



Oak Park School District 97
Horace Mann Elementary School
Principal: Faith Cole



Mann
Elementary School

School Improvement Plan
2017–2018

<p>ELA Metric Selected from Strategic Plan: MAP testing</p> <p>District Excellence Target: 90 percent of students meeting or exceeding their MAP growth target</p>	<p>School ELA Baseline Student Performance: 58 percent (at least 136 of our students out of 240 students are making at least one year's growth)</p> <p>School ELA Student Target: 65 percent (17 additional students would need to meet or exceed their growth target to increase this target by 7 percentage points)</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teaching Teachers will gather evidence from student formative assessments to assess their impact on student learning and make instructional and intervention adjustments according to what they find.</p> <p>Leadership Principal and Leadership team (BLT) will meet with individual teacher teams monthly to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p>Organizational All teachers and staff will participate in scheduled collegial collaboration meetings to share data about student learning and reflect on individual and team</p>	<p>Developmentally Appropriate Assessments in the area of ELA Acquire and use a developmentally appropriate formative and summative assessment system that aligns with the standards for literacy, This system can be shared with specialists (eg. Art, Music, PE, Library) and special education support staff.</p> <p>High Quality Instruction (WUOS and RUOS) in grades K-5th will be used that Implement specialized research-based practices within the classrooms daily.</p> <p>Data-driven Cycles of Inquiry Convene evidence-based collegial reflection at the end of each assessment cycle to monitor and communicate school-level and district-wide progress on student</p>	<p>Calibration of Quality Adult practice professional development will be offered with a focus on supporting teachers and leaders in calibrating their expectations for quality student products aligned with the evidence produced from the performance-based assessments.</p> <p>Curriculum pacing guide review sessions</p> <p>Informational Sessions on Reading Units of Study</p> <p>Continue professional opportunities for curricular expectations and instructional practices for reading and writing</p>	<p>Formative and Summative Assessments for ELA</p> <p>Reading MAP Testing (September, January, May)</p> <p>Reading Units of Study formative assessments (ongoing daily)</p> <p>Benchmark Assessment System Assessment (September, December, May)</p> <p>Writing Units of Study formative and summative assessments (Pre- Post- Unit Assessments)</p> <p>95% Group Passport to Reading student data (Every 4 Weeks)</p> <p>Common Core State Standards Based formative and summative assessments (Formatives, ongoing, summative assessments at the end of each trimester)</p>

professional practices and develop every six weeks.	learning and professional practices.		
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<p>Math Metric Selected from Strategic Plan: MAP Testing</p> <p>District Excellence Target: 90 percent of students meeting or exceeding their MAP growth target in the area of Math</p>	<p>School Math Baseline Student Performance: 55 percent (at least 132 of our students out of 240 students are making at least one year's growth)</p> <p>School Math Student Target: 65 percent (17 additional students would need to meet or exceed their growth target to increase this target by 10 percentage points)</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
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<p>Teaching Teachers will gather evidence from student formative assessments to assess their impact on student learning and make instructional and intervention adjustments according to what they find.</p> <p>Leadership Principal and Leadership team (BLT) will meet with individual teacher teams monthly to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p>Organizational All teachers and staff will participate in scheduled collegial collaboration meetings to share data about student learning and reflect on individual and team</p>	<p>Developmentally Appropriate Assessments in the area of Math- Acquire and use a developmentally appropriate formative and summative assessment system that aligns with the standards for literacy, numeracy, social emotional skills, and physical skills. This system can be shared with specialists (eg. Art, Music, PE, Library) and special education support staff.</p> <p>High Quality Instruction (Eureka) in grades K-5th will be used that Implement specialized research-based practices.</p> <p>Data-driven Cycles of Inquiry Convene evidence-based collegial reflection at the end of each assessment cycle to monitor and communicate school-level and</p>	<p>Staff will use BLT, FAR and MTSS meetings to analyze and reflect on student learning and make necessary adjustments.</p> <p>Professional Develop will be focused on learning that captures evidence of teachers ability to develop and create powerful formative rubrics.</p> <p>Common performance based assessments will be selected that math concepts and necessary skills to make one year of growth.</p> <p>Adult practice professional development will be offered with a focus on supporting teachers and leaders in calibrating their expectations for quality student products aligned with the</p>	<p>MAP testing</p> <p>Formative and Summative Assessments</p> <p>Exit tickets following each lesson</p> <p>AIMSweb Universal (September, January, May)</p> <p>AIMSweb Weekly Progress Monitoring for TIER 3 students</p> <p>Topic Quizzes</p> <p>Pre and Post Module Assessments</p> <p>MAP Math Testing (September, January, May)</p>
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<p>professional practices and develop performance standards for teachers and principals based on student outcomes and effectiveness of professional practices. This collaboration will take place every 6 weeks.</p>	<p>district-wide progress on student learning and professional practices</p>	<p>evidence produced from the performance-based assessments.</p>	
<p>Positive Learning Environment Metric Selected from Strategic Plan: District Climate Survey</p> <p>District Excellence Target: 90 percent of students will feel a sense of belonging at Mann School</p>		<p>School Positive Learning Environment Baseline Student Performance: 79 percent of students feel a sense of belonging at Mann School</p> <p>School Positive Learning Environment Student Target: 90 percent of students will feel a sense of belonging at Mann School</p>	
Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teacher Teachers will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. Each teacher will make two or more positive contact (via phone, email, and/or in person) with each family in their classrooms by the end of the first trimester.</p> <p>Leadership Principal/Leadership Team will establish opportunities for parents and teachers to share partnering information such as student strengths and learning preferences. This information will be shared during PTO and PBIS meetings and next steps will be determined focusing on how to improve school culture.</p> <p>Organizational</p>	<p>Nurturing Student Voice Create opportunities for student voice and ownership by integrating students' knowledge, culture, and experience into school planning, instruction/projects, assessment, and classroom norms.</p> <p>PD on Cultural Competency Provide staff with culturally competent professional development to ensure high expectations of all students' intellectual capabilities and create a culture of inclusivity, equity, and accountability.</p>	<p>Staff members will do a personal assessment of their own cultural competency and bias to determine next steps in educating staff during Professional Development meetings.</p> <p>Adult practice professional development will be offered with a focus on supporting teachers and leaders in calibrating their expectations for quality student products aligned with the evidence produced from the performance-based assessments.</p>	<p>Student Inventory</p>

School staff will distribute information to assist families in understanding how students can improve social emotional skills, get help when needed, and meet class expectations			
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