



Oak Park School District 97
William Beye Elementary School
Principal: Jonathan Ellwanger



Beye
Elementary School

School Improvement Plan
2017–2018

<p>ELA Metric Selected from Strategic Plan: 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: 13/66 students (20%) projected college ready (70th percentile) on Spring 2017 MAP</p> <p>School ELA Student Target: Reduction in the ELA achievement gap on MAP ELA for African-American students by 10/66 students (35%)</p>
--	--

Professional Practices	Educational Strategies	Professional Development and Collaboration	Indicators of Success
<p>Teachers will provide opportunities for students to direct their own learning and to work with other students on cognitively demanding, culturally, socially relevant real-world tasks that require students to engage in discussion, question, explore research, make decisions and communicate their findings</p> <p>Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate those expectations to students</p> <p>School/ ILT/ District leadership will focus required resources on priorities that have highest</p>	<p>Strengthen cultural relevance of teachers, leaders and staff by institutionalizing professional development systems focused on effective practices, deeper content knowledge, utilization of new classroom libraries. professional learning communities and collaborative inquiry</p> <p>Consistently implement Interactive Read Alouds in K-5 focused on leveraging culturally relevant and real-world materials in and beyond the new classroom library by choosing an appropriate text, planning stopping points to model thinking aloud, providing explicit instruction, facilitating student partner work, encouraging higher order thinking skills, and monitoring student</p>	<p>Teachers will engage in professional development and coaching to work on culturally relevant reading instruction and to help students to question, discuss and engage through interactive read Alouds (National Equity Project, Dr. Yvette Jackson and Dr. Monika Black- PD providers).</p> <p>Grade level teams and specialists will collaborate to discuss and evaluate essential elements of their interactive read alouds as cognitively demanding, and socially and culturally relevant</p> <p>Leadership team will determine additional supports (books, resources, training, experiences) to move faculty learning forward</p>	<p>ELA MAP scores for grades 2-5 (fall, winter & spring)</p> <p>Fountas & Pinnell Benchmarks</p> <p>Report card grades for trimesters II & III</p> <p>Inventory of culturally relevant practices and strategies and time spent using them fall and spring showing more strategies in use more of the time.</p>

potential impact on instructional practices, student learning and school culture	mastery of ELA Common Core Standards.		
--	---------------------------------------	--	--

<p>Math Metric Selected from Strategic Plan: Increased percentage of tier 2 and tier 3 students who make at least 1.5 years of growth in mathematics</p> <p>District Math Excellence Target: Increased % of tier 2 and tier 3 students making 1.5 years of growth- 80%</p>	<p>School Math Baseline Student Performance: 12/55 Tier 2 & tier 3 students met growth targets for mathematics on MAP in grades 2-5 for 2016-17 will make 1.5 years of growth</p> <p>School Math Student Target: Accelerate growth to at least 1.5 years' worth for 9/55 (16%) of tier 2 and tier 3 students in Mathematics</p>
--	---

Professional Practices	Educational Strategies	Professional Development and Collaboration	Indicators of Success
<p>Teachers will provide opportunities for students to direct their own learning and to work with other students on cognitively demanding, culturally, socially relevant real-world tasks that require students to engage in discussion, question, explore research, make decisions and communicate their findings</p> <p>Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate those expectations to students</p> <p>School/ ILT/ District leadership will focus required resources on priorities that have highest</p>	<p>Strengthen math pedagogy and instructional supports by institutionalizing professional learning communities focused on effective math practices, deeper content knowledge, and collaborative inquiry</p> <p>Evaluate & analyze student work and Exit Tickets for Eureka Math utilizing the Formative Assessment for Results (FAR) approaches and protocols to individually and collaboratively review annotated student work in order to provide students with focused feedback and to adjust instruction to increase mastery of specific Math Common Core Standards</p>	<p>Teachers will engage in professional development and coaching to work on culturally relevant math instruction and to help students engage in culturally relevant math tasks that will also drive analysis of student work (National Equity Project, Dr. Yvette Jackson and Dr. Monika Black- PD providers).</p> <p>Grade level teams and specialists will collaborate to discuss and evaluate annotated student work & exit tickets to ensure cultural relevance and achievement of Math Common Core Standards</p> <p>Leadership team will determine additional supports (books, resources, training, experiences)</p>	<p>Math MAP scores for grades 2-5 (fall, winter & spring)</p> <p>Eureka Math Module Assessments</p> <p>Report card grades for trimesters II & III</p> <p>Inventory of culturally relevant practices and strategies and time spent using them</p>

<p>potential impact on instructional practices, student learning and school culture</p>		<p>to move faculty learning forward and make connections between and among PD experiences and educational strategies with National Equity Project, Dr. Jackson & Dr. Black and the analysis of student work</p>	
---	--	---	--

<p>Positive Learning Environment Metric Selected from Strategic Plan: PLESS student climate survey responses:</p> <ul style="list-style-type: none"> • “When I am at school, I feel my teachers treat me with respect” • “When I am at school, I feel my teachers listen to my ideas” • ““When I am at school, I feel challenged by the work my teachers ask me to do. <p>District Excellence Positive Learning Environment Target: Oak Park SD 97 has established an excellence target of 90% (90% of students will respond with favorable responses to the climate survey questions).</p>	<p>School Positive Learning Environment Baseline Student Performance:</p> <ul style="list-style-type: none"> • “When I am at school, I am safe from bullies – 65% • “When I am at school, students at my school treat me with respect” 54% • “When I am at school, I feel my teachers treat me with respect”85% • “When I am at school, I feel my teachers listen to my ideas” 75% • “When I am at school, I feel challenged by the work my teachers ask me to do.” 61% <p>School Positive Learning Environment Student Target:</p> <ul style="list-style-type: none"> • “When I am at school, I am safe from bullies – 75% • “When I am at school, students at my school treat me with respect” 64% • “When I am at school, I feel my teachers treat me with respect”90% • “When I am at school, I feel my teachers listen to my ideas” 80% • “When I am at school, I feel challenged by the work my teachers ask me to do.” 71%
--	---

Professional Practices	Educational Strategies	Professional Development and Collaboration	Indicators of Success
<p>Teachers will communicate with families regarding positive student behavior and achievement, not just regarding misbehavior or failure.</p> <p>Principal/Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students’ ability to meet high expectations to students.</p> <p>School/I/ILT/District Leadership will focus required resources on</p>	<p>Safe and respectful environments- demonstrate sincere commitment to students’ socio-emotional and academic success by fostering attitudes and behaviors that are free of bias, ridicule and intimidation and that affirm an appreciation of cultural differences.</p> <p>Engage the entire community – Partner with families, community based organizations, youth development agencies and law</p>	<p>Teachers and staff will grow their own understanding of Cargo Circles as a way to monitor and grow positive learning environments by practicing together at a faculty meeting each trimester and processing the experience in mixed teams.</p> <p>Readings on decreasing bullying and increasing respect will percolate from the PBIS team to BLT to grade level teams, to the entire staff and on to families.</p>	<p>School Climate - Student: A random sampling of students will participate in focus groups so we can monitor our progress towards achieving our goals. We will also examine Fall and Spring results from our Positive Learning Environment Survey in order to accelerate opportunities for student voice and choice as well as to make mid-course corrections.</p> <p>School Climate – Teacher:</p>

<p>priorities that have highest potential impact on instructional practices and school culture</p>	<p>enforcement to model, teach, motivate and reward positive student behavior that decreases bullying and increases respect.</p>		<p>Our Building Leadership Team (BLT) will examine results from the 5Essentials Survey in order to accelerate opportunities for student voice and choice and to make mid-course corrections.</p> <p>School Climate – Parent: Our PTO Inclusion Committee will examine results from the 5Essentials Survey and our Diversity Council (DIVCO) parent survey to better support families & teachers in order to successfully implement our practices and strategies.</p>
--	--	--	---