

Highlights of Our Plan

About Our School

William Beye Elementary School is Oak Park's oldest school at one location, celebrating our 140th anniversary this year. Since 1879 students in our neighborhood have been schooled at the corner of Cuyler and Ontario. First known as the Ridgeland School, then Ontario St. School, it was renamed in 1896 in honor of William Beye, a school board member who was instrumental in getting the school built to serve students in their own neighborhood without having to cross town.

Today Beye School is made up of 370 students in grades k-5. They are taught by 45 teachers with the help of 8 teaching assistants. 24% of the student population is low income and 14% has an IEP. 48.2% of students are White, 22.5% Black, 11.9% Hispanic, 15.2% Multi-Racial, and 2.2% Asian. 2% of our students are homeless and 3% are English Language Learners. We also welcome students who are in residence at Hephzibah House.

We have a strong tradition of meeting the needs of the whole child and seeing our connection to the world around us. Our Green Team leads efforts to reduce, reuse and recycle and takes students into the community through the Outdoor Explorers program. Our strong curricular arts education is extended by extra-curricular opportunities like Jazz Band, Gospel Choir, Art Club and our 5th grade murals that each departing class leave behind as a gift to future Beye students and families.

Beye School is noted for parent leadership and partnership and has a strong PTO as well as an Inclusion committee that is part of a district wide DIVCO (diversity committee) effort. School Improvement efforts have always included parent education and empowerment and this year we'll host three Saturday workshops to inform and encourage partnership around reading, math and inclusion efforts.

Planning and Stakeholder Engagement Process

The BLT reviewed the 2018-19 plan in the spring of 2019 and brought the resulting priorities to the planning that happened on June 7th, 2019 at Brooks Middle School. The team worked that day to craft the 2019-20 SIP that was reviewed and refined over the course of the summer. The plan will be shared with faculty and families electronically in early August and presented to the faculty on Aug. 26th, the PTO Executive board at their August meeting as well as at the first PTO general membership meeting of the year on Saturday, Sept. 7th.

School improvement planning team

Name	Stakeholder group
Gabrielle Rosenblum	Building Leadership Team
Jennifer Logan	Building Leadership Team
Jonathan Ellwanger	Principal
Michael Colucci	Building Leadership Team
Natalie Bauman	Building Leadership Team
Paul Manus	Building Leadership Team
Sarah Louthan	Building Leadership Team

Executive Summary

We believe that all students can achieve and that a growth mindset fuels goals and actions that will fashion a new reality. We are focused on seeing growth for all students and all student subgroups in reading, math and the experience of a positive learning environment. We are also committed to improving our attendance rate (including tardiness) and to increasing the capacity of teachers to manage behaviors in the classroom to decrease office referrals. Specifically, we want to:

ELA - At least 80% of all students will make one's years worth of growth in reading based on the BAS assessment (K=5 levels, 1=6 levels, 2-5= 3 levels).

MATH- - Move 50% of Tier 2 and Tier 3 students up one tier and maintain 80% of Tier 1 students.

POSITIVE LEARNING ENVIRONMENT- Increase positive student responses on the five least positive PLESS questions by 10%.

I am challenged by the work my teachers ask (65%->75%)

Students at my school treat me with respect (58%->68%)

I have choices in the way I learn (62%->72%)

I have fun learning (66%->76%)

Students at my school are friendly (64%-74%)

ATTENDANCE- 96% daily attendance rate with less than 2% of students tardy.

DISCIPLINE- Begin tracking classroom managed behaviors to look for data trends to guide professional development and classroom based interventions.

We know that achievement disparities that are predictable by race and/ or SES are one of the most significant challenges we face as a school and school district. We are committed to eliminating opportunity gaps and seeing all students growing and becoming proficient with grade level standards. In approaching the work we believe that all students have strengths that we must stick with and that a deficit view limits our effectiveness and reinforces stereotypes.

Current State: Student Learning and Achievement

ELA - SPRING 2019 MAP

- Tier 3 - 13/218 or 5.95% *(vs. 29/259 or 11.1% in 2018)*
- Tier 2 - 16/218 or 7.3% *(vs. 10/259 or 3.8% in 2018)*
- Below Grade Level - 30/218 or 13.7% *(vs. 39/259 or 15% in 2018)*
- On Grade Level - 27/218 or 12.4% *(vs. 49/259 or 18.9% in 2018)*
- Projected College Ready - 83/218 or 38% *(vs. 89/259 or 34% in 2018)*
- 95% - 49/218 or 22.5% *(vs. 43/259 or 16.6% in 2018)*

MATH- SPRING 2019 MAP

- Tier 3 - 14/223 or 6.3% *(vs. 25/262 or 9.5% in 2018)*
- Tier 2 - 10/223 or 4.4% *(vs. 21/262 or 8% in 2018)*
- Below Grade Level - 45/223 or 20.1% *(vs. 54/262 or 20.6% in 2018)*
- On Grade Level - 32/223 or 14.3% *(vs. 41/262 or 15.6% in 2018)*
- Projected College Ready - 84/223 or 37.7% *(vs. 85/262 or 32.4% in 2018)*
- 95% - 38/223 or 17% *(vs. 36/262 or 13.7% in 2018)*

PLESS SPRING 2019 STUDENT SURVEY RESULTS

- I am challenged by the work my teachers ask me to do- 65% *(vs. 57% in 2018)*
- Students at my school treat me with respect- 58% *(vs. 60% in 2018)*
- I have choices in the way I learn- 62% *(vs. 65% in 2018)*
- I have fun learning- 66% *(vs. 66% in 2018)*
- Students at my school are friendly- 64% *(vs. 67% in 2018)*

ATTENDANCE

95% daily attendance *(vs. 95% in 2018)*

Current State: Professional Practices & Strategies

RUOS (and WUOS) are now fully implemented in grades k-5, and provide us with wall-to-wall approaches in reading, writing and mathematics. Dreambox math remains our core math intervention, provided through Title I funds. Lexia and LLI are our tier II and tier III reading interventions. Beye was granted school-wide Title I status for the first time in 2018-19 and applied again for 2019-20, which will allow for greater flexibility in delivering supports to any and all students who may need them. To help all students feel they belong, we created Bobcat Packs to connect students from all grade levels with each other and with another teacher beyond their own on a monthly basis all year long. We are growing our coaching mindset and looking to fully utilize our own instructional coach and outside coaches working with the district.

T2: To ensure students' continuous growth and development, teachers will organize instruction around standards and communicate clear expectations so that students understand what they will know and do

- *through learning targets, mastery objectives and teaching points, teachers will identify the essential learning for each lesson.*

T7: Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly

- *as grade level teams teachers are using cycles of inquiry (three over the course of the year) to examine key data to inform their planning, instruction and interventions during workshop time*

L2: Principals will lead ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work that meets rigorous standards

- *using Leading Well by Lucy Caulkins and Culturally Responsive School Leadership by Muhammad Khalifa as resources, the principal will lead formal and informal dialogues with grade level teams, specialists and the entire faculty throughout the year.*

O2: District and school leaders will consistently monitor the implementation of core instruction and measure the impact on student learning

- *the principal, instructional coach and BLT members will create opportunities to monitor the implementation of core strategies and to monitor progress using the CPR score card throughout the year*

Our Vision, Our Mission, Our Core Values

Our Vision

Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

Our Mission

Every student is a known, nurtured and celebrated learner.

Every student is an empowered and passionate scholar.

Every student is a confident and persistent achiever.

Every student is a creative critical thinker and global citizen.

Our Core Values

Our Calling

At Beye School, we believe we are called to instill, inspire, and ensure these BeyeProducts of learning for each and every one of our students:

SCHOLARSHIP

ARTISANSHIP

CITIZENSHIP

LEADERSHIP

FELLOWSHIP

Strategic Goals and Measures of Student Success

Goals	Measures
Every Oak Park District 97 student is a known, nurtured and celebrated learner.	Percent favorable responses to the PLESS statement: "When I am at school, I feel students at my school treat me with respect." (Excellence Target: 90%)
Every Oak Park District 97 student is an empowered and passionate scholar.	Percent favorable responses to the PLESS statement: "When I am at school, I feel I have choices in the way I learn (Elementary School) / what I learn (Middle School)." (Excellence Target: 90%) Student attendance rate (Excellence Target: 98%) Percent of students receiving office discipline referrals (Excellence Target: 3%)
Every Oak Park District 97 student is a confident and persistent achiever.	Percent of grade 3 students at or above grade level in reading (spring RIT score = 191), as measured by the NWEA MAP tests (Excellence Target: 90%) Reduction in the achievement gap, as measured on the NWEA reading and mathematics assessments, broken down by race, income status and IEP (special education) status Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in reading and mathematics (Excellence Target: Reading 80% and Math 80%)
Every Oak Park District 97 student is a creative critical thinker and global citizen.	Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel I am challenged by the work my teachers ask me to do." (Excellence Target: 95%)

Chapter 3 / Where We Go Next

Annual Student Achievement Targets

School Focus: 4 / 15	Annual improvement target
English Language Arts (ELA)	At least 80% of all students will make one's years worth of growth in reading based on the BAS assessment (K=5 levels, 1=6 levels, 2-5=3 levels).
Math	Move 50% of Tier 2 and Tier 3 students up one tier and maintain 80% of Tier 1 students.
Attendance	At least 96% average daily attendance, with 100% of attending students present in class each day.
Discipline	Our goal is keep our students in the classroom, to ensure they have equal access to instruction, and to ensure behavior management does not negatively impact a student's relationship with their teacher, their classmates or their School. We'll begin tracking classroom managed behaviors to look for trends, guide professional development and to direct classroom based, restorative interventions.

The Big Picture: Practices, Strategies, PD & Collaboration

ANNUAL ACHIEVEMENT TARGET 1

English Language Arts (ELA)

At least 80% of all students will make one's years worth of growth in reading based on the BAS assessment (K=5 levels, 1=6 levels, 2-5= 3 levels).

Professional practices	Educational strategies	PD & Collaboration themes
<p>T2: Organize instruction around standards To ensure students' continuous growth and development, teachers will organize instruction around standards and communicate clear expectations so that students understand what they will know and do.</p> <p>O2: Monitor implementation of core instruction District and school leaders will consistently monitor the implementation of core instruction and measure the impact on student learning.</p> <p>T7: Evidence gathering to assess impact Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly.</p>	<p>3.1 Targeted Academic Interventions & Supports Small group instruction Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring</p> <p>3.1 Targeted Academic Interventions & Supports Explicit Tier2/Tier 3 supports Provide Explicit Tier 2/Tier 3 supports in a school-wide model that includes: timely screening, proven strategies, clear action steps, continuous monitoring, for ELA and Math (and other content areas as needed</p>	<p>Multi-Tier Systems of Support (MTSS) Meetings Analyze student Benchmark Assessment System (BAS) and running record data in order to tailor small group instruction.</p> <p>Differentiation and Culturally Responsive Practices Ongoing professional learning and coaching to support teachers in moving from novice to experts in differentiation of instruction. This professional learning will include: using assessment data diagnostically , providing guided reading instruction, and developing enrichment activities.</p> <p>Knowledge of Content and Pedagogy Conduct year-round PD to deepen teachers' and leadership team's competence and confidence regarding the shifts associated with the Common Core Standards, including in-class modeling and differentiated coaching.</p>

ANNUAL ACHIEVEMENT TARGET 2

Math

Move 50% of Tier 2 and Tier 3 students up one tier and maintain 80% of Tier 1 students.

Professional practices

Educational strategies

PD & Collaboration themes

T7: Evidence gathering to assess impact

Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly.

T8: Collaborative analysis of assessment data and practices

During grade-level and department meetings, teachers will share student work and collaboratively analyze assessment data and instructional practices

L8: Continous improvement of instruction and intervention

Principals and leaders will meet with individual teacher teams to review using data to drive continuous improvement of instruction and intervention.

3.1 Targeted Academic Interventions & Supports

Small group instruction
Differentiate instruction for all students utilizing small group instruction (e.g., guided reading; conferring; strategy groups, math groups, with progress monitoring

Assessments-Informed Instruction

Analyze Common Formative Assessments and adjust instruction to meet the needs of students.

Student Ownership of Performance Data

Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress.

Evaluating Student Work

Ongoing professional development will support teachers in analyzing assessment data and using that data to identify student needs to target small-group instruction, and identifying instructional strategy to use based on analysis of student work to achieve intended results with students.

Professional Collaboration

Grade-level teams will use assessment data to set SMARTER goals, inform instruction, and monitor student progress.

ANNUAL ACHIEVEMENT TARGET 3

Attendance

At least 96% average daily attendance, with 100% of attending students present in class each day.

Professional practices

Educational strategies

PD & Collaboration themes

L4: Regular two-way communication with school and family

Principals and leaders will provide staff development on communication techniques and encourage regular two-way communication between the school and family.

School-Wide System of Supports

Implement a schoolwide system of support that includes the creating of PBIS, Culture and Climate, COST, and Attendance Teams to monitor and support Tiers 1-3.

Family/School Goal-Setting

Engage families in goal setting, hopes and dreams and/or home visits to develop a shared vision.

Enhancing Parent Awareness

Communicate with parents the importance of punctual arrival to school (during parent meetings before the start of the school year and on curriculum night).

ANNUAL ACHIEVEMENT TARGET 4

Discipline

Our goal is keep our students in the classroom, to ensure they have equal access to instruction, and to ensure behavior management does not negatively impact a student's relationship with their teacher, their classmates or their School. We'll begin tracking classroom managed behaviors to look for trends, guide professional development and to direct classroom based, restorative interventions.

Professional practices

Educational strategies

PD & Collaboration themes

T7: Evidence gathering to assess impact

Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly.

8.1 Differentiated Instructional Coaching

Personalized supports for teachers
Identify supports for individual teachers based upon data, develop a coaching plan, and identify TSA/ITL to support with aligned coaching (e.g. modeling lessons, elbow teaching

Strength-based Profiles

Involve students, teachers, and parents as partners in establishing strengths-based profile that we could use to open the year and throughout the year, drawing upon student, family and staff perspectives.

