



Mann Elementary School

# Mann Elementary School Annual Action Plan 2019-2020

2019 - 2020 ANNUAL ACTION PLAN

**Cheryl Sullivan**

Principal

# Highlights of Our Plan

## About Our School

Mann School is a K-5 public school located in Oak Park, IL, a suburban city right outside of Chicago. We serve approximately 500 students who represent a diversity of races, cultures, and languages.

Our faculty 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 the precursor to continuous improvement of student learning. Together, the leadership team, staff, parents and students work and learn together within a school culture that promotes equity and inclusion.

Our Mission is clear: Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

## Planning and Stakeholder Engagement Process

Mann School's action plan has been developed based on the district goals of increasing the percentage of 3rd graders reading on or above grade level, increasing percentage of students that are projected college ready and increasing the percentage of students that feel a sense of belonging when they are in our community and at Mann School.

Starting in Spring of 2019 our Building Leadership Team has developed a plan that complements our school's work and the work done over the last school year in the areas of reading, math, attendance and creating a positive learning environment. We created goals that continue to build on structures and systems currently in place while also creating and re-establishing systems to better suit the needs of our school community. These "needs" have been determined based on school data, staff feedback and insight and parent feedback.

Based on our standardizing test results, our students at Mann improved in the area of math for the 2017-2018 school year, compared to our 2018-2019 school year. The proportion of students who met state standards increased in math, at every grade level, and for every student-group. The standards-based formative assessments provide teachers and staff timely information which was used to tailor intervention for students and adjust instructional programs throughout the school year. This Annual Action Plan outlines our student learning targets for 2019-2020, as well as our priorities for improving teaching practices.

Shifting the focus to looking closely at common assessments, our Building Leadership Team has analyzed our BAS data. At the conclusion of the 2018 - 2019 school year, 84% of our K-5 students met or exceeded the benchmark level. In the area of math, we do not have a baseline for the Eureka common assessments that we will now use. A baseline will be established during the 2019 - 2020 school year.

## School improvement planning team

Name	Stakeholder group
Ann LaHucik	BLT
Cheryl Sullivan	Interim Principal
Janette Germanier	BLT
Karla Munoz	BLT
Katherine Cairns	BLT
Katherine Whitley	BLT
Madonna Weck	BLT
Molly Meierhoff	BLT
Nicole Pryor	BLT
Stephanie Hoover	BLT

### Executive Summary

Mann School's action plan has been developed based on the district goals of increasing the percentage of 3rd graders reading on or above grade level, increasing percentage of students that are projected college ready and increasing the percentage of students that feel a sense of belonging when they are in our community and at Mann School.

Starting in Spring of 2019 our School Leadership Team has developed a plan that complements our school's work and the work done over the last school year in the areas of reading, math and social emotional development. We created goals that continue to build on structures and systems currently in place while also creating and re-establish systems to better suit the needs of our school community. These "needs" have been determined based on school data, staff feedback and insight and parent feedback.

Based on our standardized test results, our students at Mann improved in the area of math for the 2017-2018 school year, compared to our 2018-2019 school year. The proportion of students who met state standards increased in math, at every grade level, and for every student-group. The standards-based formative assessments provide teachers and staff timely information which was used to tailor intervention for students and adjust instructional programs throughout the school year. This Annual Action Plan outlines our student learning targets for 2019-2020, as well as our priorities for improving teaching practices.

In the area of math, we do not have a baseline for the Eureka common assessments that we will now use. A baseline will be established during the 2019 - 2020 school year. Our goal is that at least 80% of students will demonstrate meeting or exceeding grade-level math standards as evidenced by Eureka Math Module assessments. In the area of reading, at the conclusion of the 2018 - 2019 school year, 84% of our K-5 students met or exceeded the benchmark level. We have a goal that

at least 90% of students will meet or exceed the end of grade level benchmark expectations on the BAS assessments. Baseline - 84% of students met or exceeded grade level benchmark expectations in school year 2018 - 2019.

We will work to achieve our goal of at least 85% of students having 10 or less tardies.

We will also work to reduce the disproportionality of the referral risk ratio by .25 between Black and White students. Baseline: Black students - risk ratio of 1.77; White students - risk ratio of .94 (2018 - 2019).

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- **EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL (PILLAR 3)**  
Our principals 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.