

Pleasantdale Middle School

2018-19 School Improvement Plan Update

Griffin Sonntag, Principal of Pleasantdale Middle School

We are pleased to report that the middle school has made great progress on all of our school improvement goals. These goals are developed in coordination with teachers. We align our building goals with the District's Strategic Blueprint so that all efforts are aligned and we are working together to move District 107 forward. The process for school improvement planning begins in late spring with our staff identifying growth areas for our building through a review of the Strategic Blueprint. Last spring we identified three areas to address:

1. Develop improved articulation processes for the 4th to 5th-grade transition, grade-to-grade transitions, and middle to high school transitions.
2. Pilot a co-teaching model of instruction in ELA and Math.
3. Build capacity for students and community related to Growth Mindset.

These 3 areas align with the District 107 Strategic Blueprint in the areas of Building Learning Environments, Building Human Capital, and Building Learning Capacity.

Goal Area 1: Building Learning Environments
Goal Statement: Develop improved articulation processes for the 4th to 5th-grade transition, grade-to-grade transitions, and middle to high school transitions.
Timeline: May 2019
Measures: <ol style="list-style-type: none">1. At the end of the 2018-19 school year, the identified deliverables will be accomplished.
Deliverables: <ol style="list-style-type: none">1. Collaboratively review and revise the 4th to 5th articulation process between the elementary and middle school;2. Discuss and implement grade-to-grade transitions focused on academics and areas of strength and need of upcoming classes;3. Review high school transition process with LTHS and provide suggestions for improvement, if necessary.

Under this goal, we have met deliverables 1 and 3. Through collaboration with Dr. Ban, Mrs. Tomei, and the fourth and fifth-grade teachers, we have developed a robust articulation process that includes students, staff, and parents as the students transition from the elementary school to the middle school. Through discussions with the Division Chairs in Student Services, English, and Math/Science, the high school process supports our eighth-grade students' transition to high school and seems to be meeting our students and parents needs well. Finally, we are working toward improving the changes that were made last year to our grade-to-grade transitions. We feel very confident that this articulation will support the teachers understanding of the individual

needs of the students and ultimately benefit the students' transition and development.

Goal Area 2: Building Human Capital

Goal Statement:

1. Pleasantdale Middle School will pilot a co-teaching model of instruction in ELA and Math.

Timeline: May 2019

Measures:

1. At the end of the 2018-19 school year, the identified deliverables will be accomplished.

Deliverables:

1. There will be one (1) section of co-teaching at each grade level 5-8 in ELA and Math;
2. Co-teaching professional development will be provided to certified staff;
3. Schedule alignment to support co-planning;
4. Increased integration of students with resource into the general education classroom;
5. Intentional scheduling of students to increase student support with the goal of increased achievement for all students

The deliverables under this goal have been mostly met. Through coordination with Dr. Ban and Ms. Lubeck, our teachers have participated in professional development through summer training, a fall team meeting, and a spring tune-up. In addition, multiple times during the school year, our teachers were offered additional time to work with their co-teaching partner(s). All of these experiences have helped teachers better understand what a co-teaching model is and how to best support students (and one another) within this model. As we review the middle school schedule, we will continue to seek options to support the co-planning opportunities of all of our co-teaching pairs.

We look forward to assessing the success of our students within this model of instruction and continuing to work with our teachers as they develop their skills to implement co-teaching most effectively for our students.

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Goal Area 3: Building Learning Capacity	
1. Goal Statement: Build capacity for the school community and students related to Growth Mindset.	
Timeline: May 2019	
Measures:	
1. At the end of the 2018-19 school year, the identified deliverables will be accomplished.	
Deliverables:	
1. Continue to build a depth of understanding with staff;	
2. Share with the greater school community the concept of a growth mindset and how they can support their children at home;	
3. Begin to explicitly teach kids about growth mindset seeking ways to systematize this important learning for the future.	

We have met deliverables 1 and 3 and will continue to share with the greater school community during the remainder of the school year this important concept of a growth mindset. We feel very strongly about the understanding of our staff in this area. Over the past two years, our staff has read, researched, shared, and experienced what it means to possess and develop a growth mindset. In terms of teaching this to our students, in both 5th and 8th grades, the concept was taught and the students participated in identifying an area in which they intend to grow this year. The idea of adding “yet” to any statement in which a student is unable to do a certain skill was embraced by the students. Making the explicit connection with them about how practicing and working hard supports improvement allows them to think differently about anything in which they either don’t know a lot about or can’t do something at this time. There are many different ideas that come and go in education, but I believe this one is one that will have a lasting impact on many students and staff.