

# Annual Action Plan

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

School	<b>Whittier Elementary School</b>	
District	Oak Park Elementary School District 97	
Plan Year(s)	<b>2018 – 2019 SY</b>	
Principal / Lead Person	Mr. Patrick Robinson	
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## School Improvement Planning Team

Name	Stakeholder Group <sup>^</sup>	Signature
Patrick Robinson	Principal	
Chasity McComb Williams	Student Support Specialist	
Paula Spring	Instructional Coach	
Rachel Molnar	Special Education Teacher	
Jordan Kripton	EC Teacher	
Kathy Villasin	Teacher	
Sondra Nelson	Teacher	
Kerri Druckmiller	Teacher	
Georgina Swanson	Teacher	
Danielle McDaniels	Teacher	
Annie Darley	Teacher	
Sideeka Ryan	Social Worker	

# 1 Highlights of our Annual Action Plan

Whittier Elementary School is home to 440 students in grades PreK-5. The student demographic breakdown is as follows: 50.2% White, 20.9% Black, 12.5% Hispanic, 3.6% Asian, 12.5% Two or More Races. In addition to being diverse culturally and racially, we experience significant socio-economic diversity which qualifies Whittier as a Title 1 school. This designation allows us the opportunity to receive additional federal funds to support our students who may be in need of additional academic interventions.

The Whittier's 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.

We aim to foster a school community that is goal-oriented and outcome-driven and that bases our decisions with students at the forefront. With several new curriculums having been introduced to teachers in the last few years, we characterize ourselves as a learning community that is open to change and seeks to implement best practices to support our students and entire school community.

Although we have made some progress in meeting our School Improvement goals, we have not made nearly enough progress to begin to close our achievement gaps in English Language Arts (ELA) or Math.

We recognize that we still have a long way to go to ensure that more students make significant academic progress. This Annual Action Plan outlines our student learning targets for 2018-2019, as well as our priorities for improving teaching practices, leadership practices and organizational practices.

Our student learning targets are as follows:

- ❑ *At least 60% of students will be at Meets or Exceeds Expectations by the end of the year, according to the Fountas & Pinnell Benchmark Assessment System (BAS). 63% of our Early Childhood Students will meet or exceed age appropriate expectations in the Literacy Domain of the Illinois Early Learning Standards.*
- ❑ *70% of our Early Childhood Students will meet or exceed age appropriate expectations in the Mathematics Domain of the Illinois Early Learning Standards. From Fall to Spring, 35% of students in grades K-1 at High Risk will move to Moderate or Low Risk, 35% of students at Moderate Risk will move to Low Risk and 90% of students at Low Risk will remain at Low Risk as measured by the AimsWeb Early Numeracy assessment. 65% of students in grades 2-5 at each Tier will meet or exceed 85% of their growth target by the end of year as measured by the NWEA MAP Math scores.*

- ❑ *80% of Whittier students will feel as if they belong at school as measured by the Positive Learning Environment Student Survey.*

### **WHAT WE MUST DO WELL:**

At Whittier Elementary School, we recognize that if we want continuous improvement of student learning, the starting point must be the continuous improvement of teaching practices, leadership practices, and organizational practices. Our Building Leadership Team (BLT) engaged in a comprehensive evaluation of our current educational programs to determine what is working well and what needs to be improved. To accomplish our student achievement targets, we have identified a few priorities aligned to the “Four Pillars” (or building blocks) of our district’s strategic plan, and to the unique needs of Whittier Elementary School students.

- **EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION (PILLAR 1)**
  - All students have access to challenging, engaging instruction that reflects students’ prior knowledge, learning styles and cultural backgrounds.
- **STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY (PILLAR 2)**
  - Trust among home, school and community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder voice.
- **EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL (PILLAR 3)**
  - Our principals and school leaders articulate a clear school vision, and actively engage in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention, including coaching, mentoring, peer support and targeted training.
- **DATA-DRIVEN CONTINUOUS IMPROVEMENT (PILLAR 4)**
  - With well-established organizational procedures in place, day-to-day school operations run smoothly and support teaching, learning and leadership. School resources are focused on strategies that enhance teaching practices and accelerate learning for all students.

Our Strategic Directions (Four Pillars) By implementing these four strategic directions, we will help every D97 student experience or achieve becoming a confident persistent achiever, creative critical thinker and global citizen, known nurtured celebrated learner, and an empowered passionate scholar.

### **A CALL TO ACTION:**

The success of our Annual Action Plan depends on the partnership and shared responsibility among parents, educators, community members, and the students themselves. This Action Plan

aligns the budget to our priorities and includes specific steps for motivating commitment of all stakeholders. It also defines how we will monitor and communicate our progress through the school year. We look forward to a productive school year for Whittier Elementary School, and to accelerating learning, growth, and success for every student!