



**Oak Park School District 97**  
**Oliver Wendell Holmes**  
**Principal: Christine Zelaya**



**School Improvement Plan**  
**2017–2018**

**Oak Park School District 97**

**School: Oliver Wendell Holmes**

**Principal: Christine Zelaya**

**Year: 2017-2018**

**ELA Metric Selected from Strategic Plan:** Reduction in the achievement gap between 80% excellence target and % of students at or above the college ready projection (70<sup>th</sup> percentile) by race, income status, and IEP status in Reading.

**School ELA Baseline Student Performance:** At the conclusion of the 2016-2017 school year, 63% of students were at or above the college readiness projections (70<sup>th</sup> percentile) in reading.

**District Excellence Target:** Oak Park SD 97 has established an excellence target of 80% (80% of students will score at or above the 70<sup>th</sup> percentile on Reading MAP).

**School ELA Student Target:** 70% of students will score at or above the college readiness projections (70<sup>th</sup> percentile) in reading by the conclusion of the 2017-2018 school year.

<p align="center"><b>Professional Practices</b> <i>Select teaching practices, leadership practices, and organizational practices from the Strategic Plan.</i></p>	<p align="center"><b>Research-Based Strategies</b> <i>Define the educational strategies you will implement.</i></p>	<p align="center"><b>Professional Learning and Collaboration</b> <i>The professional development and collaboration we will need to implement the practices and strategies with fidelity.</i></p>	<p align="center"><b>Measures</b> <i>The evidence will we collect to monitor our progress and implementation.</i></p>
<p>Teachers will organize instruction around standards and communicate clear expectations so students understand what they will know and do as a result of learning in order to ensure students' continuous growth and development.</p> <p>Teachers will gather evidence to assess their impact of student learning and make instructional adjustments according to what they find.</p> <p>Principal will lead ongoing grade-level dialog around expectations, effective instruction, assessment, and demonstrations of student work samples to meet rigorous standards.</p> <p>Administration will provide professional learning and time for data-informed collegial collaboration about strategies for improving student achievement.</p>	<p><b>Consistency in Lesson Planning and Implementation:</b> We will ensure consistency and quality in lesson planning and implementation through development of clear lesson targets aligned to ELA Illinois Learning Standards, student engagement, diagnostic assessments with descriptive feedback, and exit activities that will demonstrate mastery of learning targets.</p> <p><b>Backward Design for Lesson Plans:</b> We will think with the end in mind and plan and implement student-learning tasks that are aligned to established learning targets and ELA Illinois Learning Standards, and promote students meeting progressive quality criteria for success.</p> <p><b>Evaluating Student Work:</b> We will utilize a protocol structure to individually and collaboratively review student work in order to provide students with focused feedback and to adjust teacher instruction.</p>	<p><b>Building Capacity - Lesson Planning and Implementation:</b> Ongoing professional learning and coaching to support teachers moving from novice to experts in developing rigorous ELA Illinois Learning Standard aligned learning targets, establishing clear and consistent success criteria, providing students with timely and meaningful feedback and developing aligned formative assessments that measure intended learning and have the capability of eliciting student misunderstandings and error patterns in thinking as it relates to the learning target.</p> <p><b>Building Capacity - Backward Design for Lesson Plans:</b> Professional learning will support teachers in developing learning tasks that are fully aligned to established assessment criteria, progressive quality elements, and learning targets.</p> <p><b>Building Capacity - Evaluating Student Work:</b> Ongoing support and learning will support teachers with student task analysis that include collaboratively developed quality rubrics, accurately diagnosing error patterns in student thinking, and utilizing results to inform instruction.</p> <p>Professional learning and coaching will support teachers to know which instructional strategy to use based on analysis of student work to achieve intended results with students.</p>	<p><b>Assessments for Learning:</b></p> <ul style="list-style-type: none"> <li>Formative classroom Assessments</li> <li>Fountas &amp; Pinnell Benchmark Assessment System</li> <li>Student writing samples</li> </ul> <p>Assessments for learning will be used to inform core instruction, diagnose student error patterns in thinking, and identify needed enrichment or interventions. Teachers will analyze assessments to adjust instruction and provide students with quality, focused feedback.</p> <p><b>Assessments of Learning:</b> The following assessments will be utilized to measure students growth and attainment:</p> <ul style="list-style-type: none"> <li>AIMSWEB Plus (K &amp; 1)</li> <li>Reading Unit Post assessment</li> <li>Reading MAP</li> </ul> <p>Assessments of learning will be utilized to identify students who have demonstrated established quality criteria for success, to monitor our progress toward attaining established goals, and to identify students who are in need of enrichment or intervention at benchmark assessment at each trimester.</p>

**Oak Park School District 97**

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**Year: 2017-2018**

**Math Metric Selected from Strategic Plan:** Reduction in the achievement gap between 80% excellence target % of students at or above the college ready projections (70<sup>th</sup> percentile) by race, income status, and IEP status in mathematics.

**School Math Baseline Student Performance:** At the conclusion of the 2016-2017 school year, 46% of students were at or above the college readiness projections (70<sup>th</sup> percentile) in mathematics.

**District Excellence Target:** Oak Park SD 97 has established an excellence target of 80% (80% of students will score at or above the 70<sup>th</sup> percentile on Math MAP).

**School Math Student Target:** 52% of students will score at or above the college readiness projections (70<sup>th</sup> percentile) in mathematics by the conclusion of the 2017-2018 school year.

<p align="center"><b>Professional Practices</b> <i>Select teaching practices, leadership practices, and organizational practices from the Strategic Plan.</i></p>	<p align="center"><b>Research-Based Strategies</b> <i>Define the educational strategies you will implement.</i></p>	<p align="center"><b>Professional Learning and Collaboration</b> <i>The professional development and collaboration we will need to implement the practices and strategies with fidelity.</i></p>	<p align="center"><b>Measures</b> <i>The evidence will we collect to monitor our progress and implementation.</i></p>
<p>Teachers will organize instruction around standards and communicate clear expectations so students understand what they will know and do as a result of learning in order to ensure students' continuous growth and development.</p> <p>Teachers will gather evidence to assess their impact of student learning and make instructional adjustments according to what they find.</p> <p>Principal will lead ongoing grade-level dialog around expectations, effective instruction, assessment, and demonstrations of student work samples to meet rigorous standards.</p> <p>Administration will provide professional learning and time for data-informed collegial collaboration about strategies for improving student achievement.</p>	<p><b>Consistency in Lesson Planning and Implementation:</b> We will ensure consistency and quality in lesson planning and implementation through development of clear lesson targets aligned to Math Illinois Learning Standards, student engagement, diagnostic assessments with descriptive feedback, and exit activities that will demonstrate mastery of learning targets.</p> <p><b>Backward Design for Lesson Plans:</b> We will think with the end in mind and plan and implement student-learning tasks that are aligned to established learning targets and Math Illinois Learning Standards, and promote students meeting progressive quality criteria for success.</p> <p><b>Evaluating Student Work:</b> We will utilize a protocol structure to individually and collaboratively review student work in order to provide students with focused feedback and to adjust teacher instruction.</p>	<p><b>Building Capacity - Lesson Planning and Implementation:</b> Ongoing professional learning and coaching to support teachers moving from novice to experts in developing rigorous Math Illinois Learning Standard aligned learning targets, establishing clear and consistent success criteria, providing students with timely and meaningful feedback and developing aligned formative assessments that measure intended learning and have the capability of eliciting student misunderstandings and error patterns in thinking as it relates to the learning target.</p> <p><b>Building Capacity - Backward Design for Lesson Plans:</b> Professional learning will support teachers in developing learning tasks that are fully aligned to established assessment criteria, progressive quality elements, and learning targets.</p> <p><b>Building Capacity - Evaluating Student Work:</b> Ongoing support and learning will support teachers with student task analysis that include collaboratively developed quality rubrics, accurately diagnosing error patterns in student thinking, and utilizing results to inform instruction.</p> <p>Professional learning and coaching will support teachers to know which instructional strategy to use based on analysis of student work to achieve intended results with students.</p>	<p><b>Assessments for Learning:</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• MAP Math (use of Des Carte for differentiation)</li> <li>• Eureka Math pre and mid unit assessments</li> <li>• AIMSWEB K-5 progress monitoring</li> </ul> <p>Assessments for learning will be used to inform core instruction and identify needed enrichment or interventions. Teachers will analyze assessments to adjust instruction and provide students with quality, focused feedback.</p> <p><b>Assessments of Learning:</b> The following assessments will be utilized to measure students growth and attainment:</p> <ul style="list-style-type: none"> <li>• AIMSWEB Plus (K &amp; 1)</li> <li>• Eureka Math Post assessment</li> <li>• Math MAP</li> </ul> <p>Assessments of learning will be utilized to identify students who have demonstrated established quality criteria for success, to monitor our progress toward attaining established goals, and to identify students who are in need of enrichment or intervention at benchmark assessment at each trimester.</p>

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**Positive Learning Environment Metric Selected from Strategic Plan:** Increased percentage of favorable responses to the climate survey questions and focus groups (student voice) [Fall, Spring]

- “When I am at school, I feel I belong”
- “When I am at school, I am recognized for good work”
- “When I am at school, students at my school treat me with respect”
- “When I am at school, I feel challenged by the work my teachers ask me to do.”

**District Excellence Target:** Oak Park SD 97 has established an excellence target of 90% (90% of students will respond with favorable responses to the climate survey questions).

**School Positive Learning Environment Baseline Student Performance:** At the conclusion of the 2016-2017 school year, Holmes students responded to the climate survey questions as follows:

- “When I am at school, I feel I belong” – **71%**
- “When I am at school, I am recognized for good work” **65%**
- “When I am at school, students at my school treat me with respect” **51%**
- “When I am at school, I feel challenged by the work my teachers ask me to do.” **58%**

**School Positive Learning Environment Student Target:** We have established the following targets for the Spring 2017-2018 climate survey:

- “When I am at school, I feel I belong” – **76%**
- “When I am at school, I am recognized for good work” **70%**
- “When I am at school, students at my school treat me with respect” **60%**
- “When I am at school, I feel challenged by the work my teachers ask me to do.” **65%**

<p align="center"><b>Professional Practices</b> <i>Select teaching practices, leadership practices, and organizational practices from the Strategic Plan.</i></p>	<p align="center"><b>Research-Based Strategies</b> <i>Define the educational strategies you will implement.</i></p>	<p align="center"><b>Professional Learning and Collaboration</b> <i>The professional development and collaboration we will need to implement the practices and strategies with fidelity.</i></p>	<p align="center"><b>Measures</b> <i>The evidence will we collect to monitor our progress and implementation.</i></p>
<p>Teachers will provide opportunities for students to direct their own learning and to work with students on cognitively demanding, culturally, socially relevant real world tasks that require students to engage in discussion, question, explore, research, make decisions and communicate their findings.</p> <p>Teachers will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.</p> <p>Principal/Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students’ ability to meet high expectations to students.</p> <p>School/ILT/District Leadership will focus required resources on priorities that have highest potential impact on instructional practices and school culture</p>	<p><b>Student Choice / Student Voice:</b> Ensure opportunities for student ownership and choice in projects that’s share students cultures and personalizes their learning.</p> <p>Create opportunities for student voice and ownership by integrating students knowledge, culture, and experience into school planning, instruction/projects, assessments and classroom norms.</p> <p><b>Building Strong Relationships:</b> Plan and implement a system of adult mentors who meet with students regularly to support learning and promote self-efficacy and self-esteem.</p> <p>Nurture student’s sense of belonging and appropriate conduct by validating social and cultural identities.</p> <p><b>Cultural Relevance and Restorative Practices:</b> Demonstrate sincere commitment to student’s socio-emotional and academic success by fostering attitudes and behaviors that are free of bias, ridicule and intimidation, and that affirm an appreciation of cultural differences.</p> <p>Engage the entire community – students, families, staff and community based organizations in understanding, creating, and reinforcing fair culturally responsive behavior expectations through the use of positive office referrals, classroom newsletters, emails and positive phone calls to parents.</p> <p>Align our school systems to reflect restorative justice practices.</p>	<p><b>Student Choice / Student Voice:</b> Staff will learn how to include grassroots campaigns and problem based learning into their classroom routines.</p> <p><b>Building Strong Relationships:</b> Staff will participate in a Book study on <i>The Leader in me</i> and learn how we can foster student’s sense of belonging as we create leadership opportunities for our students.</p> <p><b>Cultural Relevance and Restorative Practices:</b> Staff will participate in professional learning sessions and coaching designed to create an understanding as to why we need to change our practices from a system that is punitive to restorative. On-going learning will continue to provide teacher with needed tools to guide restorative conversations with students.</p> <p>On-going support will be delivered as needed to reinforce our Tier I PBIS structures where we aim to recognize positive behaviors.</p>	<p><b>School Climate - Student:</b> A random sampling of students will participate in focus groups so we can monitor our progress towards achieving our goals. We will also examine Fall and Spring results from our Positive Learning Environment Survey in order to accelerate opportunities for student voice and choice as well as to make mid-course corrections.</p> <p><b>School Climate – Teacher:</b> Our Building Leadership Team (BLT) will examine results from the 5Essentials Survey in order to accelerate opportunities for student voice and choice and to make mid-course corrections.</p> <p><b>School Climate – Parent:</b> Our Building Leadership Team (BLT) will examine results from the 5Essentials Survey and our Diversity Council (DIVCO) parent survey to better support teachers in order to successfully implement our practices and strategies.</p>