



**Oak Park School District 97**  
**William Hatch Elementary School**  
**Principal: Sarah Mendez**



**Hatch**  
Elementary School

**School Improvement Plan**  
**2017—2018**

<b>ELA Metric Selected from Strategic Plan:</b> Reduction in the achievement gap between 80% excellence target and % of students at or above college ready projection (70th percentile) by race, income status, and IEP status in Reading and Mathematics.		<b>School ELA Baseline Student Performance:</b> 56% of students meeting growth targets	
<b>District Excellence Target:</b> 80% w/ gap reduction of 3% per year		<b>School ELA Student Target:</b> 65% of students will meet/exceed growth projections as measured by MAP and meeting/exceeding grade level expectations as measured by Fountas & Pinnell Benchmark Assessment System	
Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teachers will organize instruction around standards and communicate clear expectations so students understand what they will know and do as a result of the learning in order to ensure students' continuous growth and development.</p> <p>All staff will participate in professional learning via collaborative learning team meetings (PLCs), peer coaching, and peer observations (classrooms, school visits, videos).</p> <p>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><b>Teachers will...</b></p> <p><b><u>Implement balanced literacy and differentiation techniques</u></b> through the use of Reading and Writing Units of Study as well as the Words Their Way curriculum.</p> <p><b><u>Implement FAR (Formative Assessment for Results) strategies</u></b> including communicating mastery objectives, criteria for success, and differentiated lessons based on student assessment data</p>	<p>Teachers will receive one-on-one, consistent coaching throughout the school year as needed to effectively implement Reading Units of Study (RUOS) and Writing Units of Study (WUOS).</p> <p>Teacher training may include professional development sessions with instructional coach</p> <p>Outside coaching consultant will provide training for principal and instructional coach to help create effective systems to help teachers improve their instruction.</p> <p>MTSS Multi-Tiered Systems of Support: Teachers will meet quarterly along with principal and support staff to discuss and address student academic needs.</p> <p>Teachers meet every week within their team to discuss students' needs. Teams will also meet vertically throughout the school year in order to be more effective from one grade to the next.</p>	<p>MAP (Measures of Academic Progress) reading data</p> <p>Writing on demand (pre-assessments for all writing units)</p> <p>F&amp;P (Fountas &amp; Pinnell) scores: Reading fluency and comprehension assessments will be given two to three times per year or as necessary</p> <p>Teacher created formative assessments will be given throughout the year as needed.</p> <p>AIMSWebPlus</p>
<b>Math Metric Selected from Strategic Plan:</b>		<b>School Math Baseline Student Performance:</b> 42% meeting growth targets	

<p>Reduction in the achievement gap between 80% excellence target and % of students at or above college ready projection (70th percentile) by race, income status, and IEP status in Reading and Mathematics.</p> <p><b>District Excellence Target:</b> 80% w/ gap reduction of 3% per year</p>		<p><b>School Math Student Target:</b> 65% of students will meet/exceed growth projections and grade level expectations as measured by MAP and AIMSWebPlus</p>	
Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teachers will organize instruction around standards and communicate clear expectations so students understand what they will know and do as a result of the learning in order to ensure students' continuous growth and development.</p> <p>All staff will participate in professional learning via collaborative learning team meetings (PLCs), peer coaching, and peer observations (classrooms, school visits, videos).</p> <p>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><b>Teachers will:</b></p> <p><u><b>Use data to inform instruction</b></u> by analyzing Learning Continuum information in conjunction with Eureka Math and Differentiation PD's to continually improve practice</p> <p><u><b>Implement FAR (Formative Assessment for Results) strategies</b></u> including communicating mastery objectives, criteria for success, and differentiated lessons. Teachers will use formative assessment to adjust instruction.</p>	<p>D97 Institute Days</p> <p>Eureka math workshop</p> <p>FAR training for team leaders</p> <p>Consistent coaching cycles</p> <p>Professional development sessions with instructional coach</p> <p>School-based PD to support differentiated math instruction.</p> <p>MTSS systems and monitoring: Teachers will meet quarterly along with principal and support staff to discuss and address student academic needs.</p> <p>Teachers meet every week within their team and vertically throughout the school</p>	<p>End of unit assessments</p> <p>Math MAP</p> <p>Math formative assessments</p> <p>Math problem sets</p> <p>Exit tickets</p> <p>Criteria for success student self-assessments</p> <p>-AIMSWebPlus</p>

<p><b>Positive Learning Environment Metric Selected from Strategic Plan:</b> Increased percentage of favorable responses to the climate survey questions and focus groups (student voice) (Fall, Spring):</p> <ul style="list-style-type: none"> <li>• “When I am at school, I feel I belong”</li> <li>• “When I am at school, I am recognized for good work”</li> <li>• “When I am at school, students at my school treat me with respect”</li> </ul> <p><b>District Excellence Target: 90%</b></p>	<p><b>School Positive Learning Environment Baseline Student Performance:</b> 76% positive response rate</p> <p><b>School Positive Learning Environment Student Target:</b> 80% positive responses on PBIS student survey</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p>Teachers will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.</p> <p>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>Principals/Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about student’ ability to meet high expectations, and communicate those high expectations to students.</p>	<p><b>Teachers will:</b></p> <p><b><u>Book Study: Teach Like a Champion</u></b> Study engagement and management strategies that support a positive and inclusive learning environment and continue to expand upon peer visits and collaborative planning</p> <p><b><u>Second Step/PBIS</u></b> -Continue implementation of Second Step and PBIS specifically as applied to common areas/unstructured time</p> <p><b><u>Communication</u></b> Increase consistency in communication/family engagement strategies</p>	<p>Staff PD/book study using Teach Like a Champion</p> <p>Staff professional development through the National Equity Project</p> <p>Review of Second Step Curriculum</p> <p>Staff training provided by the PBIS committee</p>	<p>Positive Learning Environment Student Survey</p> <p>5Essentials survey</p> <p>BIRs (Behavior Intervention Record) to be reviewed monthly</p>