

Annual Action Plan

Set **GOALS**, Strengthen **PRACTICES**, Align **RESOURCES**, Motivate **COMMITMENT**

School	Hatch Elementary School	
District	Oak Park Elementary School District 97	
Plan Year(s)	2018 – 2019 SY	
Principal / Lead Person	Sarah Mendez	
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SCHOOL IMPROVEMENT PLANNING TEAM

Name	Stakeholder Group [^]	Signature
Sarah Mendez	Principal	
Martha Polley	Instructional Coach	
Casey Klemp	Teacher	
Steve Perkins	Teacher	
Lauren Vega	Teacher	
Lee Brummell	Teacher	
Stacey Kanavos	Teacher	
Jean L'Heureux	Teacher	
Sherita Lyles	Teacher	
Mary McKinney	Special Education	
Porsche Winfield	Student Support Specialist	

ABOUT OUR SCHOOL

William Hatch Elementary School is a K-5 public school located in Oak Park, a suburb directly adjacent to Chicago. We serve approximately 370 students that represent a diversity of races and cultures with English being the main spoken language.

- 44.8 % of students are from diverse backgrounds
- 14% of students free/reduced
- 10% of students have identified diverse learning needs

Our faculty averages about 13 years of teaching experience and is committed to ensuring continuous academic and social-emotional growth for every students we serve. We believe that continuous improvement of our professional practices is essessential to constant student growth.

Together our Building Leadership Team, staff, parents, and students work together to create a school environment that is safe and focuses on responsibility and respect of each student in order to promote a learning environment that is inclusive of all. We are committed to the success of each and every student.

We strive to uphold the Oak Park vision: To create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child. Join us on this journey!

PLANNING AND STAKEHOLDER ENGAGEMENT

Hatch is a welcoming environment and all stakeholders are welcome to contact the main office to explore ways in which to get involved.

1 Highlights of our Annual Action Plan

WE ARE DETERMINED TO MEET THE NEEDS OF ALL LEARNERS!

The Hatch School Improvement Plan (SIP) is reflective of our commitment to establishing an equitable and inclusive school community that is designed to meet the unique needs of our student population. As a school, we aim to implement best practices to support our students in their learning journey.

Although we have made some progress in meeting our school improvement goals, we have not made the progress we aimed for to close our achievement gaps in ELA (English Language Arts) or Math.

As a school, we are striving to ensure that more students achieve their academic growth goals and feel that they “belong” at Hatch. This Annual Action Plan outlines our student learning targets for 2018-19 as well as our priorities for improving teaching practices, leadership practices and organizational practices

Our student learning targets are as follows:

Increase student growth/achievement in ELA

- 65% of students will meet/exceed growth projections as measured by MAP (Base Line 49% Spring 2018%) and 50% of students below grade level will shift up an attainment group.
- The percentage of students meeting grade level expectations for The Benchmarking Assessment System will grow by 10%. (Baseline for fall 2018: First Grade 72%, Second Grade 67%, Third Grade 72%, Fourth Grade 87%, Fifth Grade 78%)

Increase student growth/achievement in Math

- 65% of students will meet/exceed MAP growth goal and 50% of students will shift up one attainment group.

Increase the percentage of students who feel that they “belong” at Hatch

- 80% positive student responses on PBIS student survey and increased percentage of favorable student responses to climate survey questions and focus groups
 - “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”

In order to meet our student growth goals, we are implementing the following professional practices and strategies:

ELA

- **Mini Lessons:** Teachers will engage all students in explicit instruction through strong mini lessons of reading and writing strategies.
- **Conferring:** Teachers will meet individually with students to give feedback, collect informal data, and set goals.
- **Targeted small-group instruction:** Teachers will use formative data to provide small group instruction based on student need.
- **Formative Assessment**
 - **Informal:** teacher conferences, observations, small group data
 - **Formal::** RUOS pre and post test for grades 3-5. Writing on demands for all grade levels. MAP/BAS data

Math

- **Strategies for All**
Teachers will implement Eureka with fidelity to complete all modules.
- **Targeted small-group instruction:**
Teachers will implement small group targeted instruction 3 days per week utilizing manipulatives, models and engaging activities that help students meet goals
- **Progress monitor** - teachers will progress monitor Tier 2 bi-weekly and Tier 3 students weekly and meet with teams during FAR to discuss data and make instructional decisions.
- **Family Math Support** - teachers will send home links to parents to inform of Module objectives.

To support our work, we will also implement the following practices:

- Grade level meetings to evaluate student learning and assess impact on student learning.
- Collegial meetings to review student data and plan for instruction and interventions.
- Principal-led dialog in ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work