



Whittier Elementary School

Whittier Elementary Annual Action Plan 2019-2020

2019 - 2020 ANNUAL ACTION PLAN

Patrick Robinson

Principal

Highlights of Our Plan

About Our School

Whittier Elementary School is home to 481 students in grades Early Childhood-five. The student demographic breakdown is as follows: 51% White, 20% Black, 12% Hispanic, .03%Asian, 14% 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 need additional academic interventions.

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 curricula 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.

Planning and Stakeholder Engagement Process

Whittier's staff and administrators that serve as members on the Building Leadership Team developed our School Improvement Plan based on qualitative and quantitative data. The team's primary goal is to ensure we are creating a teaching and learning environment that conducive to ALL students being academically and socially successful in school and in life. The four targeted areas, -ELA, Math, Attendance, Discipline- identified in the SIP are areas we felt needed the most attention and would have the greatest impact on student achievement. District 97's Chief Academic Officer and District 97's Teaching and Learning team also provided guidance and feedback to the leadership team. The Building Leadership Team met on several occasions in May, and June as well as in August 2019.

Staff meetings and other events for families of Whittier will be facilitated to share the plan and request feedback from the other stakeholders. Periodic progress reports will also be shared with staff, parents, and district administrators.

School improvement planning team

Name	Stakeholder group
Anjali Karia	BLT
Annie Darley	BLT
Chasity McComb-Williams	BLT
Danielle McDaniels	BLT
Georgina Swanson	BLT
Jordan Kripton	BLT
Katherine Villasin	BLT
Kerri Druckmiller	BLT
Patrick Robinson	Principal
Meagan Roskos	BLT
Erin Jacobson	BLT
Sondra Nelson	BLT

Executive Summary

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 2019-2020, as well as our priorities for improving teaching practices, leadership practices, and organizational practices.

Our student learning targets are as follows:

ELA:

EC: 63% of our Early Childhood Students will meet or exceed age appropriate expectations in the Literacy Domain of the Illinois Early Learning Standards.

K-5:

From Fall to Spring, 35% of students in grades K-5 reading at Below Expectations will move to Approaching Expectations or Meeting Expectations,

35% of students at Approaching Expectations will move to Meeting/Exceeding Expectations and 90% of students at Meeting/Exceeding Expectation will remain at Meeting/Exceeding Expectations as measured by 2020 Spring Fountas and Pinnell Benchmark Assessments (BAS).

Math:

EC: Fall to Spring 35% of students who are progressing towards expectations with counting will move to meeting expectations. 90% of students who are meeting or exceeding expectations as measured by My Teaching Strategies assessment will remain at meeting/exceeding. K-1: 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.

2-5: 75% of the students will demonstrate meeting or exceeding grade-level major cluster standards as evidenced by classroom common formative and/or summative assessments. 25% of students who are "below grade level" will continue to demonstrate growth (moving one or more subgroup from pre-to- post) as evidenced by classroom common formative and summative assessments.

Attendance:

By the end of the school year, we will have an 90% attendance rate for the SY20. We will provide support to families of students who have less than a 90% monthly attendance rate.

Discipline:

Reduce by 50% the racial disproportionality rate of students with Chronic Discipline Challenges (e.g., a student with more than 5 Behaviors Intervention Record (BIRs)) as measured by SWISS Database. Additionally, increase by 5% the number of students who feel "safe at school" and "I belong" as measured by PLESS.

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 and social-emotional 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 are 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 principal 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 an empowered passionate scholar.

