



Hatch Elementary School

Hatch Elementary Annual Action Plan 2019-2020

2019 - 2020 ANNUAL ACTION PLAN

Sarah Mendez

Principal

Highlights of Our Plan

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 380 students that represent a diversity of races and cultures with English being the main spoken language.

- 47 % of students are from diverse backgrounds
- 11.8% of students are eligible for free or reduced lunch
- 11% 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 student we serve. We believe that continuous improvement of our professional practices is essential 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 Process

Hatch school utilizes multiple outlets to engage and involve all stakeholders in our school community. Our PTO engages families and staff members and provides consistent communication of goals, helps to problem solve and provide access to resources in our community that will improve instruction and learning. Our school welcomes and develops relationships with families through various outreach programs, such as:

- Kindergarten and new family open houses Family Math and Literacy nights
- Taste of Hatch Patch
- PTO parent education programs
- Parent run lunch clubs
- Team of teacher leaders meet weekly with Principal for school decision making
- One book One School
- Parent surveys to get their feedback after parent/teacher conferences
- Weekly teacher communications
- Weekly school wide newsletter from Principal and PTO

Hatch is a welcoming environment and all stakeholders are welcome to contact the main office to explore ways in which to get involved. All voices in the Hatch community are given various opportunities and mediums to give input in planning and decision making; including students, families, teachers and staff. Information is accessible, communicated clearly and consistently to all stakeholders. This includes communication and feedback from staff and teachers as to the needs of professional development to improve practice, as well as specific educational strategies to best meet all student needs.

School improvement planning team

Name	Stakeholder group
Lee Brummell	Building Leadership Team
Lauren Vega	Building Leadership Team
Mary McKinney	Building Leadership Team
Sherita Lyles	Building Leadership Team
Steve Perkins	Building Leadership Team
Stacey Kanavos	Building Leadership Team
Betsy Corrigan	Building Leadership Team
Jean L'Heureux	Building Leadership Team
Alicia Jenkins	Building Leadership Team
Porsche Winfield	Building Leadership Team
Martha Polley	Building Leadership Team
Sarah Mendez	Principal

Executive Summary

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 and social/emotional growth goals. This Annual Action Plan outlines our student learning targets for 2019-20 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

70% of K-5 students will meet or exceed the grade level target on BAS. 65% of students (2nd-5th graders)] will meet/exceed growth projections as measured by MAP (Baseline 57% Spring 2019)

Increase student growth/achievement in Math

55% of students will meet/exceed growth projections and grade level expectations as measured by MAP and AIMSWebPlus (baseline 2018-2019 38% of students met/exceeded growth projections). 65% of students will meet grade level targets on common unit assessments.

Attendance

At least 90% average daily attendance with 90% of students present at the start of the day.

Discrepancy in Discipline

Lower the number of BIRs for disrespect and physical aggression by 10% (Baseline- 40 disrespect; 139 physical aggression 2018-2019). Each identified diverse learner will have a lower number of BIRs by 10%.

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

S1.3: Targeted small-group instruction

Use formative data to provide small group instruction based on student need.

S1.4: Formative Assessments

Monitor and adjust instruction continuously through informal assessments (e.g., teacher conferences, observations, small-group data) and formal assessments (e.g., RUOS pre-/post-test for grades 3-5; Writing on-demand for all grade levels, MAP/BAS data).

S1.5: Family Literacy Support

Engage families in literacy support by creating reciprocal systems for communication around student needs and progress.

Math

S2.2: Targeted small-group instruction

Implement small-group targeted instruction daily, utilizing manipulatives, models and engaging activities that help students meet goals.

S2.3: Progress Monitoring

Conduct bi-weekly progress monitoring for Tier 2 students, weekly monitoring for Tier 3 students, and meet with teams during FAR to discuss data and make instructional decisions.

S2.4: Family Math Support

Create reciprocal communication regarding student needs and progress.

Attendance

Soft Start K-2

Design school schedule to include transition activities for students first thing in the morning to help with motivation for attending school on time

Monthly Monitoring & Outreach

Each month, Social Work will pull tardy and attendance data and complete outreach and communication with families.

Discrepancy in Discipline

Second Step & PBIS

Continue implementation of Second Step and PBIS specifically as applied to common areas/unstructured time

Consistent School-Wide Practices

Maintaining the use of circles to address belonging, recognition and respect. Focus on building classroom community and coordinating with student council to promote and focus on these items.

Consistent Procedures & Building Strong Relationships

Kick-off the school year with cohesive classroom circles focusing on belonging, recognition, and respect among students - continue throughout the year.

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 dialogue in ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work that meets rigorous standards