



MOUNT PROSPECT SCHOOL DISTRICT 57

Westbrook - Fairview - Lions Park - Lincoln



"Inspiring every student, every day to reach their full potential"

Lions Park School Improvement Plan 2024-2025

Board of Education Mission	<ul style="list-style-type: none"> • Encouraging curiosity and critical thinking • Ensuring robust academics • Providing innovative and safe learning spaces • Fostering healthy relationships and a sense of belonging
District Goals	<p>Outstanding Student Experiences District 57 strives to provide outstanding student experiences that promote academic excellence, social-emotional growth, and lifelong learning.</p> <p>Staff Growth and Support District 57, offering professional development, mentorship programs, and resources for staff wellness. Investing in staff is crucial for providing high-quality education and experiences for students.</p> <p>Family and Community Partnerships District 57 values partnerships with families and the community. We invest in resources and programs to promote communication, collaboration, and engagement. This helps create a positive learning environment for students, ensuring their success.</p> <p>Fiscal Stewardship and Facility Planning District 57 prioritizes fiscal stewardship and facility planning to ensure that resources are utilized efficiently and effectively. By investing in these areas, the district can continue to provide a safe and nurturing learning environment for its students.</p>
Portrait of a Graduate	<p>Adaptable Adaptable means being able to change and adjust to new ideas, situations, or environments. We can be flexible and are able to “go with the flow” when things don’t go as planned.</p> <p>Collaborative Collaborative means working with others to achieve a common goal. When we collaborate, we share ideas, listen to each other, and work as a team to get things done.</p> <p>Critical Thinker</p>

	<p>Critical thinkers ask questions and find answers. We look at multiple ways to solve problems. Critical thinkers are always curious and ready to learn something new.</p> <p>Empathetic Being empathetic means understanding and feeling how someone else is feeling. We can put ourselves in their shoes and show them kindness and support.</p> <p>Resilient Adaptable means being able to change and adjust to new ideas, situations, or environments. We can be flexible and are able to “go with the flow” when things don’t go as planned.</p>
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GOAL 1:		
<p>School Goal & Objective</p> <ul style="list-style-type: none"> What specifically do you hope to achieve? <p>All grade levels will have 60% or more of students meet their growth target in reading</p>	<p>Rationale</p> <ul style="list-style-type: none"> Why did you choose this goal? Why does reaching this goal matter to you? How will reaching this goal benefit others and the school? <p>As we embark on our first year of implementation of our new reading goal, we want to maintain above-average growth.</p>	<p>Key Results/Success Criteria</p> <ul style="list-style-type: none"> What will growth toward this goal look like? What quantitative metrics will be used to measure progress toward this goal? <p>Fall to Spring MAP Reading.</p>
<p>Alignment to Board of Education’s Mission</p> <ul style="list-style-type: none"> How does this goal align with the mission of the BoE? <p>This aligns with ensuring robust academics.</p>	<p>Alignment to District Goal(s)</p> <ul style="list-style-type: none"> How does this goal align with the goals of our District? <p>District 57 strives to provide outstanding student experiences that promote academic excellence.</p>	<p>Alignment to our Portrait of a Graduate</p> <ul style="list-style-type: none"> How does this goal align with our Portrait of a Graduate? <p>In order to answer reading comprehension questions correctly, students will need to think critically.</p>
<p>Student Voice</p> <ul style="list-style-type: none"> How will student voice be included? <p>Students will set personal goals for achievement.</p>	<p>Family Engagement</p> <ul style="list-style-type: none"> What will family engagement look/sound like? <p>Goals are shared with families at PTO meetings. Ideas for family reading are shared by teachers.</p>	

Action Plan

Goal #1 What actions will you take to achieve this goal?	What is your timeline for this action item?	Who will be involved in and/or responsible for this specific action item?	What professional learning or support is needed?	How and how often will progress be monitored?
1. In order to support the implementation of our new reading/language arts instructional materials, grade-level teams will partake in monthly curriculum days where each team will have an hour and fifteen minutes to collaborate and plan together under the leadership of content area specialists.	Monthly	Homeroom teachers, content area specialists, SpEd teachers, EB Teachers, and Instruction/Technology coach.	Training in new instructional materials	Student progress in reading will be measured three times per year through benchmarking and more frequently using assessments from the instructional materials.
2. Students will engage in goal setting.	This will be done prior to the winter and spring MAP reading administration sessions.	Teachers of reading	Tools will be provided to teachers to use with their students.	Student performance on MAP in winter and spring.
3. Professional learning will be provided on using skill-based groups during guided reading	This will be done during the second half of the year.	Teachers of reading and content area specialists.	Professional learning on the topic of skill-based groups will be provided.	Student performance will be measured on F&P and MAP.

GOAL 2:		
<p>School Goal & Objective</p> <ul style="list-style-type: none"> What specifically do you hope to achieve? <p>The percentage of students who reported on the school survey that they don't feel connected at Lions Park will decrease to less than 10% in Spring 2025 from 11.3% in Spring 2024.</p> <p>On the 5 Essentials survey the percentage of teachers who report that other teachers in the school feel responsible for helping each other do their best should increase in the nearly all category from 27% to 35%.</p>	<p>Rationale</p> <ul style="list-style-type: none"> Why did you choose this goal? Why does reaching this goal matter to you? How will reaching this goal benefit others and the school? <p>We want to focus on care for all students and staff.</p>	<p>Key Results/Success Criteria</p> <ul style="list-style-type: none"> What will growth toward this goal look like? What quantitative metrics will be used to measure progress toward this goal? <p>Increases in positive responses on staff and student survey will show growth.</p>
<p>Alignment to Board of Education's Mission</p> <ul style="list-style-type: none"> How does this goal align with the mission of the BoE? <p>This aligns with fostering healthy relationships</p>	<p>Alignment to District Goal(s)</p> <ul style="list-style-type: none"> How does this goal align with the goals of our District? <p>District 57 strives to provide outstanding student</p>	<p>Alignment to our Portrait of a Graduate</p> <ul style="list-style-type: none"> How does this goal align with our Portrait of a Graduate? <p>We want to create a collaborative environment</p>

and a sense of belonging	experiences that promote social-emotional growth. In addition, District 57 prioritizes staff growth, support and wellness.	and develop empathy in all.
Student Voice <ul style="list-style-type: none"> How will student voice be included? <p>Student voice is obtained through the survey results.</p>	Family Engagement <ul style="list-style-type: none"> What will family engagement look/sound like? <p>Goals are shared with families at PTO meetings and updates on student experiences will be provided in the Paw Prints.</p>	

Action Plan				
Goal #2 What actions will you take to achieve this goal?	What is your timeline for this action item?	Who will be involved in and/or responsible for this specific action item?	What professional learning or support is needed?	How and how often will progress be monitored?
1. Lessons on equity throughout the year	One lesson will take place in October and one will take place in February. Others may be added as needed.	The Social and Emotional Learning Committee will design the lessons and determine who will teach them.	Resources on equity for elementary students will be used by the SEL team.	These lessons will be shared at least twice during the year and in lesson plans during October and February.
2. Structured activities in certain areas of the playground.	This will be done one day per week with a different games or games each month.	Recess supervisors will be assigned by the principal or assistant principal to lead the games.	Ideas for games will be obtained from other schools and from the internet.	Game options will be listed in the Paw Prints newsletter at the end of the previous month for the next month.
3. Staff wellness activities at staff meetings-Reflect and Refresh	Every other staff meeting will feature a reflect and refresh activity for staff as part of the agenda.	The Building Leadership Team (BLT) will plan the activities and the principal will put them on the agenda.	Activities from https://well4edu.org/ and 180 Days of Self-Care for Busy Educators (A 36-Week Plan of Low-Cost Self-Care for Teachers and Educators) and other sources as needed.	This will appear on the agendas for September, November, January, March and May.
4. Prioritize the Empathy and Emotional Management units of Second Step at every grade level.	On opening day, the plan will be shared with all staff.	Homeroom teachers will follow the scope and sequence set by BLT.	A scope and sequence will be created and used.	All staff will teach Emotional Management first, Bullying Prevention second and Empathy third.
5. A new system will be put in place to brainstorm solutions for students with repeated social, emotional or behavior needs.	A form and process will be shared with all staff.	Any staff member can initiate the process for a student with whom they work. A team will then convene based on the needs. The team may include homeroom teacher, other staff who work with the student,	A demonstration will be provided on how to use the form during August.	The process will be used and support plans or interventions will be provided for students as determined by the team.

		BCBA, social worker, psychologist and administration.		
6. We will have schoolwide celebrations to promote school pride and connections among students and staff.	Celebrations will be held every other month.	A committee of volunteers will organize the celebrations.	Time for staff to meet and plan.	These will be on the calendar in October, December, February, April and June.