



**Oak Park School District 97**  
**Washington Irving Elementary School**  
**Principal: John Hodge**



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

<p><b>ELA Metric Selected from Strategic Plan: 3C: Reduction in the achievement gap between 80% excellence target and percent students at or above the college ready projection by race, income status, and IEP status in reading and math.</b></p> <p><b>District Excellence Target: 80% with reduction of 3% per year</b></p>	<p><b>School ELA Baseline Student Performance: Grades 2-5 MAP are currently at 54% overall (168 students) meeting growth target in Reading.</b></p> <p><b>School ELA Student Target: Grades 2-5 MAP will meet growth target increased to 65% overall (202 students, approx. 2 to 3 students per classroom).</b></p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p><b>Teacher</b> Teachers will gather evidence to assess their impact on student learning and make instructional and intervention adjustments according to what they find.</p> <p><b>Leadership</b> Principal and BLT will meet with individual teacher teams to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p><b>Organization</b> School leadership will implement consistent accountability mechanisms to measure the fidelity of implementation of core instruction and their impact on student learning.</p>	<p><b>Accelerated Supports</b> Identify the needs of students and teachers early and accelerate support at all levels by collecting authentic work, evaluating writing, completing formative &amp; summative assessments and providing feedback.</p> <p><b>Student Practice with Feedback</b> Build teacher capacity to ensure that students have multiple opportunities within a lesson to practice skills and ideas individually and in small groups, with focused descriptive feedback from the teacher</p>	<p><b>Formative Assessments for Results (FAR) Meetings</b> opportunities for teacher to collaborate/calibrate formative and summative assessments in relation to RL/RI 10 (8.1.d)</p> <p><b>Multi-Tier Systems of Support (MTSS) Meetings (8.1.n)</b> PD on use of Intervention Blocks (8.1.d) Goal setting for MAP growth targets</p>	<p><b>MAP (Measures of Academic Progress) Reading</b> AIMSweb (Academic Improvement Measurement System)</p> <p><b>BAS (Benchmark Assessment System)</b></p> <p>MAP, AimsWeb and BAS are used to identify student with tier 2 and tier 3 needs. Those students will receive supports (8.1.n, 8.1.d) to accelerate their learning</p> <p>These benchmark data points will be reviewed three times a year at each MTSS benchmark meetings.</p> <p><b>RL/RI 10 - Formative and summative assessments</b> Fountas and Pinnell</p> <p><b>LLI and Formative/Summative assessments</b> are used by teachers to specialize instruction in the classes (8.1.j)</p>

			LLI and formative and summative assessments will be discussed monthly at FAR meetings.
<p><b>Math Metric Selected from Strategic Plan: 3c: Reduction in the achievement gap between 80% excellence target and % of students or above the college ready projection by race, income statue, or IEP statue in math.</b></p> <p><b>District Excellence Target: 80% with gap reduction of 3% per year</b></p>		<p><b>School Math Baseline Student Performance: Grades 2-5 MAP are currently at 42% overall (131 students) meeting growth target in Math.</b></p> <p><b>School Math Student Target: Grades 2-5 MAP will meet growth target increased to 55% overall (171 students, approx. 2 to 3 students per classroom).</b></p>	
Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p><b>Teacher</b> Teachers will gather evidence to assess their impact on student learning and make instructional and intervention adjustments according to what they find.</p> <p><b>Leadership</b> Principal and BLT will meet with individual teacher teams to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p><b>Organization</b> School leadership will implement consistent accountability mechanisms to measure the fidelity of implementation of core instruction and their impact on student learning.</p>	<p><b>Accelerated Supports:</b> Identify the needs of students and teachers early and accelerate support at all levels</p> <p><b>Student Practice with Feedback</b> Build teacher capacity to ensure that students have multiple opportunities within a lesson to practice skills and ideas individually and in small groups, with focused descriptive feedback from the teacher</p>	<p><b>AimsWeb Training</b> Teachers will receive training on how to administer and read reports.</p> <p><b>Formative Assessments for Results (FAR) Meetings</b> opportunities for teacher to collaborate/calibrate formative and summative assessments.</p> <p><b>Multi-Tier Systems of Support (MTSS) Meetings (8.1.n)</b> PD on use of Intervention Blocks (8.1.d)</p> <p><b>Goal setting for MAP growth targets</b></p>	<p><b>MAP Math</b></p> <p><b>AimsWeb</b></p> <p><b>Math MAP and AimsWeb are used to identify student with tier 2 and tier 3 needs. Those students will receive supports (8.1.n, 8.1.d) to accelerate their learning</b></p> <p><b>These benchmark data points will be reviewed three times a year at each MTSS benchmark meetings.</b></p>

<p><b>Positive Learning Environment Metric Selected from Strategic Plan: 1a: Increase percentage of favorable responses to the climate survey questions and focus groups.</b></p> <p><b>District Excellence Target: 90%</b></p>		<p><b>School Positive Learning Environment Baseline Student Performance: 80% of Irving students responded strongly agree or agree to the survey question “I Belong”</b></p> <p><b>School Positive Learning Environment Student Target: We will increase the % of students who responded strongly agree to the question “I Belong” to 90%.</b></p>	
Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p><b>Teacher</b> Teachers will provide opportunities for students to direct their own learning and to work with other 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><b>Teacher</b> Teacher will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.</p> <p><b>Leadership</b> Principal/Leadership team will provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and family</p>	<p><b>Parent Communication</b> Ensure school staff positively communicates with each student and their families in addition to conferences to engage in a two-way conversation regarding students’ academic and social emotional progress.</p> <p><b>Student Voice</b> Ensure opportunities for student ownership and choice in lessons that share students’ cultures and personalizes their learning</p>	<p><b>Staff meeting network sharing -</b> Teachers share with each other how they work to be more inclusive in their classroom practices working to make students feel like they belong. Teachers are assigned an “I Belong” group with a mix of different grade levels and special areas.</p> <p><b>Pineapple Week -</b> A Pineapple Chart is a system that allows teachers to invite one another into their classrooms for informal observation. The chart is set up in a location where teachers go on a daily basis.</p> <p><b>Responsive Classroom-</b> Sending a few staff members to a one-day Responsive Classroom introductory training.</p>	<p><b>PLESS (Positive Learning Environment Student Survey)</b></p> <p>Use PLESS results to measure the progress of student belonging</p> <p><b>Multi-Tier Systems of Support (MTSS) Meetings</b></p> <p>Use the monthly MTSS meetings to identify students who do not feel like they belong and are struggling behaviorally.</p> <p><b>Utilize a student based, informal tool to gauge student belonging (i.e. partner activity, invisible child</b></p>

		<b>Multi-Tier Systems of Support (MTSS) Meetings</b>	
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