



Oak Park School District 97
Abraham Lincoln Elementary School
Principal: Lisa Carlos



Lincoln
Elementary School

School Improvement Plan
2017—2018

| <p>ELA Metric Selected from Strategic Plan: <i>Students will build stamina and confidence in Literacy, as well as develop skills in reading and writing to apply across all content areas.</i></p> <p>District Excellence Target: Reduction in the achievement gap between 80% excellent target and ___ % of students at or above college projection by race, income status, and IEP status in reading. 80% with gap reduction of 3% per year</p> | | <p>School ELA Baseline Student Performance: 56% of the students reached the growth target in MAP in grades 2-5 in 2016-2017 school year.</p> <p>School ELA Student Target: 60% of the students will reach the growth target on MAP in grades 2-5 in 2017-2018 school year. This represents 46 more students across the building, with an average of 2.5 students per classroom.</p> | |
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| Professional Practices | Research-Based Strategies | Professional Learning and Collaboration | Measures |
| <p>Teacher Teacher will organize instruction around standards and communicate clear expectations so students will understand what they know and do as a result of the learning in order to ensure students' continuous growth and development</p> <p>Leadership Principals will provide teacher team scheduled, uninterrupted time to examine student assessment data.</p> <p>Organization Administration will provide professional learning and time for data informed collegial collaboration strategies for</p> | <p>Differentiation of Instruction Ensure all teachers differentiate assignments to provide the right balance of challenge and attainability for each student</p> | <p>PD Differentiation Teacher will receive professional development in the use of differentiated instruction in English (and Spanish) Language Arts.</p> <ul style="list-style-type: none"> • Consultant (Dr. Kiel from DePaul University) • Coaches (Instructional Coach, Reading Specialist) • District provided professional development <p>Teacher teams will have time to collaborate, calibrate, and celebrate the</p> | <p>Teacher will use: on-demand pieces and student work samples - comparing pre- and post-pieces between teachers as a grade level to determine learning targets and success criteria and to provide descriptive feedback to students at the beginning and end of each unit.</p> <p>Using the rubrics and grade level team meeting time teachers will analyze the student work from the pre and post on demand assessments at the end of each writing unit.</p> <p>Other Measures:</p> <ul style="list-style-type: none"> • ELA MAP |

| improving student achievement. | | implementation of professional development | <ul style="list-style-type: none"> Running Records |
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| Math Metric Selected from Strategic Plan: <i>Students will be engaged and appropriately challenged in Math, and develop strategies and tools to become confident and persistent learners.</i> District Excellence Target: Reduction in the achievement gap between 80% excellent target and % of students at or above college projection by race, income status, and IEP status in Math. 80% with gap reduction of 3% per year. | | School Math Baseline Student Performance: 42% of the students reached the growth target in MAP in grades 2-5 in 2016-2017 school year. School Math Student Target: 47% of the students will reach the growth target on MAP in grades 2-5 in 2017-2018 school year. This represents 44 more students across the building, with an average of 2.2 students per classroom. | |
| Professional Practices | Research-Based Strategies | Professional Learning and Collaboration | Measures |
| Teacher Teachers will share student work and collaboratively analyze assessment data and instructional practices during grade-level meetings Leadership Principal will lead ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work samples that meet rigorous standards | Differentiated Instruction Ensure all teachers differentiate assignments to provide the right balance of challenge and attainability for each student | Collaboration time with team and Gifted, Talented, and Differentiated Instructor and instructional coach to learn new differentiation strategies Work with team to analyze formative assessments Develop protocols for looking at student work and artifacts | Pre-Assessments, Mid-Module Assessments, and Post-Assessments - collaborate and analyze assessments as a grade level team at the end of each module to determine learning targets and success criteria and to provide effective feedback to students Math MAP data Exit Tickets - Analyze data to guide instruction |

| Organization Administration will provide professional learning and time and for data-informed collegial collaboration about strategies for improving student achievement | | | |
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| Positive Learning Environment Metric Selected from Strategic Plan: <i>Every student will be meaningfully engaged in the learning environment and challenged to become a critical thinker, creative solution-seeker, and contributor to the global community.</i> District Excellence Target: (4a) Increased percentage of favorable responses to climate survey questions (student voice): <ul style="list-style-type: none"> <i>When I am at school, I feel challenged by the work my teachers ask me to do.</i> Target 90% | | School Positive Learning Environment Baseline Student Performance: Based on the Positive Learning Environment Student Survey Spring 2017, 54% of students responded agree or strongly agree to the question <i>When I am at school, I feel challenged by the work my teachers ask me to do.</i> School Positive Learning Environment Student Target: An increase of 6% (to 60% of students) of students will respond agree or strongly agree to the question <i>When I am at school, I feel challenged by the work my teachers ask me to do.</i> on the Spring 2018 survey. | |
| Professional Practices | Research-Based Strategies | Professional Learning and Collaboration | Measures |
| Teacher Teachers will maintain openness in their practice, inviting feedback and reflecting on student results. Leadership Principals/Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate | Rigorous Academic Course Work Ensure every student has access to rigorous academic course work through examining student learning data and master schedule offerings | Multi-Tiered Systems and Support meetings (MTSS) - collaborate with team, analyze student data and learn about research-based strategies to implement during reading and math intervention times MTSS team - Instructional | Positive Learning Environment Student Survey - fall and spring Once per trimester, measure student understanding of <i>"When I am at school, I feel challenged by the work my teachers ask me to do"</i> using google form with K-5 |

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| those high expectations to students. Organization School/ILT/District leadership will focus required resources on priorities that have highest potential impact on instructional practices, students learning and school culture. | | coaches, LAS, Gifted Talented and Differentiated Instructor Collaborate with Grade Level Teams - meet on a regular basis to analyze data and guide instruction using the FAR process | students. Use the language from the PLE survey and add a question asking students to give an example. |
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