

Mount Prospect School District 57
SCHOOL IMPROVEMENT PLAN

**Lions Park School
2016-2018**

DISTRICT AND SCHOOL INFORMATION

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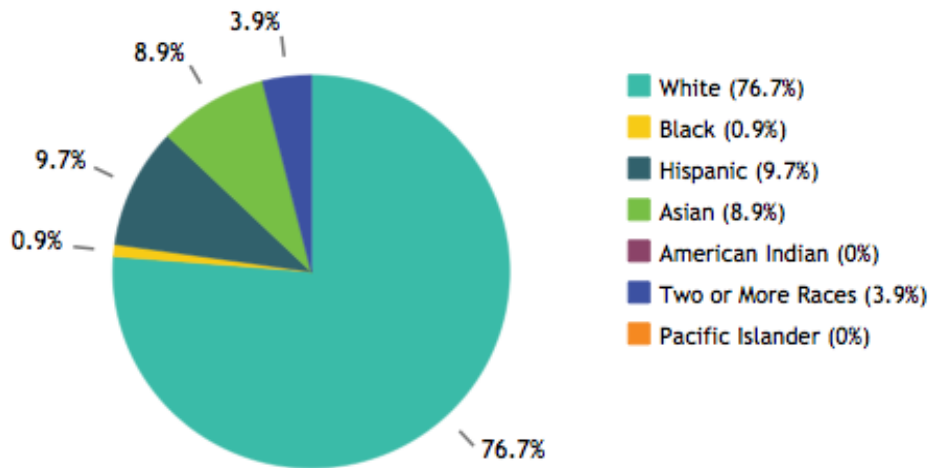
DISTRICT AND SCHOOL INFORMATION

*Populated and presented in Illinois Interactive Report Card site: iirc.niu.edu.

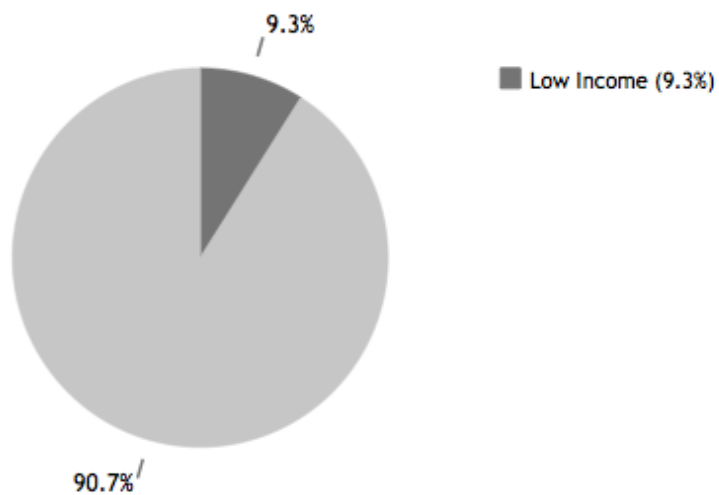
I. DATA COLLECTION and ANALYSIS

A. STUDENT CHARACTERISTICS (See Illinois Interactive Report Card)

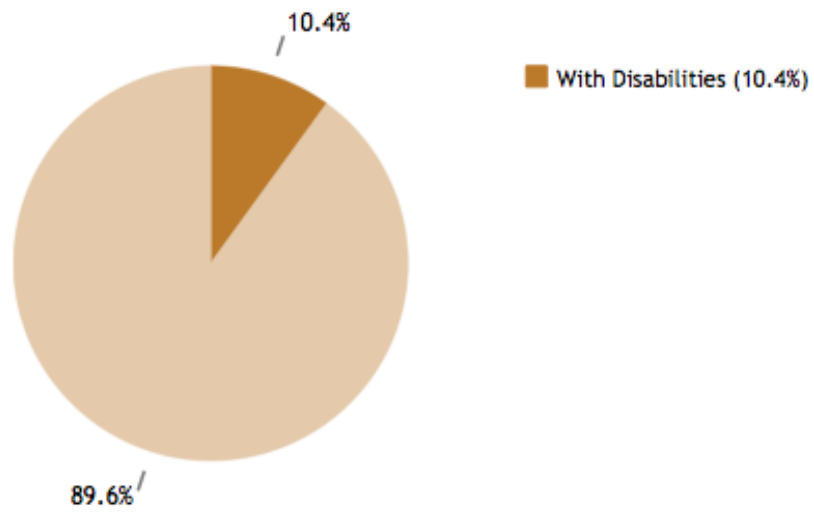
Racial/Ethnic Diversity



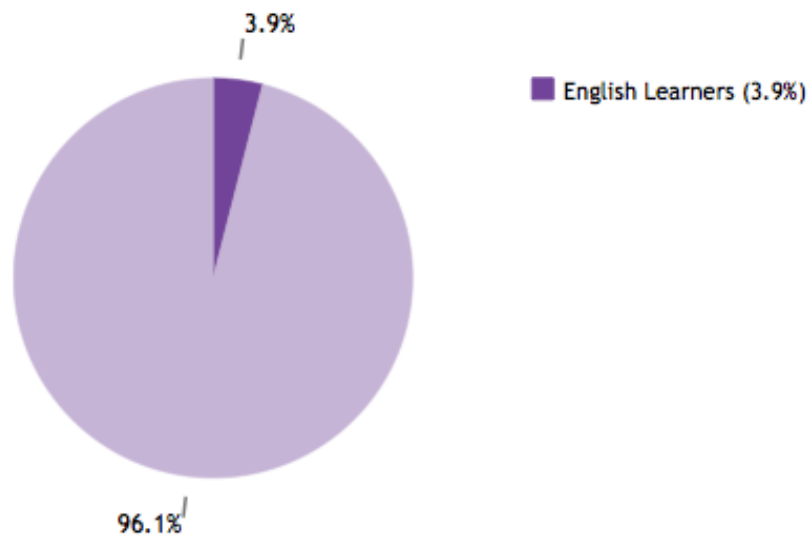
Low-Income Students



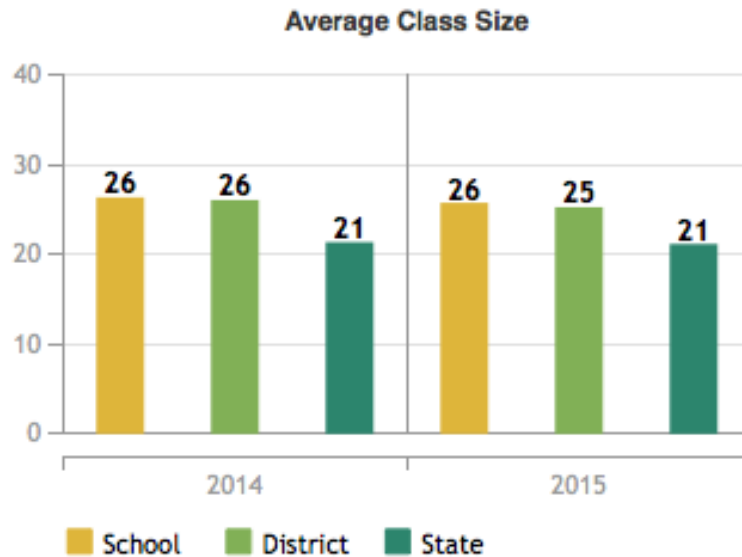
Students with Disabilities



English Learners



Average Class Size



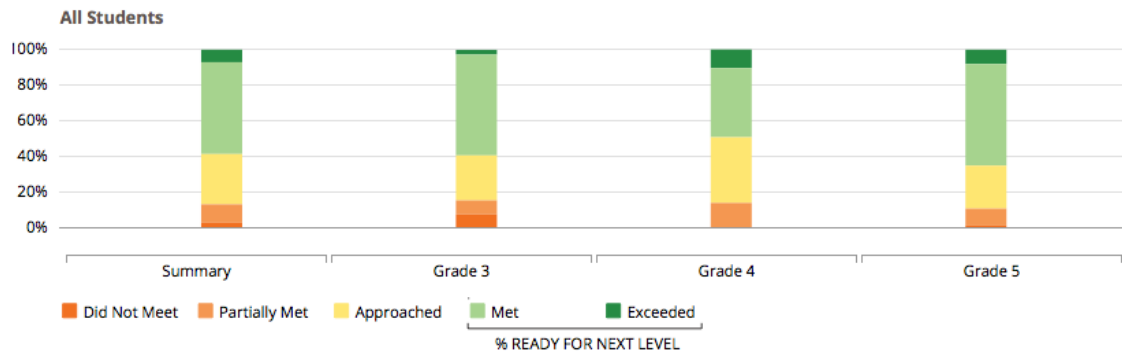
Recognitions –

- **Lions Park School is on the ISBE Illinois School Honor Roll for Academic Excellence**
- **Certificate of Appreciation for Outstanding Contribution to the Cents for Central School campaign - November 17, 2015**
- **Certificate of Appreciation for Outstanding Contribution to the Birthday Countdown Finish the Job Campaign for Central School - June 21, 2016 (June 21, 2016 was proclaimed by Mayor, Arlene Juracek, to be a day to celebrate Lions Park School for demonstrating outstanding community leadership)**
- **Certificate of Appreciation from Veterans of Mount Prospect Illinois - In Recognition For Outstanding Patriotic Observation of Veterans' Day**
- **Nationally Board Certified Teachers**

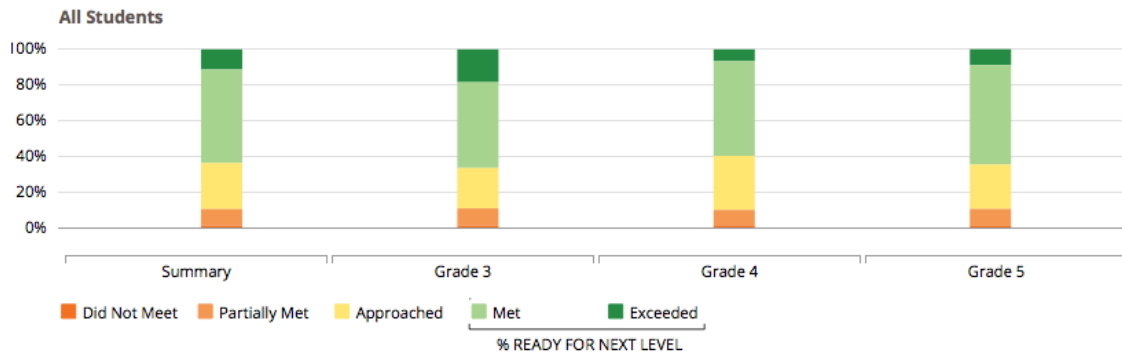
B. PARCC Achievement data

PARCC Test Results: 2015-2016 School Year

In reading, 58% of Lions Park students met/exceeded standards. For 2015-2016 third grade students, 59% met/exceeded standards in reading. For fourth grade students, 49% met/exceeded standards in reading. For fifth grade students, 65% met/exceeded standards in reading.



In math, 63% of Lions Park students met/exceeded standards. For 2015-2016 third grade students, 66% met/exceeded in math. For fourth grade students, 60% met/exceeded standards in math. For fifth grade students, 65% met/exceeded standards in math.



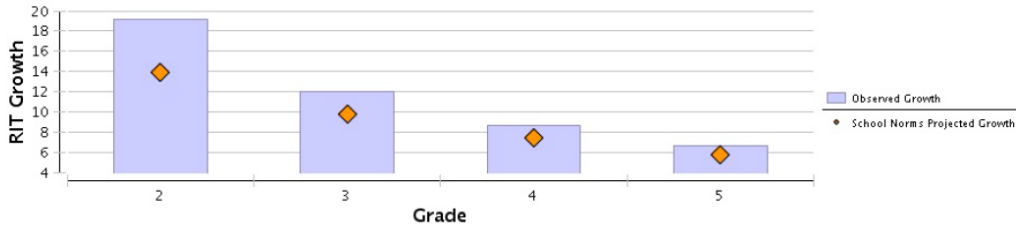
C. OTHER DATA

- Local Assessment Data

Fall 2015 to Spring 2016 MAP Assessment Data

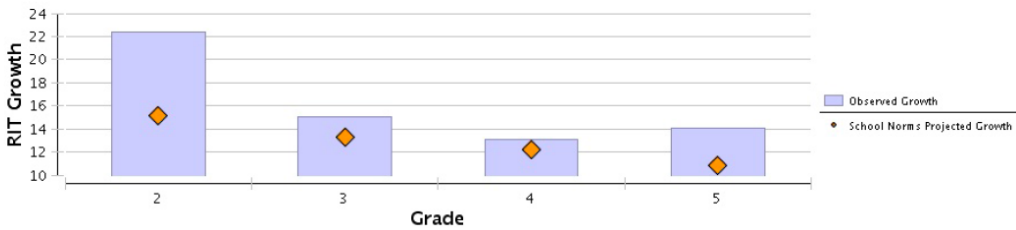
Reading		Comparison Periods						Growth Evaluated Against								
Grade (Spring 2016)	Growth Count†	Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	106	178.5	17.1	72	197.7	13.8	91	19.2	1.0	13.9	2.12	98	106	87	82	73
3	100	197.7	14.1	92	209.7	11.8	95	12.0	0.8	9.8	1.10	86	100	72	72	69
4	126	208.2	13.7	94	216.9	12.0	95	8.7	0.8	7.4	0.77	78	126	81	64	64
5	109	214.6	10.5	92	221.3	11.2	93	6.7	0.6	5.8	0.50	69	109	71	65	60

Reading



Mathematics		Comparison Periods						Growth Evaluated Against								
Grade (Spring 2016)	Growth Count†	Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	106	179.2	14.2	65	201.6	10.0	93	22.4	1.0	15.2	2.71	99	106	90	85	82
3	100	198.6	11.7	92	213.7	10.7	94	15.1	0.7	13.3	0.83	80	100	63	63	63
4	126	209.1	11.5	88	222.2	11.5	89	13.1	0.5	12.2	0.40	66	126	76	60	60
5	109	220.7	12.0	91	234.8	15.1	95	14.1	0.6	10.9	1.23	89	109	79	72	77

Mathematics



D. DATA ANALYSIS

In general, student performance results are very high due to the many positive characteristics of the school and community.

Sub-group (IEP) scores in math tend to be higher than scores in reading. A similar, although not as significant trend, is seen in the general education scores across all grade levels.

EL students' performance results on MAP are negatively impacted by their lack of language acquisition skills. However, EL students are making appropriate progress on the ACCESS (Assessing Comprehension and Communication in English State-to-State) assessment, which assesses language proficiency.

Low SES students' performance results on MAP are negatively impacted by their lack of rich pre-school and out of school experiences.

Reading:

The MAP data show that we met our Growth targets goal for reading in 2nd, 3rd, 4th, and 5th grade. For the 2016-2017 School Improvement Plan, the goal will be to continue to aim for 60-70% of the students meeting the growth targets in grades 2-5 as measured by the Reading MAP assessment from fall 2016 to spring 2017 (this will place the students above the 90th percentile in the nation). We will continue to implement Tier I core curriculum while implementing Tier II and III interventions with integrity. We support the Guided Reading model to provide leveled reading instruction to meet individual student needs. We use Fountas & Pinnell Benchmark (running records) and MAP data to assist with the placement in Guided Reading Groups.

Benchmarking will take place in the fall, winter, and spring. The benchmarks include Reading-Curriculum Based Measures (R-CBM), Fountas and Pinnell, and Measures of Academic Progress (MAP). Data will be analyzed on a data day after each benchmark. As a school, we will continue to utilize Response to Intervention (RtI) to set student goals, provide student support, and progress monitor students to ensure growth. Through RtI, the staff will continue to utilize the PowerRtI System and Instructional Planning Forms to track student interventions. We utilize Literacy Support Services teachers to provide interventions to identified students.

Math:

The MAP data shows that we met our Growth targets goal for math in 2nd and 5th grade; however, we did not meet our goal for 3rd and 4th grade. For the 2016-2017 School Improvement Plan, the goal will be to continue to aim for 65-75% of the students meeting the growth targets in grades 2-5 as measured by the Math MAP assessment from fall 2016 to spring 2017 (this will place the students above the 90th percentile in the nation). We will continue to implement Tier I core curriculum while implementing Tier II and III interventions with integrity.

Benchmarking will take place in the fall, winter, and spring. The benchmarking will include Math-Concepts and Applications (M-CAP) and Measures of Academic Progress (MAP). Data will be analyzed on a data day after each benchmark. As a school, we will continue to utilize Response to Intervention (RtI) to set student goals, provide student support, and progress monitor students to ensure growth. Through RtI, the staff will continue to utilize the PowerRtI System and Instructional Planning Forms to track student interventions. We utilize a Math Support Services teacher to provide interventions to identified students.

Illinois Learning Standards:

We have Illinois Learning Standards aligned reading and math curricula.

Social/Emotional Learning Standards:

Our goal was to continue to implement school wide practices that support the Illinois Social Emotional Learning Standards with an emphasis on bullying prevention. As a staff, we established a common language with staff, students, and parents surrounding bullying behaviors. An Olweus Team was implemented and formally trained in Olweus during the 2011-2012 school year. The Olweus Team trained the Lions Park staff. The students took the Olweus Survey in December 2011, 2012, 2013, 2014, and 2015.

Olweus Team meetings occurred during the school year. A presentation was given to parents at a 2011 PTA meeting. The Olweus Team executed District Kick-Off of Olweus in the fall 2012. Olweus “Class Meetings That Matter” began in fall 2012. The Olweus class meetings will continue for the 2016-2017 school year.

E. SCHOOL IMPROVEMENT GOALS

School Improvement Goal	Aligned to District Goal:
<p>1. To achieve optimal student growth on Illinois Learning Standards as measured by the MAP assessment in reading.</p>	<p>District 57 Strategic Plan</p> <p>KSF #1 Outstanding Student Performance</p> <p>Strategic Objective: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually</p> <p>1a) Monitor achievement on internal performance measures; address individual needs of students who do not meet targets</p> <p>1b) Monitor performance on state achievement tests; address individual needs of students who do not meet state standards</p> <p>1-1) Investigate and monitor district assessment system as it pertains to PARCC/DLM, ACCESS, IL Science Assessment, MAP, and CBM's as defined in current legislation</p> <p>KSF #2 Coherent and Rigorous Programs and Services</p> <p>Strategic Objective: Sustain the relevance and rigor of student learning</p> <p>2-2) Continue to monitor the District Leadership Team as it relates to implementation of RtI</p>
<p>2. To achieve optimal student growth on Illinois Learning Standards as measured by the MAP assessment in math.</p>	<p>District 57 Strategic Plan</p> <p>KSF #1 Outstanding Student Performance</p> <p>Strategic Objective: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually</p> <p>1a) Monitor achievement on internal performance measures; address individual needs of students who do not meet targets</p> <p>1b) Monitor performance on state achievement tests;</p>

	<p>address individual needs of students who do not meet state standards</p> <p>1-1) Investigate and monitor district assessment system as it pertains to PARCC/DLM, ACCESS, IL Science Assessment, MAP, and CBM's as defined in current legislation</p> <p>KSF #2 Coherent and Rigorous Programs and Services</p> <p>Strategic Objective: Sustain the relevance and rigor of student learning</p> <p>2-2) Continue to monitor the District Leadership Team as it relates to implementation of RtI</p>
<p>3. To implement schoolwide practices that support the Illinois Social Emotional Learning Standards.</p>	<p>District 57 Strategic Plan</p> <p>KSF #2 Coherent and Rigorous Programs and Services</p> <p>Strategic Objective: Sustain the relevance and rigor of student learning</p> <p>2-2) Continue to monitor the District Leadership Team as it relates to implementation of RtI</p> <p>KSF #3 Safe, Caring, Supportive Learning Environment</p> <p>Strategic Objective: Ensure the development of self-awareness and self-management skills to achieve school and life success</p> <p>3-2) Monitor the implementation of Social Emotional Learning Standards</p> <p>KSF #4 Climate & Communications</p> <p>Strategic Objective: Operate in a framework that promotes a climate of trust, honesty, and respect among all district stakeholders</p> <p>4c) Support a collaborative environment that fosters mutual respect and appreciation</p>

II. ACTION PLAN

School Improvement Goal 1: To achieve optimal student growth on a Illinois Learning Standards aligned MAP assessment in reading.

Measurable Objective:

- 60-70% of students at each grade level will meet the mean Growth Targets for reading as measured by MAP assessment from fall 2016 to spring 2017.

Strategies and Activities to Achieve Goal	Starting Date	Ending Date	Person(s) Responsible
Based on fall data, set individual student goals for MAP achievement in the fall.	September 2016	June 2017	*Teachers *Literacy Support Services (LSS) Team
Utilize individual MAP, Reading CBMs, and Fountas & Pinnell Benchmark Assessment (running record data) to determine reading level and plan for appropriate instructional opportunities.	August 2016	June 2017	*Teachers *Support Services *Principal *School Psychologist
Utilize MAP, Reading CBM, and Fountas & Pinnell Benchmark Assessment (running record data) to identify deficient or emerging readers in need of additional support including; Literacy Support Services (LSS), Reading is Simply Enchanting (RISE), and additional small group interventions.	August 2016	June 2017	*Teachers •RISE Teacher *Support Services *Principal *Director of Student Services *School Psychologist
In accordance with Response to Intervention (RtI), Tier I core curriculum, Tier II and Tier III interventions will be delivered with fidelity and progress monitored regularly for those students with differentiated learning needs.	August 2016	June 2017	*Teachers *Support Services *Principal

			*Director of Student Services *School Psychologist
Utilize resources to promote student growth and reading achievement. •Illinois Learning Standards aligned curriculum •MAP Learning Continuum •Enrichment Teacher •LSS Team •LRC Director •IXL Language Arts subscription •Book Room	August 2016	June 2017	*Teachers *Support Services *Principal *Director of Student Services *LSS Team *LRC Director
Utilize the Problem Solving Model, within grade level team data days, to develop intervention plans for students at risk.	August 2016	June 2017	*Teachers *Support Services *Principal *School Psychologist
Provide uninterrupted time for reading with increasing level of text complexity.	August 2016	June 2017	*Teachers *LSS Team
Balance fiction/nonfiction reading selections according to the Illinois Learning Standards per grade level.	August 2016	June 2017	*Principal *Teachers *LSS Team *Support Services
Continued implementation of curricula aligned to the Illinois Learning Standards	September 2016	June 2017	*District Leadership Team * Certified Staff

Plans for Professional Development to contribute to success of goal #1:

A collaborative model will be used to promote staff development in:

- Opportunities to attend SCIRA teacher renewal seminars, IRC, A Day at Judson
- LSS Fountas & Pinnell running record training
- Data Days: analyze data and discussion and development of interventions
- Staff Meetings: presentations by certified staff
- Implementing Illinois Learning Standards with fidelity
- Using a Balanced Literacy approach
- Understanding MAP: setting student goals, utilizing NWEA Learning Continuum frameworks, forming flexible student groups, and differentiating instruction
- Grade Level Problem Solving: Analyze data and discuss interventions for individual students
- Provide grade level teams and/or individual teachers with ongoing professional development opportunities during staff meetings, team meetings, and institute days
- New teachers observe reading classrooms outside the district
- Meet in grade level teams to discuss reading curricula

School Improvement Goal 2: To achieve optimal student growth on a Illinois Learning Standards aligned MAP assessment in math.

Measurable Objective:

- 65-75% of the students at each grade level will meet the mean Growth Targets for math as measured by MAP assessment from fall 2016 to spring 2017.

Strategies and Activities to Achieve Goal	Starting Date	Ending Date	Person(s) Responsible
Set individual student goals for MAP achievement in the fall.	September 2016	June 2017	*Teachers *Math Support Services (MSS) Teacher
Utilize individual MAP, M-CAP, and Chapter pre-tests for appropriate instructional opportunities.	August 2016	June 2017	*Teachers *Support Services *Principal *School Psychologist
Utilize MAP, M-CAP, M-COMP, and chapter pretests data to identify deficiencies for students in need of additional support: <ul style="list-style-type: none"> • MSS • 1:1 instruction • RtI instructional minutes 	August 2016	June 2017	*Teachers *Support Services *Principal *Director of Student Services *School Psychologist
In accordance with Response to Intervention (RtI), Tier I core curriculum, Tier II and Tier III interventions will be delivered with fidelity and progress monitored regularly for those students with significant needs.	August 2016	June 2017	*Teachers *Support Services *MSS Teacher *Principal *Director of Student Services

			*School Psychologist
Utilize resources (Illinois Learning Standards, MAP Learning Continuum, MSS Teacher, District 57 math videos, MiF Teacher Resource link & Pacing Guide, professional development institutes, Enrichment Teacher) to promote student growth and math achievement.	August 2016	June 2017	*Teachers *MSS Teacher *Support Services *Principal *Director of Student Services
Utilize the Problem Solving Model, within grade level team data days, to develop intervention plans for students at risk.	August 2016	June 2017	*Teachers *MSS Teacher *Support Services *Principal *School Psychologist
Provide time for fact mastery practice (ex: XtraMath,) and concept development with IXL subscription.	August 2016	June 2017	*Teachers *MSS Teacher
Focus on Illinois Learning Standards Mathematical Practices with particular attention to MP1 (making sense of problems and persevere in solving them); MP4 (model with mathematics); and MP6 (attend to precision).	August 2016	June 2017	*Principal *Teachers *Support Services
Implement the Illinois Learning Standards for Math with fidelity.	September 2016	June 2017	*Assistant Superintendent for Curriculum & Instruction *Principal *All Certified Staff

Plans for Professional Development to contribute to success of goal #2:

A collaborative model will be used to promote staff development in:

- Data Days: analyze data and discussion and development of interventions
- Staff Meetings: presentations by certified staff
- Implementing the Illinois Learning Standards with fidelity
- Utilizing MAP: setting student goals, utilizing the Learning Continuum, forming flexible student groups, and differentiating instruction
- Provide grade level teams and/or individual teachers with ongoing professional development opportunities during plan time, staff meetings, team meetings, and institute days for professional development
- Team meetings to analyze data
- Opportunities to attend National Conference Teachers of Mathematics/ Illinois Council, Bureau of Educational Research
- Research math concept instruction with online tutorials:
 - MiF Professional Development Link
 - Khan Academy
 - TeacherTube
 - District 57 Math Videos

School Improvement GOAL 3: To implement school wide practices that support the Illinois Social Emotional Learning Standards.

- Utilize The Olweus Meetings that Matter book weekly to develop self-awareness and self-management skills in order to establish a safe classroom community.
- Use The Building Based Olweus Committee to support staff in the establishment of students’ social-awareness and interpersonal skills.
- Demonstrate decision-making and responsible behaviors in personal, school and community context.

Measurable Objective: 100% of school personnel will participate in a school-wide positive behavior initiative to identify and communicate positive student behaviors.

Strategies and Activities to Achieve Goal	Starting Date	Ending Date	Person(s) Responsible
The Illinois Social and Emotional Learning Standards will continue to be implemented through the use of The Olweus Bullying Prevention Program to promote safe classroom communities.	September 2016	June 2017	*The SIP Representatives *School Psychologist *Social Worker *Principal *SEL/Olweus Committee
Communication to parents via notes, e-mail and phone calls to acknowledge and promote positive behavior.	September 2016	June 2017	*Teachers *School Psychologist *Social Worker *Principal
The formal plan of student recognition for positive behavior will be implemented. *School-wide Positive Behavior System *LP Behavior Matrix	September 2016	June 2017	*Social Worker *Teachers *SEL/Olweus Committee

*Lions Mane Award			*The SIP Team *Principal *School Psychologist
The Illinois Social and Emotional Learning Standards will be reviewed with staff and parents numerous times throughout the school year.	September 2016	June 2017	*Teachers *School Psychologist *Social Worker *Principal

Plans for Professional Development to contribute to success of Goal #3:

A collaborative model will be used to promote staff development in:

- Staff will participate in professional development through peer training of the Olweus bullying prevention program
- Social and Emotional Goals will continue to be reinforced
- The principal will model recognition of positive behaviors with the staff
- Teachers will distribute positive reinforcement communication to students and parents
- Staff will implement plans that recognize students' positive social skills and behavior
- Staff will introduce the behavior matrix to students and parents at the beginning of the school year

Plans for PARENT INVOLVEMENT in the learning goals:

Goal 1: To achieve optimal student growth on a Illinois Learning Standards aligned MAP assessment in reading.

- Read at least 20 minutes nightly with children
- Discuss what parent is reading with child (role-model to develop future readers)
- Assist with homework, support materials (when necessary) and reviewing assignment notebooks
- Staff will provide assessment data to parents through Parent-Teacher Conferences, problem solving meetings, and student reports. Staff will inform parents about reading goals for students.
- Work collaboratively with the classroom teacher
- Promote responsibility and organization for student success
- Encourage weekly trips to the Mt. Prospect Public Library and ownership of child's own library card
- Read information coming home from school/district to better understand how the new Illinois Learning Standards relate to academic goals for District 57 students
- Access Illinois Learning Standards posted on the Lions Park website and teacher page to gain a better understanding of new standards
- Plan to take part in 2016-2017 school year dialogue between parents and teachers

Goal 2: To achieve optimal student growth on a Illinois Learning Standards aligned MAP assessment in math.

- Math tutorial videos posted on Lions Park website for parent/student access
- Assist with homework, support materials (when necessary) and reviewing assignment notebooks
- Staff will provide assessment data to parents through Parent-Teacher Conferences, problem solving meetings, and student reports. Staff will inform parents about math MAP goals for students.
- Work collaboratively with the classroom teacher
- Promote responsibility and organization for student success
- Encourage nightly practice of math facts
- Attend Family Math Night
- Read information coming home from school/district to better understand how the new Illinois Learning Standards relate to academic goals for District 57 students
- Access Illinois Learning Standards posted on the Lions Park website and teacher page to gain a better understanding of new standards
- Student created videos explaining math computation on "LPTV"
- Plan to take part in 2016-2017 school year dialogue between parents and teachers

Goal 3: To implement school wide practices that support the Illinois Social Emotional Learning Standards.

- Accept and value your child for the individual he/she is
- Accept and value others in the school community
- Support the school's behavior management system
- Keep lines of communication open and positive with your child, the school and the community.
- Utilize the school website, LPTV announcements, and classroom and school newsletters to access information pertaining to school events and the Illinois Social Emotional Standards.
- Expect your child to take responsibility for his or her behavior
- Access the Behavior Matrix on the Lions Park website

MONITORING PROGRESS

Plans for monitoring progress of the School Improvement Goals and assessing the effectiveness of the strategies and activities:

- Goal 1: Grade-level teams will use formative and summative data, such as curriculum pre-tests and post-tests, CBM, MAP, running records, and ISAT/PARCC data 100% of the time to identify and group students into target areas for differentiation of instruction or formal interventions based on Illinois Learning Standards.
- Goal 2: Grade-level teams will use formative and summative data, such as curriculum pre-tests and post-tests, CBM, MAP, and PARCC data 100% of the time to identify and group students into target areas for differentiation of instruction or formal interventions based on Illinois Learning Standards.
- Goal 3: Conduct student surveys to progress monitor the effectiveness of the Olweus Bullying Prevention Program. Student surveys will be conducted on an annual basis according to the procedures outlined in the Olweus bullying prevention program. Collect school-wide data including attendance, nurse visits, and office discipline referrals.