

# Edison School Improvement Plan 2020-2021

## Building Snapshot

School Name	Edison Middle School
School Address	306 W. Green St.
Principal Name	Angela Schoonover

## Members of School Improvement Leadership Team

Name	Role
Angela Schoonover	Principal
Kyle Freeman	Associate Principal
Joel Burgener	Assistant Principal
Sonny Walker	Dean of Students
Jessica Lehmkuhl	Interim Dean of Students
Din Seto	Instructional Coach
Shannon Barkley	Teacher
Amanda Cliburn	Teacher
Jacqueline Hammond	Teacher
Matt Budzyn	Teacher
Matt Sly	Teacher

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, Two or More Races, English Learners (ELL), Children with Disabilities (CWD), and/or Low Income)

**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**

[Edison Middle 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
Edison Middle School	45% (7, 52)	37% (6, 43)
Franklin Middle School	34% (10, 44)	38% (3, 41)
Jefferson Middle School	39% (9, 48)	33% (4, 37)
Urbana Middle School	25% (7, 32)	25% (4, 29)
Stephen Decatur Middle School	13% (6, 19)	6% (1, 7)
Northridge Middle School	20% (7, 27)	18% (2, 20)
Benjamin Franklin Middle School	41% (20, 61)	39% (7, 46)
Lincoln Magnet School	34% (38, 72)	49% (10, 59)
Washington Middle School	9% (6, 15)	10% (2, 12)
US Grant Middle School	16% (11, 27)	14% (3, 17)

**Identify the Black/White achievement gaps**

Content	% of Gap between Black/White
ELA	45%
Math	37%

**Identify the SPED achievement gaps**

Content	% of Gap between SPED
ELA	30%
Math	25%

**Identify the Emerging Bilingual/White achievement gaps**

Content	% of Gap between Emerging Bilingual/White
ELA	51%
Math	43%

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

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

Our school has the 2nd largest achievement gap between black/white students of the middle 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
The percentage of chronic absenteeisms has decreased from 22% in 2018 to 14% in 2020.	Illinois Report Card - Academic Progress IAR
The percentage of students meeting or exceeding on the IAR for the past two years has been greater than other Unit 4 middle schools (2019 46% vs. 42%) (2018 58% vs. 43%)	Illinois Report Card - Academic Progress IAR
Our Black students achieved at a higher rate (6%) on the Math IAR than Black students across Unit 4 middle schools (3% & 4%) on Math IAR.	Illinois Report Card - Academic Progress IAR

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
There is a 45% gap between our Black (7%) and White (51%) students who met or exceeded on the Math IAR and 39% gap between our Black (6%) and White (43%) students who met or exceeded on the ELA IAR.	Illinois Report Card - Academic Progress IAR
The percent of students meeting and exceeding on the IAR for all subgroups is lower than the state average for both Math (24% vs. 32%) and ELA (29% vs. 38%)	Illinois Report Card - Academic Progress IAR
The response rate for Students (81%) and Teachers (63.8%) on the Climate Survey is lower than the state response rate for students (84.4%), and teachers (79.8%)	Illinois Report Card - Academic Progress IAR
The growth percentile for all subgroups in both the Math IAR and ELA IAR is less than the growth percentiles for all	Illinois Report Card - Academic Progress IAR

subgroups across Unit 4 middle schools and the state.	
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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
Tutors	Leveraging opportunities through the University of Illinois to provide additional tutoring opportunities to students identified as benefitting from them.
Parent Advisory Team	In developing an inclusive and representative advisory team, we can increase in involvement and engagement with families of Black students.
5th-6th Transition	Create a system of dialogues to improve the transition from 5th grade to 6th grade by connecting teachers at our feeder elementaries to our teachers to increase understanding of both past and future student expectations.
Partnership with Parkland College	Utilize Parent Liaison to partner with Parkland College and their Latinx resources, including Club Latino, to connect and engage our Latinx students and their families.

**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, 45.09% of Black, 40% of MLL, 39.93% of CWD, 47.46% of Low Income, and 58.28% of Multi Racial students will meet the proficiency target in the subject area of ELA on IAR. Additionally, by Spring 2022, 41.62% of Black, 41.92% of MLL, 39.13% of CWD, 44.68% of Low Income, and 54.68% of Multi Racial students will meet the proficiency target in the subject area of Math on IAR.

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"> <li>Edison staff will grow professionally using effective CRT and differentiated classroom strategies backed by research.</li> <li>Edison staff will provide differentiated instruction in their content.</li> <li>Edison staff will utilize data to inform student growth and attainment.</li> <li>Edison staff will provide timely and specific feedback on formative and summative assessments.</li> </ul>	<p>100% of teachers will implement instructional strategies that allow for differentiation, student choice, and multiple pathways to student achievement. As evidenced by teacher walkthroughs and the teacher evaluation process.</p> <p>100% of teachers will utilize data to inform their instruction and use that data to properly place students in research-based interventions. As evidenced by grade level/team agendas, collaboration agendas.</p>	<ul style="list-style-type: none"> <li>Map Benchmark Testing</li> <li>IAR</li> <li>Progress Monitoring Data</li> <li>Exact Path</li> </ul>

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,	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)

				2021)		
Monthly SILT meetings connected to our SMART goals.	SILT meeting agendas and minutes.	SILT Committee	Monthly			
Identify 2-3 high yield instructional strategies connected to Danielson Framework in consultation with the Teaching and Learning Department.	50 walkthroughs completed and data shared	Admin Team/ SLAE Committee	Fall 2020-Planning Spring 2021-Shared Spring 2021-Fall 2021-progress monitoring			
Identify and implement instructional strategies that allow for differentiation, student choice, and multiple pathways to student achievement.	50 walkthroughs completed and data shared	Admin Team/ SLAE Committee	Fall 2020-Planning Spring 2021-Shared Spring 2021-Fall 2021-progress monitoring			
Bi-Weekly collaboration meetings around student data (MAP, ARC, SBG, Aims-Web, Exact Path) and interventions. Use this data to correctly place students, create intentional plans for intervention, and continuously monitor data and intervention.	Meeting Agendas and MAP, ARC, SBG, & Progress Monitoring Data	Administration and teachers	Weekly from Spring 2021 through Fall 2021			
Utilize our data team to desegregate and analyze Panorama and MAP data to inform staff for recommendations on next steps.	Data team meeting agendas and MAP &	Data team	Monthly starting in March 2021 through			



	Panorama data.		December 2021			
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### SMART GOAL #2

**School SMART Goal #2** By Spring 2022, 45.09% of Black, 40% of MLL, 39.93% of CWD, 47.46% of Low Income, and 58.28% of Multi Racial students will meet the proficiency target in the subject area of ELA on IAR. Additionally, by Spring 2022, 41.62% of Black, 41.92% of MLL, 39.13% of CWD, 44.68% of Low Income, and 54.68% of Multi Racial students will meet the proficiency target in the subject area of Math on IAR.

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"> <li>• Edison staff will grow professionally using effective CRT and differentiated classroom strategies backed by research.</li> <li>• Edison staff will provide differentiated instruction in their content.</li> <li>• Edison staff will utilize data to inform student growth and attainment.</li> <li>• Edison staff will provide timely and specific feedback on formative and summative assessments.</li> </ul>	<p>100% of teachers will implement instructional strategies that allow for differentiation, student choice, and multiple pathways to student achievement as evidenced by classroom walkthroughs, student surveys, and the teacher evaluation process.</p> <p>100% of teachers will utilize data to inform their instruction and use that data to properly place students in research based interventions as evidenced by classroom walkthroughs and Grade Level/Team agenda/notes.</p>	<ul style="list-style-type: none"> <li>• Map Benchmark Testing</li> <li>• IAR</li> <li>• Progress Monitoring Data</li> <li>• Exact Path</li> <li>• SBG Progress Reports</li> </ul>

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data	Person(s) Responsible	Timeline (Specific dates,	Indicator of Implementation (How do you know the	Indicator of Implementation (How do you know the	Indicator of Implementation (How do you know the
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	Sources		weeks, quarters, months, semester, year)	action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)	action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)	action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)
Provide professional development on culturally relevant teaching and differentiation incorporating strategies for practical application in the classroom. Teachers will implement the professional development strategies and resources in their classrooms.	PD Agenda and Presentations	SILT Committee	Spring 2021-Fall 2021			
Create professional development that focus on specific roles/content areas and are differentiated to meet the needs of educators. Teachers will implement the professional development strategies and resources in their classrooms.	PD Agenda and Presentations	SILT Committee	Spring 2021-Fall 2021			
Provide professional development opportunities around student traumatic response/behavior for staff.	SIP Agenda	SEL & PD Committee	SY 2022- August, October, January, May SIP			

**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 the end of the school year 2021-2022 on the IQFR, at least 51%-89% (Accomplished) of staff at Edison Middle school will implement authentic social and emotional learning experiences in classrooms and different spaces within

the school to create a climate that consistently contributes to an inclusive learning community (II.C.3)

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?
<ol style="list-style-type: none"> <li>Develop age appropriate lessons to address social emotional needs of students based on data and share with staff.</li> <li>Provide professional development on culturally relevant teaching, incorporating strategies for practical application in the classroom.</li> </ol>	<p>Adults will use data and learned skills to support student needs centered around trauma-based emotional supports. As evidenced by staff and student surveys.</p> <p>Teachers will have access to social emotional learning lessons that are culturally and developmentally appropriate with a goal of implementing these lessons in their classroom during the 2021-2022 school year. As evidenced by the SEL Curriculum Calendar and student surveys.</p>	<ul style="list-style-type: none"> <li>Student data (Panorama, Student surveys, behavioral data, etc.) will reflect an increase in feelings of community and safety within the school setting.</li> <li>Can be measured using student data after the implementation stage.</li> </ul>

<b>Actions/Activities to carry out the Objective of the SMART Goal</b>	<b>Indicator of Success/ Data Sources</b>	<b>Person(s) Responsible</b>	<b>Timeline (Specific dates, weeks, quarters, months, semester, year)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (April 30, 2021)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (June 30, 2021)</b>	<b>Indicator of Implementation (How do you know the action/activity is working?) To be completed during Progress Monitoring Meetings (October 30, 2021)</b>
Provide professional development opportunities around student traumatic response/behavior for staff.	SIP Agenda	SEL & PD Committee	SY 2022- August, October SIP			

Research a minimum of 5 culturally relevant and developmentally appropriate resources and teach them as supplemental lessons within the current SEL curriculum.	Credible re/sources	SEL Committee	Research: December 8-January 12, 2021. Teach: March-December 2021			
Create a menu of options that infuse authentic social and emotional learning experiences at school to distribute to teachers and implement	Menu created at shared with staff	SLAE Committee	December 2021			
Develop a program to improve student teacher relationships at Edison by promoting student/teacher mentorship.	Development of plan for implementation	Equity Team Member	March 1 - 31, 2021			

### EQUITY GOAL

**Equity Goal** By the end of the SY 2021, the equity team will identify 3 barriers for black students and their families (i.e. systems, practices, and mindsets) to increase engagement/access/trust for our black families.

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, all staff will engage in 3 equity modules (along with pre/post activities) designed to address root cause, implicit bias, and equity.	Jan 4, March 16, prior to May 24	Principal	100% of staff engage in Modules A, B, C (attendance)	April 30 and June 30, 2021

Identify and remove barriers for black students by developing focus groups for students, guardians, and staff that specifically identifies barriers and to seek out information that addresses the needs and supports of students.	May 2021	Equity Committee	5% of families from IAR subgroups will participate	May 2021
Based on feedback from focus groups and survey data, develop parent outreach and support opportunities to remove barriers and meet the needs of a diverse student population.	September 2021	Equity Committee	Parent attendance at outreach events increased by 50%	September 2021
Decrease the number of black students who reported some strengths in less than half of the SEL Topics in the Panorama survey (40 to 20 students)	September 2021 December 2021	Edison Teachers and Staff	Students reporting no strengths decreased by 50%	December 2021
Identify anti-racism training that members of the Equity Committee can attend summer 2021 to provide development and agency for potential leadership opportunities in the future.	February 2021 Summer 2021	Equity Committee Members	4-6 members of the Equity Committee Trained	Summer 2021

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

<b>School SIP team that promotes shared leadership in development of the SIP</b>	<b>SIP Plan that has 2-3 SMART goals with action steps</b>	<b>Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training</b>	<b>K-2 Literacy Plan incorporated in the SIP plan for elementary schools</b>	<b>Implementation of two elements of the Danielson Framework included in the SIP plan</b>
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)			SIP Professional Development							
Professional Development for Traumatic Response Behavior/Response (32.5 x 2 staff times 16 hrs.	August 2021	December 2021	SIP Professional Development	SEL Committee	\$1040	\$260				\$1300
SEL Replacement Curriculum	January 2021	December 2021	SIP Instructional	SEL Committee			\$2000			\$2000
Edison Data Team (5 Teachers x 9 months x 2 hrs)			SIP Professional Development		\$2925	\$731.54				\$3656.54
Additional funding to provide antiracism training support staff (3 hrs month x 2 staff)	January 2021	May 2021	SIP Professional Development	Equity Committee	\$975	93.75				\$1068.75
Antiracism training/ professional development opportunity	January 2021	February 2021	SIP Professional Development	Equity Committee	\$650	\$162.57		\$500		\$1312.57

for members of Equity Committee (10 members x 2 hours)			t							
Creation of antiracism PD modules to examine origins of systemic racism and practical tools for educators (5 Staff x 15 hours)	June 1, 2021	December 2021	SIP Professional development	Equity Committee	\$2437.5	\$609.62				\$3047.12
Focus groups and parent outreach opportunities	January 2021	September 2021	SIP Instructional	Equity Committee			\$500			\$500
Creation of Comet Equity Committee for Edison students (2 Staff x 2 hrs x 6 months)	June 2021	December 2021	SIP Instructional	Equity Committee	\$780	\$195.08				\$975.08
School Professional Library	February 2021	December 2021	SIP Professional Development	SLAE Committee			\$750			\$750
Chart Paper, Poster Markers, etc. for classroom use (instructional strategies)	August 2021	August 2021	SIP Instructional	SLAE Committee			\$2000			\$2000
Reading Team Facilitator	October 2020	December 2021	SIP Professional Development	Principal	\$3477.5	\$869.72				\$4347.22
ESL Team Facilitator	October 2020	December 2021	SIP Professional	Principal	\$3477.5	\$869.72				\$4347.22

			Development							
TOTAL										\$24804.5

**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	<b>Accomplished</b>	N
Standard II: Culture and Climate	<b>Emerging</b>	<b>Yes</b>
Standard III: Shared Leadership	<b>Accomplished</b>	N
Standard IV: Governance, Management, and Operations	<b>Accomplished</b>	N
Standard V: Educator and Employee Quality	<b>Emerging</b>	<b>Yes</b>
Standard VI: Family and Community Engagement	<b>Emerging</b>	<b>Yes</b>



Standard VII: Student and Learning Development	<b>Emerging</b>	<b>Yes</b>
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**Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.**

The standards that have a yes next to them are standards that we will give highest priority to. Our IQFSR goal is focused on Standard 2. We created a goal around this because outside of academic achievement, it will most likely have the biggest impact on our students' social emotional well being. This goal can be supported through collaborative environments during and after our school day as well as through school improvement days. There will be a strong emphasis on data and data analysis through team collaborations as well as a strong emphasis on Culturally Responsive Education and Social Emotional Learning through grade level meetings, content and flex collaborations, first and third Monday meetings, and SIP days.

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

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