



Oak Park School District 97
John Greenleaf Whittier Elementary School
Principals: Jim Doyle and Scott Kasik



Whittier
Elementary School

School Improvement Plan
2017 – 2018

<p>ELA Metric Selected from Strategic Plan: 3c. Reduction in the achievement gap between 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status</p> <p>District Excellence Target: 80% w/gap reduction of 3% per year</p>	<p>School ELA Baseline Student Performance: 47% met or exceeded growth targets in 2016-17 in grades 2-5</p> <p>School ELA Student Target: The percentage of students in each grade level will increase by at least 10% over the 2016-17 school year as measured by MAP in grades 2-5. 12 out of 20 or 60% of students in K-2 will meet growth projections as measured by F & P BAS.</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teacher Teachers will share student work and collaboratively analyze assessment data and instructional practices during grade level department meetings.</p> <p>Leadership Principal and Building Leadership Team will meet with individual teams to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p>Organization All teachers and staff will participate in scheduled collegial collaboration meetings to share data about student learning and reflect on individual and team professional practices and develop performance standards for teachers and principals based on student outcomes and</p>	<p>Implementation of the Balanced Reading Framework Teachers will implement the Reading (K-2) and Writing Units of Study (K-5) as part of a balanced literacy framework.</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 learning and professional practices.</p>	<p>Possible topics for learning:</p> <ul style="list-style-type: none"> • use of formative assessment with effective feedback (descriptive, evaluative...) • use of performance-based assessments with quality rubrics 	<p>MAP ELA data: Grades 2-5 will review MAP ELA data each trimester at the Multi-Tiered System of Support (MTSS) meetings to identify students at each level and plan out small group instruction in teams.</p> <p>Reading Units of Study/Writing Units of Study rubrics with writing on demand for each unit</p> <p>F&P /BAS scores (BAS = K-2 only)</p> <p>Continue using the Formative Assessments for Results (FAR) framework at grade level meetings to learn together and take action to infuse formative math assessments for learning.</p>

effectiveness of professional practices.			
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<p>Math Metric Selected from Strategic Plan: 3c. Reduction in the achievement gap between 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status</p> <p>District Excellence Target: 80% w/gap reduction of 3% per year</p>	<p>School Math Baseline Student Performance: 47% met or exceeded growth targets in 2016-17 in grades 2-5</p> <p>School Math Student Target: The percentage of students in each grade level will increase by at least 10% over the 2016-17 school year as measured by MAP.</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
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<p>Teacher Teachers will share student work and collaboratively analyze assessment data and instructional practices during grade level department meetings.</p> <p>Leadership Principal and Leadership Team will meet with individual teams to review how data is being used to drive continuous improvement of instruction and intervention.</p> <p>Organization All teachers and staff will participate in scheduled collegial collaboration meetings to share data about student learning and reflect on individual and team professional practices and develop performance standards</p>	<p>Formative Assessment Teachers will examine student work, and other formative assessments to adjust instruction in response to student needs.</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 learning and professional practices.</p>	<p>Possible topics for learning: * Use of formative assessment with effective feedback (descriptive, evaluative...) * Use of performance-based assessments (MARS Tasks) and Eureka math assessments with quality rubrics * Data-Driven Dialogue with formative assessments can be combined with variety of data analysis tools. For example, they may choose one more of the following: • <i>Criteria analysis (determining whether student work provides evidence of prespecified criteria being met or not yet met)</i> • <i>Error analysis (examining specific errors and misconceptions evident in student work)</i> • <i>Item analysis (examining how students perform on individual assessment items, including</i></p>	<p>Formative Assessment for Results Continue using the Formative Assessments for Results (FAR) framework at grade level meetings to learn together and take action to infuse formative math assessments for learning.</p> <p>MAP Math data: Grades 2-5 will review MAP data each trimester at the Multi-Tiered System of Support (MTSS) meetings to identify students at each level and plan out small group instruction in teams.</p>
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<p>for teachers and principals based on student outcomes and effectiveness of professional practices.</p>		<p><i>multiple-choice and open-response) and looking at distractor patterns (wrong answers chosen)</i></p> <ul style="list-style-type: none"> • <i>Quick sort (sorting exit tickets or other brief student work in to two or three groups—e.g., exceeds, meets, not yet—to inform next steps for students and teacher)</i> 	
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<p>Positive Learning Environment Metric Selected from Strategic Plan:</p> <p>1a. 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”</p> <p>District Excellence Target: 90%</p>	<p>School Positive Learning Environment Baseline Student Performance (Spring 2017 data): 71% - I belong 66% - Recognized for good work 53% - Students treat me with respect</p> <p>School Positive Learning Environment Student Target: The percentage of positive responses in each grade level will increase by at least 10% or 10 out of 20 students over the 2016-17 school year.</p>
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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.</p> <p>Leadership Principal/Leadership team will provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.</p>	<p>Teachers will:</p> <p>Continue to Implement PBIS expectations and the Second Step social/emotional curriculum.</p> <p>Consistently reflect on current practices and participate in grade level groups or professional learning communities</p>	<p>Possible topics include:</p> <p>Second Step Self-control/self-regulation interacting positively with others using problem solving skills</p> <p>Professional Learning Community PLCs and teacher collaboration to enhance both student/student and teacher/ student interaction (examples include: shared reading, peer discussions, cross-age learning experiences)</p>	<p>5 Essentials Survey Collaborative Teachers data (Spring)</p> <p>Positive Learning Environment Student (PLES) Survey</p> <p>BIRs and SWIS data</p> <p>Staff will review the 5Essentials data along with the PLES data annually. In addition, the PBIS committee will meet monthly to review BIRs and SWIS data. The</p>

<p>Organization School staff/district will use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.</p>		<p>One Book, One School Program Expand the One Book One School Program to include a social/emotional learning component tied to the shared reading experience</p> <p>Trimester theme of each statement.</p>	<p>PBIS Team will update staff on the results of the PLES Survey.</p> <p>Distribute intermittent informal surveys to assess student's feelings about the three statements.</p>
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