



**Oak Park School District 97**  
**Gwendolyn Brooks Middle School**  
Principal: April Capuder



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

<p><b>ELA Metric Selected from Strategic Plan: Reduction in the achievement gap between 80% excellence target and % of students at or above college ready projection (70<sup>th</sup> percentile) by race, income status, IEP status in reading</b></p> <p><b>District Excellence Target:</b> 80% with gap reduction 3% per year</p>	<p><b>School ELA Baseline Student Performance:</b> 8 out of 20 students overall met their spring reading growth target on the ELA MAP Assessment with 10 out of 20 students at or above college ready projection in reading</p> <p><b>School ELA Student Target:</b> 12 out of 20 students will meet their spring reading growth target with 14 out of 20 students at or above college ready projection in reading</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p><b>Teachers</b> Teachers will demonstrate continuous learning through classroom application of professional development activities and professional literature</p> <p><b>Leadership</b> Principals will provide time and resources for teachers to observe practices of peers or practitioners in other classrooms or schools.</p> <p><b>Organization</b> All staff will participate in professional learning via collaborative learning team meetings, peer coaching and peer observations (classrooms, school visits, videos).</p>	<p><b>Professional Development System:</b> Define the common ELA instructional practices that foster student voice, choice and agency which all teachers and classroom-based support personnel will master to ensure consistent delivery across the school</p> <p><b>Teaching and Learning Teams:</b> Create and sustain teaching &amp; learning teams to provide ongoing training and development based on priorities identified by each committee</p> <p><b>Instructional Strategies to Increase Student Engagement:</b> Transform student engagement and performance in ELA by facilitating teachers' mastery of instructional practices and concepts that foster student voice, choice and agency</p>	<p><b>Powerful Instructional Practices:</b> Leadership team will facilitate and guide 5 opportunities for our Powerful Instructional Practices and Technology Instructional Practices teams to design a sustainable, school-wide, personalized professional development plan focused on common ELA instructional practices</p> <p><b>Transforming Student Engagement in ELA:</b> Teachers will set personal learning goals to develop their instructional practices to transform student engagement in ELA. Teachers will have 6 opportunities to select personalized learning sessions tied to their goals.</p> <p><b>Sharing Learning Experiences:</b> During grade level team meetings, teachers will engage in protocol to share their learning and experience with engaging the newly learned practices into their classrooms.</p> <p><b>Peer Observations and Coaching Cycles:</b></p>	<p><b>ELA Instructional Practices Bank:</b> Powerful Instructional Practices &amp; Technology Instructional Practices team will have created a bank of personalized learning resources focused on common ELA instructional practices</p> <p><b>Attendance &amp; Reflection:</b> Teacher Attendance at sessions and completed teacher reflection tied to teacher's learning goals, which connects to domain 4 teacher evaluation evidence.</p> <p><b>Agendas:</b> Creation of agendas and feedback from team meetings focused on experience with trying new practice with students</p> <p><b>Data Analysis-Implementation of Teaching practices</b> Collect data around implementation of instructional practices via informal walk-throughs twice per trimester</p> <p><b>Data Analysis-IB ELA Units/MAP</b> Increase in student ELA performance on pre/post unit common</p>

		Teachers will participate in learning walks to observe their peers as a means to develop their instructional practices to increase student performance in ELA.	assessments trimester 2/3 as well as WINTER MAP data
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<p><b>Math Metric Selected from Strategic Plan: Reduction in the achievement gap between 80% excellence target and % of students at or above college ready projection (70<sup>th</sup> percentile) by race, income status, IEP status in district</b></p> <p><b>District Excellence Target:</b> 80% gap reduction and 3% per year</p>	<p><b>School MATH Baseline Student Performance:</b> 8 out of 20 students met their spring math growth target with 8 out of 20 students at or above college ready projection in math.</p> <p><b>School MATH Student Target:</b> 12 out of 20 students will meet their spring math growth target with 12 out of 20 students at or above college ready projection in math.</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
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<p><b>Teacher</b> Teachers will demonstrate continuous learning through classroom application of professional development activities and professional literature</p> <p><b>Leadership</b> Principals will provide time and resources for teachers to observe practices of peers or practitioners in other classrooms or schools.</p> <p><b>Organization</b> All staff will participate in professional learning via collaborative learning team meetings, peer coaching and peer</p>	<p><b>Professional Development System:</b> Define the common Math instructional practices that foster student voice, choice and agency which all teachers and classroom-based support personnel will master to ensure consistent delivery across the school</p> <p><b>Teaching and Learning Teams:</b> Create and sustain teaching &amp; learning academies to provide ongoing teacher development based on priorities identified by the school professional development plan</p> <p><b>Instructional Strategies to Increase Student Engagement:</b></p>	<p><b>Powerful Instructional Practices:</b> Leadership team will facilitate and guide 5 opportunities for our Powerful Instructional Practices and Technology Instructional Practices teams to design a sustainable, school-wide, personalized professional development plan focused on common Math instructional practices</p> <p><b>Transforming Student Engagement in Math:</b> Teachers will set personal learning goals to develop their instructional practices to transform student engagement in Math. Teachers will have 6 opportunities to select personalized learning sessions tied to their goals.</p> <p><b>Sharing Learning Experiences:</b> During grade level team meetings, teachers will engage in protocol to share their learning and experience</p>	<p><b>Math Instructional Practices Bank:</b> Powerful Instructional Practices &amp; Technology Instructional Practices team will have created a bank of personalized learning resources focused on common Math instructional practices</p> <p><b>Attendance &amp; Reflection:</b> Teacher Attendance at sessions and completed teacher reflection tied to teacher's learning goals, which connects to domain 4 teacher evaluation evidence.</p> <p><b>Agendas:</b> Creation of agendas and feedback from team meetings focused on experience with trying new practice with students</p> <p><b>Data Analysis-Implementation of Teaching practices</b></p>
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<p>observations (classrooms, school visits, videos)</p>	<p>Transform student engagement and performance in Math by facilitating teachers' mastery of instructional practices and concepts that foster student voice, choice and agency</p>	<p>with engaging the newly learned practices into their classrooms.</p> <p><b>Peer Observations and Coaching Cycles:</b> Teachers will participate in learning walks to observe their peers as a means to develop their instructional practices to increase student performance in Math.</p>	<p>Collect data around implementation of instructional practices via informal walk-throughs twice per trimester</p> <p><b>Data Analysis-IB Math Units/MAP</b> Increase in student math performance on pre/post unit common assessments trimester 2/3 as well as WINTER MAP data</p>
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<p><b>Positive Learning Environment Metric Selected from Strategic Plan: When I am at school my teachers and other students treat me with respect. When I am at school, I feel I am safe from bullies.</b></p> <p><b>District Excellence Target: all 90%</b></p>	<p><b>School Positive Learning Environment Baseline Student Performance:</b> When I am at school my teachers (12 out of 20 students) and other students treat (8 out of 20 students) me with respect. When I am at school, I feel I am safe from bullies (8 out of 20).</p> <p><b>School Positive Learning Environment Student Target:</b> When I am at school my teachers (14 out of 20 students) and other students treat (12 out of 20 students) me with respect. When I am at school, I feel I am safe from bullies (12 out of 20).</p>
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Professional Practices	Research-Based Strategies	Professional Learning and Collaboration	Measures
<p><b>Teacher</b> Teachers will demonstrate continuous learning through classroom application of professional development activities and professional literature</p> <p><b>Leadership</b> Principals will lead ongoing grade-level and school-wide dialogue around student behavior expectations.</p> <p><b>Organization</b> All staff will participate in professional learning via</p>	<p><b>Exploration of PBIS System</b> Create, communicate, and implement a school-wide behavior management system that supports safe and respectful environments that incorporates student voice, choice and agency</p> <p><b>Behavior Management Strategies to Improve Learning Environment:</b> Create and sustain teams to provide ongoing teacher development around effective strategies for creating safe and respectful environments for</p>	<p><b>The Multi-Tiered Support System (MTSS)</b> Team comprised of administrators and 9 team leaders will meet 16 times throughout the year to develop school-wide expectations, create a plan to share with teachers to teach expectations as well as develop plan for implementing HERO to track positive behaviors throughout the school</p> <p><b>Transforming Behavior Management Practices:</b> Leadership team will facilitate and guide 6 opportunities for our Behavior Practices team to design</p>	<p><b>Document Teaching and Communication of Expectations:</b> Teaching of expectations and communicating these to the school, staff, parents, and stakeholders.</p> <p><b>Analysis of teacher monitoring of student behavior:</b> Track teacher use of HERO system to monitor student behavior</p> <p><b>Behavior Practices Team Bank:</b> Behavior Practices team will have created a bank of personalized learning resources focused on common positive classroom behavior strategies</p> <p><b>Attendance &amp; Reflection:</b> Teacher Attendance at sessions and completed teacher reflection tied to teacher's learning</p>

<p>collaborative learning team meetings, peer coaching and peer observations (classrooms, school visits, videos)</p>	<p>learning that incorporates student voice, choice and agency</p>	<p>a sustainable, school-wide, personalized professional development plan focused on creation of a positive classroom behavior strategies</p> <p><b>Transforming Behavior Management Practices:</b> During grade level team meetings, teachers monitor student data from HERO to determine next steps with students</p>	<p>goals, which connects to domain 4 teacher evaluation evidence.</p> <p><b>Agendas:</b> Creation of agendas and feedback from team meetings focused on student monitoring and next steps for students</p> <p><b>Student Attendance in School-Wide PBIS Celebrations:</b> 80% of our student participate in school-wide PBIS celebrations</p> <p><b>PLESS Survey:</b> Increase from Fall to Winter in percent of students agree or strongly agree with my teachers and students treat me with respect and I feel safe from bullies.</p>
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