 to 60 on the 5 Essentials survey. For Safety, MSN will increase from a score of 44 to 60.

**Goal Progress - Winter**

Select One ▾

**Goal Met - Spring**

Select One ▾

### STRATEGIES

**Strategy 1:** Students will have a voice in improving their Belonging and Inclusion at Middle School North with a focus on Student-Teacher Trust and School Safety.

**Strategy Completed:**

Select One ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Building Administration Students	Survey Results Staff Meeting Slide Deck	<ol style="list-style-type: none"> <li><b>Completed</b> ▾ By the end of the first quarter, the School Improvement Plan (SIP) team will design a student survey with at least five questions focused on student-teacher trust and school safety. This survey will be administered quarterly, with a target of 90% student participation each time.</li> <li><b>In Progress</b> ▾ The SIP team will present the survey questions to all teachers during a staff meeting in the first month of the school year to gather feedback and ensure alignment with school improvement goals.</li> <li><b>In Progress</b> ▾ Following each quarterly survey, the SIP team will analyze the data and share a summary of the results and identified progress areas with staff during the next available staff meeting. Staff will use this information to adjust strategies aimed at strengthening student-teacher trust and school safety.</li> <li><b>Not Started</b> ▾ During staff meetings, at least one dedicated session will be set for teachers to discuss and share successful strategies for enhancing student-teacher trust and improving school safety practices. The SIP team will document these strategies and evaluate their impact in the following quarter's progress review.</li> </ol>

**Strategy 2:** Staff will build a community to recognize student involvement and connection to Middle School North.

**Strategy Completed:**

Select One ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Building Administration	Slide Deck of activities	<ol style="list-style-type: none"> <li><b>In Progress</b> ▾ By the end of each trimester, Building Administration and teachers will host an all-school assembly to recognize student involvement in extracurricular activities. Assemblies will be</li> </ol>

Teachers Student Council	Photos from assemblies	<p>planned in collaboration with activity sponsors, and each assembly will aim to recognize at least 80% of active student participants across different activities.</p> <ol style="list-style-type: none"> <li>2. <b>In Progress</b> ▾ Building Administration will research Camfel Productions' "Trust Me" assembly by the end of the first quarter to evaluate its relevance to Middle School North's community-building goals. If selected, the assembly will be scheduled by the second trimester and incorporated into the existing assembly plan.</li> <li>3. <b>Completed</b> ▾ By the end of the first quarter, activity sponsors will create a document that highlights all of the activities at MSN and how students can get involved. This document will be used during Transitions for incoming 6th graders, made available for parents and students, and be sent monthly in the school newsletter.</li> <li>4. <b>In Progress</b> ▾ Each trimester, Building Administration, Teachers, and Student Council will organize at least one homeroom-based activity, such as door decorating or team competitions, to build community. Winning teams will be recognized during the trimester assemblies, aiming for at least 70% homeroom participation across grades.</li> </ol>
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## 6th Grade ELA Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year 6th Grade ELA will increase the percentage of students meeting and exceeding standards in English Language Arts from 68.1% M/E to 81.4% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 13.3 percentage point increase from the previous year.

**Goal Progress - Winter**

Select One ▾

**Goal Met - Spring**

Select One ▾

**Growth Goal:** During the 2024-2025 school year MSN will move 17% of 6th grade students to the next highest quintile.

### 2024 IAR Level of Performance

Concern: 29%

Needs Improvement: 7%

Average: 17%

Above Average: 32%

Excellent: 15%

**Goal Met**

Select One ▾

## STRATEGIES

**Strategy 1:** Teachers will implement high-yield instructional strategies based on the greatest area of need- vocabulary.

**Strategy Completed:**

Select One ▾

**Who is Responsible**

**Evidence Completion**

**Action Steps/Timeline**

Science, Social Studies and ELA PLCs

Lessons PLC notes

1. **In Progress ▾** By the end of the second quarter, ELA teachers will provide direct instruction on identifying and using context clues through cross-content area texts (ELA, Social Studies, and Science). Teachers will implement Notice and Note strategies during reading and annotation activities at least once a month. Progress will be measured through formative assessments and classroom observations, with the goal of 80% of students demonstrating improvement in identifying context clues in cross-content readings by the end of the semester.
2. **In Progress ▾** By the end of the first semester, PLCs will analyze released IAR vocabulary items and use them to create two instructional activities that focus on teaching vocabulary in context. These activities will integrate SIOP strategies to support all learners, including Multilingual Learners. The effectiveness of these activities will be evaluated through student performance on classroom-based vocabulary assessments shared during PLC meetings.
3. **Completed ▾** By the end of the first quarter, all ELA PLC members will attend the Vocabulary Playbook Virtual Institute and throughout the school year participate in a Vocabulary Playbook book

		study. Each teacher will implement at least three new strategies learned from the institute and book study into their instruction. Teachers will share their experiences and outcomes during PLC meetings.
<b>Strategy 2:</b> Teachers will incorporate PCR (Prose Constructed Response) type questions across content areas.		<b>Strategy Completed:</b> Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline
Students and Science, Social Studies and ELA PLCs	PCR questions embedded in the curriculum and Instructional practices	<ol style="list-style-type: none"> <li>1. <b>In Progress ▾</b> By the end of the first semester, 6th grade teachers will guide students in breaking down PCR (Prose Constructed Response) prompts with a specific focus on understanding and applying Tier II vocabulary. This instruction will occur at least twice per quarter, with targeted lessons on analyzing the prompt and integrating Tier II vocabulary into written responses. The goal is for 80% of students to meet or exceed expectations on the IAR writing rubric criteria for written expression, as measured by classroom assessments and practice PCR tasks.</li> <li>2. <b>In Progress ▾</b> By the end of the second quarter, 6th grade ELA teachers will collaborate with Social Studies and Science teachers to implement a common rubric for scoring PCR (Prose Constructed Response) writing across content area classes. Students will use this rubric to self-assess their own writing and provide reasoning for their score at least once per quarter. The goal is for 75% of students to accurately self-assess their writing within one point of the teacher's assessment on at least two PCR assignments by the end of the semester.</li> <li>3. <b>In Progress ▾</b> During the first semester, teachers and students will compare and contrast strategies for responding to PCR (Prose Constructed Response) questions, specifically CER [Claim, Evidence, Reasoning] and RACES [Restate, Answer, Cite, Explain, Summarize] methods. Each semester, students will write at least 2 PCR samples using CER or RACES.</li> </ol>
<b>Strategy 3:</b> ELA Teachers will implement high-yield instructional strategies based on the area of need-literary text.		<b>Strategy Completed:</b> Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline
ELA PLC LSC	PLC notes Coaching cycle	<ol style="list-style-type: none"> <li>1. <b>In Progress ▾</b> Over the course of the school year, the ELA PLC will analyze trends in school data to identify areas of opportunity within the literary text standards. By the end of the first quarter, the PLC will isolate at least two key standards needing improvement. Based on this analysis, they will set measurable goals and create targeted instruction to improve student performance on identified areas during PLC meetings and a coaching cycle. This will be reassessed and adjusted at the end of each quarter.</li> <li>2. <b>In Progress ▾</b> During the first semester, the ELA PLC will analyze the structure of questions and tasks in released assessment items. By the end of the first semester, the PLC will identify at least</li> </ol>

		<p>three structures and/or tasks not currently used in instruction. One of these elements will be integrated into instructional practices by the end of first semester and another two will be implemented by the end of quarter three. During monthly PLC meetings, progress will be shared and reflected upon to ensure effective integration and alignment with instructional goals.</p> <p>3. <b>In Progress</b> ▾ During quarter two, the 6th grade ELA PLC will collaborate with the Learning Support Coach (LSC) in a coaching cycle to improve literary text instruction supported by SIOP strategies into their lessons. The effectiveness of this collaboration will be assessed through a pre- and post-assessment of a literary text, with the goal of at least a 10% improvement in student performance.</p>
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## 6th Grade Math Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year 6th Grade Math will increase the percentage of students meeting and exceeding standards in Mathematics from 55.7% M/E to 65.7% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 10 percentage point increase from the previous year.

**Goal Progress - Winter**  
Select One ▾

**Goal Met - Spring**  
Select One ▾

**Growth Goal:** During the 2024-2025 school year MSN will move 21% of 6th grade students to the next highest quintile.

### 2024 IAR Level of Performance

Concern: 21%  
Needs Improvement: 13%  
Average: 15%  
Above Average: 32%  
Excellent: 19%

**Goal Met**  
Select One ▾

## STRATEGIES

**Strategy 1:** Teachers will implement high-yield instructional strategies based on the greatest area of need on the IAR.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach	Data collection Student Samples PLC Notes	<ol style="list-style-type: none"> <li><b>Completed</b> ▾ By the end of August, teachers will collaboratively review IAR data to identify the top 1-2 areas of student need and revise the instructional sequence of units of study. Progress will be measured through the "Operations and Algebraic Thinking" MAP strand to track improvements in these specific areas.</li> <li><b>In Progress</b> ▾ Beginning in September, teachers will design and implement at least one activity each week related to spaced practice or previewed content that aligns with the "Major Content" standards identified by IAR. Success will be measured through warm-up results and student reflections.</li> <li><b>In Progress</b> ▾ At least weekly, teachers will integrate IAR Type I question types, such as "select all that apply," into assignments and/or assessments to enhance students' test-taking strategies. Students' performance on IAR Type I questions will be analyzed monthly to build students' acclimation of the question format.</li> </ol>

**Strategy 2:** Teachers will implement high-yield instructional strategies focused on the vocabulary needed for mathematics instruction, as well as, the students' written responses on IAR Type II and Type III questions.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach	PLC Notes Student samples	<ol style="list-style-type: none"> <li>1. In Progress ▾ By the end of each unit, teachers will design and implement one instructional activity that integrates Tier III vocabulary words, ensuring students use these words in both speaking and writing tasks. Progress will be measured through student assessments to evaluate their understanding and application of the vocabulary.</li> <li>2. In Progress ▾ Teachers will update their word wall after each unit adding new Tier III vocabulary words relevant to their current lessons, ensuring the words are visible and accessible for daily reference. Students will participate in activities that reinforce the use of these words through tasks.</li> <li>3. In Progress ▾ Teachers will meet with the Learning Support Coach monthly to collaboratively plan and refine their Tier III vocabulary lessons using SIOP strategies, focusing on one specific strategy each session. Progress will be measured through student assessments to evaluate their understanding and application of the vocabulary.</li> </ol>

**Strategy 3:** Teachers will provide students with opportunities to explain their mathematical thinking and reasoning.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach Students	PLC Notes Student Samples	<ol style="list-style-type: none"> <li>1. In Progress ▾ Teachers will implement two specific math language routines aligned with Building Thinking Classrooms (BTC) practices, focusing on enhancing student discourse and reasoning. Student understanding will be assessed through observation and performance on problem-solving tasks.</li> <li>2. In Progress ▾ Teachers will analyze IAR Type II and Type III problems throughout the year to identify at least three exemplar responses and corresponding rubrics for each problem type. Using the student results on the IAR Type II and Type III problems will help drive the teachers' instructional decisions throughout the year. Student success will be tracked from attempt 1 to attempt 2 with an intervention in between the attempts.</li> </ol>

## 7th Grade ELA Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year 7th Grade ELA will increase the percentage of students meeting and exceeding standards in English Language Arts from 71.0% M/E to 80.7% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 9.7 percentage point increase from the previous year.

**Goal Progress - Winter**

Select One ▾

**Goal Met - Spring**

Select One ▾

**Growth Goal:** During the 2024-2025 school year MSN will move 11% of 7th grade students to the next highest quintile.

### 2024 IAR Level of Performance

Concern: 32%

Needs Improvement: 6%

Average: 17%

Above Average: 30%

Excellent: 15%

**Goal Met**

Select One ▾

## STRATEGIES

**Strategy 1:** Teachers will collaborate to incorporate SIOP strategies within the classroom to better support using high-yield strategies for all learners.

**Strategy Completed:**

Select One ▾

**Who is Responsible**

**Evidence Completion**

**Action Steps/Timeline**

Teachers  
Learning Support  
Coach

SIOP strategies in  
classrooms  
Teacher  
observations  
PLC Notes

1. **In Progress ▾** By the end of the first semester, all 7th grade ELA teachers will collaborate with the Learning Support Coach during a coaching cycle to identify and learn specific SIOP strategies. Each teacher will document the use of 1-2 new strategies to incorporate into their instruction.
2. **Not Started ▾** Over the course of the school year, each 7th grade ELA teacher will observe SIOP strategies being used in at least one other classroom, with each observation scheduled by the end of the first semester. Teachers will keep notes on observed strategies and share key takeaways during PLC meetings.
3. **Not Started ▾** By the end of the first semester, the ELA PLC and the Learning Support Coach, will develop a pre-, mid-, and post-assessment vocabulary in context questions aligned with released IAR (Illinois Assessment of Readiness) questions. These questions will be used in classroom instruction and assessments, with teachers sharing feedback on student performance during PLC meetings to refine the questions and instructional approaches.

**Strategy 2:** Teachers will implement high-yield instructional strategies focused on the Tier 3 vocabulary

**Strategy Completed:**

needed for curricular instruction, as well as ensuring students understand Tier 2 vocabulary.			Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
Teachers Learning Support Coach	Assessment Results	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> By the end of 3rd quarter, 7th grade teachers will assess and explicitly teach at least 20 Tier 2 vocabulary words that frequently appear in class readings and on assessments. Teachers will administer formative assessments to measure students' understanding of these terms, aiming for at least 80% of students to demonstrate mastery by the end of 3rd quarter.</li> <li><b>In Progress ▾</b> During PLC meetings, the 7th grade team will collaborate to identify Tier 3 vocabulary from Connected95 and other curricula across content areas. By the end of each quarter, PLCs will ensure that at least 10 Tier 3 words are explicitly taught and integrated into lessons across subjects, ensuring students are familiar with subject-specific terminology.</li> </ol>	
<b>Strategy 3:</b> Teachers will incorporate PCR (Prose Constructed Response) type questions across content areas.			<b>Strategy Completed:</b> Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
Teachers	Cross Curricular PCRs (at least one per quarter per class) Student self-evaluations	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> All core content areas will incorporate at least one PCR writing assignment into their instruction each quarter, using a common rubric to assess student work. Teachers will focus on integrating Tier 2 vocabulary into the writing prompts and evaluations. The goal is for at least 80% of students to meet or exceed expectations on the rubric in each assignment.</li> <li><b>In Progress ▾</b> While teaching PCR writing, ELA teachers will utilize released exemplars at least once per semester to help students evaluate their own writing. Students will complete self-assessments using the common rubric and compare their writing to the exemplars. Teachers will track student self-evaluation scores and aim for 80% of students to accurately assess their writing by the end of the unit.</li> <li><b>Not Started ▾</b> Each month ELA, Science &amp; Social Studies teachers will discuss PCR writing scores during SIP PLC meetings to identify students who score below proficiency on PCR writings. ELA, SS, and Science teachers will develop targeted writing supports for these students, with the goal of improving their PCR scores on subsequent writing tasks. Progress will be reviewed at the next SIP PLC meeting to assess student growth.</li> </ol>	

## 7th Grade Math Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year 7th Grade Math will increase the percentage of students meeting and exceeding standards in Mathematics from 46.9% M/E to 62.8% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 15.9 percentage point increase from the previous year.

**Goal Progress - Winter**

Select One ▾

**Goal Met - Spring**

Select One ▾

**Growth Goal:** During the 2024-2025 school year MSN will move 9% of 7th grade students to the next highest quintile.

### 2024 IAR Level of Performance

Concern: 22%

Needs Improvement: 8%

Average: 16%

Above Average: 36%

Excellent: 19%

**Goal Met**

Select One ▾

## STRATEGIES

**Strategy 1:** Teachers will implement high-yield instructional strategies based on the greatest area of need on the MAP, Horizon, ACCESS, and other district assessments.

**Strategy Completed:**

In Progress ▾

**Who is Responsible**

**Evidence Completion**

**Action Steps/Timeline**

Teachers  
Students

Data collection  
PLC Notes

1. **Completed ▾** By September, teachers will review student test scores, identifying at least two key areas of need. They will then design targeted instruction to address these areas.
2. **In Progress ▾** Students will complete a weekly challenge focused on major grade-level content concepts, with each challenge designed to reinforce specific skills and topics aligned with the curriculum. Progress will be tracked with a reflection where students assess their understanding and set goals for improvement.
3. **In Progress ▾** Each month, teachers will model Type I IAR question types, such as "select all that apply," during class lessons. Students will practice these question types through sample tests, practice problems, and assessments.

**Strategy 2:** Teachers will provide students with opportunities to explain their mathematical thinking and reasoning.

**Strategy Completed:**

In Progress ▾

**Who is**

**Evidence**

**Action Steps/Timeline**



Responsible	Completion	
Teachers Students	PLC Notes Student Written Response Samples	<ol style="list-style-type: none"> <li><b>In Progress</b> Teachers will expose students to IAR Type II and Type III problems during math lessons. Students' mastery will be assessed through formative and summative assessments that evaluate their ability to solve these problems effectively, allowing for targeted feedback and support.</li> <li><b>In Progress</b> Teachers will implement mathematical language routines, such as 3-Reads and Stronger and Clearer, in their lessons at least once a week for quarters 2 &amp; 3, focusing on helping students articulate their reasoning during problem-solving tasks.</li> <li><b>Not Started</b> Students will complete a reflection assessing their accuracy and confidence in solving IAR Type II and Type III problems. Progress will be measured by tracking their self-reported scores and identifying areas for improvement.</li> </ol>
<b>Strategy 3:</b> Teachers will implement high-yield instructional strategies focused on the vocabulary needed for Mathematics instruction as well as the students' written responses on IAR Type II and Type III questions.		<b>Strategy Completed:</b> <b>In Progress</b>
Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers Learning Support Coach	PLC Notes Data Collection	<ol style="list-style-type: none"> <li><b>In Progress</b> Teachers will identify and select Tier III vocabulary words relevant to their lessons each unit, clearly outlining their definitions and context. In collaboration with students, they will develop a shared understanding of these words' usage and expectations during daily class discussion. Progress will be monitored on a Google Sheet whether the students used the vocabulary in context on summative assessments.</li> <li><b>In Progress</b> Teachers will create and maintain a word wall in their classroom featuring Tier III vocabulary words, updating it as needed with new terms related to ongoing lessons. Students will engage with the word wall during BTC lesson activities.</li> <li><b>In Progress</b> Teachers and the Learning Support Coach will collaboratively implement at least one SIOP strategy each unit during Quarters 2 &amp; 3, focusing on enhancing language support for all students. Progress will be monitored through observations and student feedback, assessing the effectiveness of these strategies on student engagement and comprehension.</li> </ol>

## 8th Grade ELA Goals and Action Plan

**Proficiency Goal:** During the 2024-2025 school year 8th Grade ELA will increase the percentage of students meeting and exceeding standards in English Language Arts from 70.3% M/E to 80.3% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 10 percentage point increase from the previous year.

**Goal Progress - Winter**  
 Select One ▾

**Goal Met - Spring**  
 Select One ▾

<b>Growth Goal:</b> During the 2024-2025 school year MSN will move 11% of 8th grade students to the next highest quintile.		<b>Goal Met</b> Select One ▾	
<b>2024 IAR Level of Performance</b> Concern: 36% Needs Improvement: 6% Average: 17% Above Average: 26% Excellent: 15%			
<b>STRATEGIES</b>			
<b>Strategy 1:</b> Eighth grade ELA, Science, and Social Studies instructors will collaboratively observe and evaluate direct instruction strategies when it comes to teaching words in context in content-area specific texts.		<b>Strategy Completed:</b> Select One ▾	
<b>Who is Responsible</b>	<b>Evidence Completion</b>	<b>Action Steps/Timeline</b>	
8th Grade ELA, Science, and Social Studies Teachers	PLC and Team Notes, Filmed Lessons	<ol style="list-style-type: none"> <li> <b>In Progress ▾</b> By the end of the school year, each 8th grade content area teacher (ELA, Science, and Social Studies) will film a minimum of one instructional segment during their assigned quarter that focuses on direct instruction or learning strategies for understanding words in context. Teachers will submit the footage to their PLC for review. The goal is for 100% of teachers to complete this by the assigned deadline within the quarter.         </li> <li> <b>In Progress ▾</b> During each quarter, the content-specific PLCs (ELA, Science, Social Studies) will review the filmed instruction within two weeks of the recording. PLC members will discuss the effectiveness of the instructional strategies and how they impact student learning. Each teacher will contribute at least one takeaway or suggestion for improvement, with the aim of enhancing vocabulary instruction within their content area.         </li> <li> <b>Not Started ▾</b> By the end of each quarter, PLC leaders will report findings from the instructional footage reviews during a joint PLC meeting with ELA, Science, and Social Studies teachers. Leaders will share at least two key insights or recommendations for improving vocabulary instruction in context across content areas. The goal is for the joint PLC to establish at least one actionable step per quarter based on the findings.         </li> </ol>	
<b>Strategy 2:</b> Eighth grade ELA, Science, and Social Studies instructors will conduct data cycles within our PLCs focusing on already constructed PCR-aligned assessments to inform instruction by IAR modeled performance tasks.		<b>Strategy Completed:</b> Select One ▾	
<b>Who is</b>	<b>Evidence</b>	<b>Action Steps/Timeline</b>	

Responsible	Completion	
8th Grade ELA, Science, and Social Studies Teachers	PLC and Team Notes,	<ol style="list-style-type: none"> <li><b>In Progress</b> - By the end of the first semester, ELA, Social Studies, and Science PLCs will identify and integrate at least two opportunities in their respective curricula to incorporate writing tasks modeled after the IAR (Illinois Assessment of Readiness) writing prompts. Each PLC will aim to implement at least one modeled writing task per quarter in their instruction and evaluate its alignment with IAR expectations during PLC meetings.</li> <li><b>In Progress</b> - Over the course of the school year, each PLC will conduct a complete data cycle on student writing at least once per semester. PLCs will analyze patterns in student writing to identify areas of need, focusing on skills such as evidence-based writing or use of Tier 2 vocabulary. PLCs will document findings and create an action plan by the end of the first semester to address the identified needs.</li> <li><b>In Progress</b> - After conducting the data cycle, each PLC (ELA, Social Studies, and Science) will design and administer a follow-up assessment within two months to measure student growth in the identified area of need. The goal is for 80% of students to show improvement in the targeted writing skill, and PLCs will review the results during a joint PLC meeting to adjust instructional strategies as needed for the next cycle.</li> </ol>

**Strategy 3:** ELA Teachers will implement high-yield instructional strategies based on the area of need-literary text.

**Strategy Completed:**  
**Select One** ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
8th Grade ELA, Science, and Social Studies Teacher	PLC and Team Notes	<ol style="list-style-type: none"> <li><b>In Progress</b> - By the end of the first semester, the ELA PLC will analyze trends in school data (assessment scores, benchmarks, etc.) with the Director of Curriculum and Assessment to identify at least two areas of opportunity within the literary text standards. The PLC will set specific instructional goals to address these areas and implement targeted strategies in literary text instruction. Progress on these goals will be reviewed in monthly PLC meetings, with the aim of improving student performance in literary text comprehension by at least 10% on quarterly assessments.</li> <li><b>Not Started</b> - By the end of the second quarter, the ELA PLC will review and analyze the structure and tools used in released IAR items related to literary text. The PLC will select at least two new structures or tools not currently used in their instruction and incorporate them into lessons by the end of the semester. Teachers will evaluate the effectiveness of these tools during PLC meetings and adjust instruction as necessary based on student performance data.</li> <li><b>Not Started</b> - Throughout the school year, the ELA PLC will collaborate with the Learning Support Coach (LSC) in a coaching cycle to enhance literary text instruction by integrating at least two SIOP (Sheltered Instruction Observation Protocol) strategies. By the end of the first semester, each teacher will implement at least one new SIOP strategy in their instruction, with the goal of improving student engagement and comprehension of literary texts. Progress and feedback will be shared during PLC</li> </ol>

		meetings, with adjustments made based on classroom observations and student data.
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8th Grade Math Goals and Action Plan		
<b>Proficiency Goal:</b> During the 2024-2025 school year 8th Grade Math will increase the percentage of students meeting and exceeding standards in Mathematics from 59.2% M/E to 74.8% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 15.6 percentage point increase from the previous year.		<b>Goal Progress - Winter</b> Select One ▾
<b>Growth Goal:</b> During the 2024-2025 school year MSN will move 10% of 8th grade students to the next highest quintile.  <u>2024 IAR Level of Performance</u> Concern: 18% Needs Improvement: 9% Average: 14% Above Average: 32% Excellent: 28%		<b>Goal Met - Spring</b> Select One ▾
STRATEGIES		
<b>Strategy 1:</b> Teachers will implement high-yield instructional strategies based on the greatest area of need on the IAR.		<b>Goal Met</b> Select One ▾
<b>Strategy 1:</b> Teachers will implement high-yield instructional strategies based on the greatest area of need on the IAR.		<b>Strategy Completed:</b> In Progress ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers	Student 4th week assessment results.	1. <b>Completed ▾</b> By September, Teachers will review student test scores, identifying a key area of need. They will then design targeted, spiraled instruction to address this area. 2. <b>In Progress ▾</b> Teachers will incorporate Delta Math's Spiral of Standards into their weekly lessons, focusing on one "Major Content" concept identified by IAR each week during Quarters 1, 2, & 3. Student mastery will be measured through weekly practice and monthly assessments allowing teachers to adjust instruction based on individual needs and performance. 3. <b>In Progress ▾</b> Teachers will integrate IAR Type I question types, such as "select all that apply," into their daily practice by including these questions in assessments and class activities at least once a unit for Quarters 2 & 3. Students will be exposed to spaced practice related to current Math content. Teachers will monitor student success through practice and observations in order to provide additional instruction as needed.

<b>Strategy 2:</b> Teachers will provide students with opportunities to explain their mathematical thinking and reasoning while using vocabulary needed for written responses on IAR Type II and Type III questions.			<b>Strategy Completed:</b> In Progress ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
Teachers & Students	Student work examples and google form reflection	<ol style="list-style-type: none"> <li>1. In Progress ▾ Quarterly, teachers will provide students with IAR Type II or Type III problems. Students will reflect on their accuracy and understanding after each session based on the IAR rubric and released student exemplars.</li> <li>2. In Progress ▾ Teachers will implement math language routines aligned with Building Thinking Classrooms (BTC) practices, focusing on enhancing student discourse and reasoning in order to build up their capacity to use math vocabulary naturally. Students will complete a google form after each problem to reflect on their scores.</li> </ol>	

## Special Populations ELA Goals and Action Plan - ML

<b>Proficiency Goal:</b> During the 2024-2025 school year MSN will increase the percentage of ML students meeting and exceeding standards in English Language Arts from 27.2% M/E to 39.5% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 12.3 percentage point increase from the previous year.	<b>Goal Progress - Winter</b> Select One ▾	<b>Goal Met - Spring</b> Select One ▾
<b>Growth Goal:</b> During the 2024-2025 school year MSN will move 9% of all ML students to the next highest quintile.  <u>2024 IAR Level of Performance</u> Concern: 32% Needs Improvement: 7% Average: 12% Above Average: 28% Excellent: 22%	<b>Goal Met</b> Select One ▾	

## STRATEGIES

<b>Strategy 1:</b> Multilingual Teachers will continue building their Collective Teacher Efficacy in order to enhance Multilingual instructional opportunities.			<b>Strategy Completed:</b> Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	

Building Administration Multilingual Teachers Speech/Language Pathologist Special Education Teachers	PLC notes Lesson Plans Staff Meetings	<ol style="list-style-type: none"> <li>1. <b>In Progress</b> ▾ During staff meetings, Multilingual Teachers will support staff with the use of ELLevation instructional strategies for Multilingual Learners (MLs).</li> <li>2. <b>In Progress</b> ▾ By the end of the school year, Multilingual Teachers will attend at least 80% of core content department and weekly PLC meetings when time allows, contributing at least one instructional strategy or adjustment per meeting to benefit ML students. Participation and contributions will be tracked through meeting minutes, and teachers will reflect on the impact of these strategies in quarterly reviews.</li> <li>3. <b>In Progress</b> ▾ The Bilingual and/or EL Teacher(s) will participate in 100% of MTSS (Multi-Tiered System of Supports) and IEP (Individualized Education Program) meetings involving ML students throughout the school year. During these meetings, the teacher will advocate for appropriate instructional supports, track attendance, and ensure that recommendations for ML students are implemented effectively in the classroom.</li> <li>4. <b>In Progress</b> ▾ Multilingual Teachers and a building administrator will meet quarterly to discuss the ML program and review student data with state and district assessments. The team will identify areas of growth and adjust instruction based on the data, with the goal of improving language proficiency and academic achievement for ML students by at least 10% by the end of the school year, as measured by the ACCESS assessment and the Progress to Proficiency (PtP).</li> <li>5. <b>In Progress</b> ▾ Quarterly, the Multilingual teachers, Special Education teachers, and Speech/Language Pathologist will collaborate on best instructional needs for Multilingual students.</li> </ol>
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**Strategy 2:** Multilingual teachers and core teachers will collaborate on high-yield instructional practices to support the reading and understanding of text in ELA and Social Studies classes.

**Strategy Completed:**  
**Select One** ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Multilingual Teachers Classroom Teachers	Lesson Plans Sample Student Work Students assessment data	<ol style="list-style-type: none"> <li>1. <b>In Progress</b> ▾ By the end of the school year, ML teachers will co-teach with 6th and 7th grade ELA and Social Studies teachers at least two times per week. During co-teaching sessions, ML teachers will focus on supporting language development through scaffolding and vocabulary instruction, with the goal of increasing ML student engagement and comprehension in core content areas. Progress will be assessed through quarterly reviews of student work and assessments, with at least 80% of ML students demonstrating improved proficiency on classroom assessments and district assessments of grade-level material.</li> <li>2. <b>In Progress</b> ▾ ML teachers will provide small group instruction for 6th and 7th grade ML students pulled out of co-taught ELA and Social Studies classes 2-3 times per week. The focus will be on reading comprehension and writing skills. By the end of the school year, experienced ML students participating in small group instruction will show at least a 10% improvement in reading comprehension and writing as measured by CER writing assessments and classroom performance.</li> <li>3. <b>Not Started</b> ▾ By the end of the school year, ML teachers will research and implement at least two</li> </ol>

		<p>supplemental resources (e.g., CommonLit, AI technologies) to support ML students' reading and comprehension skills. These resources will be integrated into self contained, small group instruction, and co-taught lessons, with progress tracked through classroom reading assessments and the ACCESS test (reading and writing). The goal is for 80% of experienced ML students to demonstrate improved reading comprehension skills by the end of the school year.</p> <p>4. <b>Completed</b> ▾ At the quarterly review meeting, ML teachers will discuss students in the self-contained ELA &amp; Social Studies courses who are ready to be placed in non-language specific grade level courses. The success of the students will be noted by ML teacher observation, student independent work, and classroom assessments.</p>
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**Strategy 3:** Multilingual Teachers will provide support for language proficiency & SEL for Newcomers during an assigned homeroom.

**Strategy Completed:**  
Select One ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Multilingual Teachers Multilingual Students	Student Progress monitoring of	<ol style="list-style-type: none"> <li><b>Completed</b> ▾ By the end of the first quarter, ML teachers will implement a newcomer program during homeroom that provides targeted language support for newly arrived Multilingual Learners (MLs). This program will meet daily during homeroom, focusing on basic English language skills across the four language domains (Speaking, Reading, Listening, Writing). Progress will be measured through teacher notes and observations of student participation.</li> <li><b>Completed</b> ▾ At the beginning of the year, ML teachers will implement a resource period for students scoring 3.5 or above on the Literacy Composite of the ACCESS test. This resource period will focus on strengthening academic vocabulary and supporting content comprehension in core subjects. The goal is for at least 75% of participating students to improve by 0.4 points or more on the Literacy Composite on the ACCESS test for 7th and 8th graders and an improvement of 0.3 points for 6th graders by the end of the school year.</li> <li><b>In Progress</b> ▾ Throughout the school year, ML teachers will intentionally spiral core content instruction each week, integrating one of the four language domains (Speaking, Reading, Listening, Writing) with core subjects. For example, Week 1 will focus on Speaking + Social Studies, Week 2 on Speaking + ELA, and so on. Teachers will monitor progress through qualitative data such as student samples, participation in group work, and student led presentations.</li> </ol>

## Special Populations Math Goals and Action Plan - ML

**Proficiency Goal:** During the 2024-2025 school year MSN will increase the percentage of ML students meeting and exceeding standards in Math from 14.8% M/E to 24.7 % M/E as measured by the Illinois

**Goal Progress - Winter**

**Goal Met - Spring**  
Select One ▾



Assessment for Readiness (IAR). This will be a 9.9 percentage point increase from the previous year.		Select One ▾	
<b>Growth Goal:</b> During the 2024-2025 school year MSN will move 8% of all ML students to the next highest quintile.  <u>2024 IAR Level of Performance</u> Concern: 25% Needs Improvement: 9% Average: 17% Above Average: 24% Excellent: 25%		<b>Goal Met</b> Select One ▾	
STRATEGIES			
<b>Strategy 1:</b> Multilingual Teachers will continue building their Collective Teacher Efficacy in order to enhance Multilingual instructional opportunities.		<b>Strategy Completed:</b> Select One ▾	
<b>Who is Responsible</b>	<b>Evidence Completion</b>	<b>Action Steps/Timeline</b>	
Building Administration Multilingual Teachers Speech/Language Pathologist Special Education Teachers	PLC notes Lesson Plans Staff Meetings	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> During staff meetings, Multilingual Teachers will support staff with the use of ELlevation instructional strategies for Multilingual Learners (MLs).</li> <li><b>In Progress ▾</b> By the end of the school year, Multilingual Teachers will attend at least 80% of Math department and weekly PLC meetings when time allows, contributing at least one instructional strategy or adjustment per meeting to benefit ML students. Participation and contributions will be tracked through meeting minutes, and teachers will reflect on the impact of these strategies in quarterly reviews.</li> <li><b>In Progress ▾</b> The Bilingual and/or EL Teacher(s) will participate in 100% of MTSS (Multi-Tiered System of Supports) and IEP (Individualized Education Program) meetings involving ML students throughout the school year. During these meetings, the teacher will advocate for appropriate instructional supports, track attendance, and ensure that recommendations for ML students are implemented effectively in the classroom.</li> <li><b>In Progress ▾</b> Multilingual Teachers and a building administrator will meet quarterly to discuss the ML program and review student data with state and district assessments. The team will identify areas of growth and adjust instruction based on the data, with the goal of improving language proficiency and academic achievement for ML students by at least 10% by the end of the school year, as measured by the ACCESS assessment and the Progress to Proficiency (PtP).</li> <li><b>In Progress ▾</b> Quarterly, the Multilingual teachers, Special Education teachers, and Speech/Language Pathologist will collaborate on best instructional needs for Multilingual students.</li> </ol>	



<b>Strategy 2:</b> Multilingual teachers and core teachers will collaborate on high-yield instructional practices to support the reasoning and understanding in Mathematics classes.			<b>Strategy Completed:</b> Select One ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
Multilingual Teachers Classroom Teachers	Lesson Plans Sample Student Work Students assessment data	<ol style="list-style-type: none"> <li><b>Completed ▾</b> By the end of the first semester, Multilingual (ML) teachers will co-teach in 6th and 7th grade Math classes daily. During these sessions, ML teachers will focus on supporting ML students' comprehension and application of Math vocabulary and concepts. Success will be measured by at least a 10% improvement in ML students' math performance, as indicated by formative assessments and classwork.</li> <li><b>In Progress ▾</b> ML teachers will implement Math Language Routines and SIOP strategies to help ML students explain their reasoning in written math responses at least twice per week. By the end of the school year, 70% of experienced ML students will show progress in articulating their mathematical thinking in writing, as measured by their portfolio of written work and teacher assessments.</li> <li><b>Completed ▾</b> By the end of August, ML teachers will analyze MAP and ACCESS data to identify 8th grade ML students scoring below a 3.5 Lit composite and below 30% on MAP. Based on this analysis, ML teachers will create a self-contained Math class tailored to meet the needs of these students, with progress monitored through portfolio reviews and quarterly assessments. The goal is for at least 70% of the experienced ML students in this self-contained class to show measurable improvement on IAR math assessments at the end of the school year.</li> </ol>	

## World Language ELA Action Plan

<b>Proficiency Goal:</b> During the 2024-2025 school year MSN will increase the percentage of students meeting and exceeding standards in English Language Arts from 69.8% M/E to 80.8% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 11 percentage point increase from the previous year.	<b>Goal Progress - Winter</b> Select One ▾	<b>Goal Met - Spring</b> Select One ▾
<b>Growth Goal:</b> During the 2024-2025 school year Middle School North will move 13% of students to the next highest growth band.  <u>2024 IAR Level of Performance</u> Concern: 33% Needs Improvement: 6% Average: 17% Above Average: 29% Excellent: 15%	<b>Goal Met</b> Select One ▾	

## STRATEGIES

**Strategy 1:** Eighth grade students will use Tier II and Tier III vocabulary to create well organized, extended responses with complex sentences.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers, Students	Rubric, Student exemplars, Data collection	<ol style="list-style-type: none"> <li>1. In Progress ▾ By the end of the first quarter, 8th grade World Language teachers will gather and analyze data on students' writing abilities using the department's 3-tier rubric (basic, advanced, exceeding). This assessment will be completed for 100% of students, and the data will be used to identify individual areas of need in writing complexity and organization. Teachers will share this data with students to set personalized writing goals.</li> <li>2. In Progress ▾ By the end of the first semester, 100% of students will be instructed on how to self-assess their writing based on the rubric tiers. Students will review at least three exemplar pieces representing each tier (basic, advanced, exceeding) and use these models to improve their writing. Teachers will monitor progress by having students complete at least two self-assessments during the semester, with the goal of 25% of students advancing at least one tier level by the end of the semester.</li> <li>3. In Progress ▾ Throughout the school year, World Language teachers will progress-monitor students' writing, providing additional instruction and opportunities for improvement. By the end of each quarter, teachers will provide at least one targeted writing intervention for students who are not progressing. The goal is for 80% of students to demonstrate measurable growth in writing organization and complexity by the end of the school year, as tracked by unit assessments.</li> </ol>

**Strategy 2:** Seventh grade students will demonstrate a variety of strategies to identify meaning of unknown vocabulary in text and listening activities/assessments.

**Strategy Completed:**  
In Progress ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers, Instructional Coach	Rubric, Data collection	<ol style="list-style-type: none"> <li>1. In Progress ▾ By the end of the first semester, teachers will collaborate with the Instructional Coach to analyze released IAR vocabulary in context questions. At least two sessions will be held to evaluate how to model similar questions within their content areas. The goal is for teachers to implement at least one modeled vocabulary in context question per unit, and student understanding will be assessed through formative assessments.</li> <li>2. Completed ▾ By the end of the first quarter, teachers will collaborate to create a rubric that identifies strategies students use when interpreting the meaning of unknown words in text or listening activities.</li> <li>3. In Progress ▾ Throughout the school year, teachers will implement strategies from SIOP training to assist students in interpreting unfamiliar vocabulary in reading and listening tasks. Teachers will use at least two instructional SIOP strategies per unit and one assessment. Progress will be measured by student performance on reading comprehension and vocabulary assessments. The goal is for 80% of students to show growth in their ability to interpret unknown words by the end of the year.</li> </ol>

		4. <b>In Progress</b> - FAA and WL SIP Chairs will meet quarterly to build collective efficacy around vocabulary in context and to analyze student data and discuss strategies for improving vocabulary growth. By the end of the school year, the group will identify and implement at least two targeted strategies for student growth based on data trends, with the goal of increasing student performance in vocabulary identification across all content areas.
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## Fine and Applied Arts ELA Action Plan

**Proficiency Goal:** During the 2024-2025 school year MSN will increase the percentage of students meeting and exceeding standards in English Language Arts from 69.8% M/E to 80.8% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 11 percentage point increase from the previous year

**Goal Progress - Winter**

Select One ▾

**Goal Met - Spring**

Select One ▾

**Growth Goal:** During the 2024-2025 school year Middle School North will move 13% of students to the next highest growth band.

### 2024 IAR Level of Performance

Concern: 33%

Needs Improvement: 6%

Average: 17%

Above Average: 29%

Excellent: 15%

**Goal Met**

Select One ▾

## STRATEGIES

**Strategy 1:** In Eighth grade classes, teachers will implement high-yield instructional strategies focused on the Tier III vocabulary needed for curricular instruction, as well as ensuring students understand Tier II vocabulary.

**Strategy Completed:**

Select One ▾

Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers and Instructional Coach	Canvas/Word Wall of Tier II	<ol style="list-style-type: none"> <li><b>Select One</b> ▾ By the end of the second quarter, teachers will write at least one question prompt that includes a Tier II vocabulary word. Teachers will share the expectations of the students' responses to that Tier II vocabulary word in their specific content area.</li> <li><b>Select One</b> ▾ By the end of first semester, FAA teachers will make Tier III vocabulary words and their meanings accessible to all students by posting them on Canvas and/or displaying them in the classroom. ML Student understanding of Tier III vocabulary will be assessed through formative quizzes or written prompts, with 80% of ML students demonstrating improved comprehension and engagement by the end of the quarter.</li> </ol>

		<ol style="list-style-type: none"> <li>3. <b>Select One ▾</b> By the end of the second quarter, teachers will create a rubric to assess students' understanding of the expectations of Tier II vocabulary and the usage of Tier III vocabulary in context. Quarterly, teachers will discuss and adjust the rubric as needed.</li> <li>4. <b>Select One ▾</b> Each quarter, teachers will collect student data on the written responses and vocabulary in context. Student understanding will be assessed through formative quizzes and classroom activities. The goal is for 80% of ML students to demonstrate increased comprehension of the technical vocabulary by the end of each unit.</li> </ol>
<b>Strategy 2:</b> Seventh grade students will demonstrate a variety of strategies to identify the meaning of unknown vocabulary in text activities.		<b>Strategy Completed:</b> <b>Select One ▾</b>
Who is Responsible	Evidence Completion	Action Steps/Timeline
Teachers and Students	Canvas Rubric	<ol style="list-style-type: none"> <li>1. <b>Not Started ▾</b> By the end of the first semester, teachers will collaborate with the Learning Support Coach to analyze released IAR vocabulary in context questions. Teachers will work with the LSC to discuss coaching opportunities around vocabulary in context. The goal is for teachers to implement at least one modeled vocabulary in context question per unit, and student understanding will be assessed through formative assessments.</li> <li>2. <b>Not Started ▾</b> FAA and WL SIP Chairs will meet quarterly to build collective efficacy around vocabulary in context and to analyze student data and discuss strategies for improving vocabulary growth. By the end of the school year, the group will identify and implement at least two targeted strategies for student growth based on data trends, with the goal of increasing student performance in vocabulary identification across all content areas.</li> <li>3. <b>Not Started ▾</b> By the end of the second quarter, teachers will collaborate to create a rubric that identifies strategies students use when interpreting the meaning of unknown words in text as well as explaining or providing evidence to their answer. The rubric will be applied in at least two assessments per quarter to monitor students' ability to apply vocabulary strategies. The goal is for 80% of ML students to demonstrate improvement in using strategies, as measured by rubric scores.</li> </ol>

## PE Math Action Plan

**Proficiency Goal:** During the 2024-2025 school year MSN will increase the percentage of students meeting and exceeding standards in Math from 51.2% M/E to 60.2% M/E as measured by the Illinois Assessment for Readiness (IAR). This will be a 9 percentage point increase from the previous year.

**Goal Progress - Winter**  
**In Progress ▾**

**Goal Met - Spring**  
**No ▾**

**Growth Goal:** During the 2024 - 25 school year Middle School North will move 13% of students to the next

**Goal Met**

<p>highest quintile.</p> <p><u>2024 IAR Level of Performance</u></p> <p>Concern: 20%</p> <p>Needs Improvement: 10%</p> <p>Average: 15%</p> <p>Above Average: 33%</p> <p>Excellent: 22%</p>			In Progress ▾
STRATEGIES			
<b>Strategy 1:</b> Students will increase their ability to use mathematics vocabulary in relation to their utilization of heart rate monitors, monitoring their heart rates, and graphing their heart rates.			<b>Strategy Completed:</b> Not Started ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
PE Teachers Math Teacher Students	Lessons that incorporate graphs and/or student data and responses	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> By the end of each unit, students will use heart rate monitors to track their fitness progress and calculate averages, maximum heart rates, and percentages related to their personal fitness goals. 100% of students will record their heart rate data in at least four lessons per unit, with a goal of 80% of students demonstrating improvement in accurately tracking and interpreting their heart rate data.</li> <li><b>Not Started ▾</b> By the end of the first semester, PE teachers will meet with 6th grade math teachers at least twice to ensure that the terminology and number system concepts used in PE lessons are consistent with the IAR questions and the current 6th grade math curriculum. This collaboration will result in at least one updated lesson that incorporates these concepts.</li> <li><b>Not Started ▾</b> Throughout the school year, students will have at least one opportunity per unit to graph data related to their physical activity, such as heart rate or fitness test results. The goal is for 85% of students to create accurate graphs demonstrating understanding of graphing concepts, as assessed by a rubric, by the end of each unit.</li> </ol>	
<b>Strategy 2:</b> Enhance lessons which will include teaching how to find the relationship between average heart rate with the number of running laps that are completed.			<b>Strategy Completed:</b> Not Started ▾
Who is Responsible	Evidence Completion	Action Steps/Timeline	
PE teachers Math teachers Students	Pre-assessment data Student reflection	<ol style="list-style-type: none"> <li><b>In Progress ▾</b> By the end of the first semester, PE teachers will meet with a 7th grade math teacher to discuss students' current understanding of averages and percentages. This collaboration will result in PE teachers increased understanding of 7th grade math standards and how they can integrate</li> </ol>	

		<p>math concepts into PE lessons.</p> <ol style="list-style-type: none"> <li>2. <b>Not Started</b> ▾ By the end of the first semester, PE teachers will enhance a lesson to include the use of averages and percentages, aligning with the 7th grade math curriculum. Students will apply these math skills by calculating averages and percentages from their performance data (e.g., heart rate, fitness test results) in these lessons. The goal is for 80% of students to demonstrate understanding of these concepts, as measured by a formative assessment.</li> <li>3. <b>Not Started</b> ▾ 7th grade PE students will set a personalized goal based on data from the heart rate sensors. Students will progress monitor weekly how they are doing in relation to the goal they set. At the end of the quarter, students will self reflect using a Google Form on their success during the unit.</li> </ol>
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