



# Pleasantdale Elementary/Middle School Improvement Plan

Mission Statement: *Ensure that each student is a passionate learner empowered with the academic and social skills to responsibly choose and excel in life pursuits.*



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## Background

### **Pleasantdale School District**

Pleasantdale School District 107 is located in the western suburbs of Illinois and serves all or part of the communities of Burr Ridge, Countryside, Indian Head Park, Willow Springs, and LaGrange. Our 854 students are served by two schools, Pleasantdale Elementary School, which serves grades Pre-K through 4, and Pleasantdale Middle School, which serves grades 5 through 8.

We are proud of our schools and the learning environment we have created for our students. In this report, you will find detailed information about our school



improvement goals. Our schools follow a model of continuous improvement which means we are always seeking new ways to improve the student experience.

Our goals are written using the SMART Goals format (Specific, Measurable, Achievable, Relevant, and

Time-Bound) and are directly related to our District Goals

and priorities. Below is specific information about each of our schools

### **Pleasantdale Elementary School**

Pleasantdale Elementary School is comprised of 480 students in preschool through 4<sup>th</sup> grade. Staff members are dedicated to making the learning process exciting, engaging, and as beneficial as possible. We strive to instill passion for lifelong learning in our students. Regardless where they begin, we want our students to show at least a year's growth academically, socially, and emotionally over the course of the school year. To help students achieve this goal, the school offers a variety of services including Reading Explorers, Reading Lab, Math Lab, ELL, Rainbows, and enrichment services.

To assure student growth, the building uses assessments including STAR, AIMSweb, and Fountas & Pennell. Students at Pleasantdale Elementary School demonstrate consistent growth and performance that exceeded national norms. Assessment data is used to identify areas of improvement and generate actions to address students' needs. This is a collaborative, flexible, and ongoing process. The staff understands that goal-achievement requires ownership and a determined common focus. This understanding and goal setting process leads to better student outcomes. Consistency of instructional materials and methods across the grade level and from one grade level to the next is essential to maximize learning.

The Social Emotional Learning (SEL) component is an essential part of each child's growth at Pleasantdale Elementary School. Staff and parents know students do well when they feel safe, confident, and happy. Although our SEL theme changes every year, the learning goals and basic structure remain fairly constant. Our theme this year is "Superheroes - I learn. What is your superpower?" We use this theme to reinforce our code of conduct, *The Eagle Way*. This code of conduct is consistently communicated in classrooms, hallways, busses, etc. and in situations such as assemblies, field trips, and all other school activities. It works very well because it is simple and consistent all over the building.



#### The Eagle Way

Be Safe

Be Respectful

Be Responsible

Elementary students have numerous opportunities to get involved in fine arts and other extracurricular activities. Activities include Chess Club, Battle of the Books, Intramurals, Lego Club, Cheerleading, Pen Pal Club, Student Council, Spelling Bees, Concerts, and 4th grade Band/Orchestra.

## **Pleasantdale Middle School**

Pleasantdale Middle School is a comprehensive, high achieving Middle School, with 387 students enrolled across Grades 5-8. The daily schedule is comprised of nine class periods, and students participate in the following classes: two periods of English and Language Arts, Science, Math, Social Studies, Spanish, Physical Education, and Specials, which include annually three of the following: Art, Health, General Music, Computers (Grade 5) and STEM. Advanced curriculum is provided in all English and Language Arts classes and Accelerated Curriculum is provided in Math, including Geometry courses at the local High School. Interventions are provided through a well developed multi-tiered system of support, led by a full-time Rtl Facilitator and School Social Worker. Targeted interventions are provided through Math and Reading lab classes. Additional supports include after school programs (Tutor Club) and subject specific study halls. Students participate weekly in Homeroom/Advisory activities centered around Social and Emotional Learning Standards.

Student performance on State level assessments has traditionally been well above the state average, with most students meeting or exceeding standards. 8th Grade students have traditionally performed well on High School placement examinations, as measured by the EXPLORE test. The graduating class of 2015 posted an average score of 18.78, with average scores exceeding National standards and amongst the best from schools in the Lyons Township High School District. In 2014-15, the District initiated the STAR assessment as a measure for growth and progress monitoring for students within interventions. Students at Pleasantdale Middle School demonstrated consistent growth and average performance that well exceeded national norms during the initial STAR assessments in 2014-15.





In addition to a rich academic program, Pleasantdale Middle School boasts a strong co-curricular and athletic program, available to all students. Various clubs and activities are developed by faculty members, based upon students' responses to interest surveys, and are available to students three times per week. Sample activities include such items as: fishing, cooking, art, gardening, chess, STEM, and a wide variety of intramural activities. Competitive athletics are offered at grades 7&8, and our students compete against other area Middle Schools in Boys and Girls Cross Country (grades 5-8), Basketball, Softball, Volleyball, and Soccer.

The School Improvement Plan is developed collaboratively with the engagement of the full staff. Goals are developed that complement and align with the District identified goals, specifying the role of the middle school in achieving these targets. These goals are shared and refined through full staff and grade level team meetings. Goals are measured and monitored throughout the course of the year through full staff and grade level meetings.



## School Improvement Plan: Pleasantdale Elementary School

<p>Goal Area 1: Reading/Math</p>
<p>Goal Statement:</p> <ol style="list-style-type: none"><li>1. Students receiving interventions in Math and Reading will exceed their expected growth targets from fall to spring based on the STAR assessment.</li><li>2. Students in Math Lab and Reading lab will meet or exceed their expected growth targets.</li></ol>
<p>Timeline: Fall 2015 to Spring 2016</p>
<p>Measures:</p> <ol style="list-style-type: none"><li>1. Student performance will be reviewed from Fall to Spring, reviewing all students who have been placed in Tiered interventions for at least one trimester.</li><li>2. Of the identified students, the majority will meet (100%) or exceed (110% or more) their expected growth, as identified by the STAR assessment learning target.</li></ol>
<p>Deliverables:</p> <ol style="list-style-type: none"><li>1. Students will be assessed three times a year using the STAR assessment. Based on feedback from last year's administration of the test, we will modify the way kindergartners are taking the STAR.</li><li>2. Following each assessment, data reviews will be conducted to monitor student growth and identify students requiring greater levels of support. This year, for the first time, math will be included in our data meetings.<ol style="list-style-type: none"><li>a. Results from our math intervention (Math Lab) and Math Rtl data will be reviewed at data meetings.</li><li>b. Staff will research, identify, and implement additional math interventions during the school day.</li><li>c. Parents will receive full explanation and results of interventions being offered during the day</li></ol></li></ol>

3. Our processes for releasing students from interventions will be reviewed by staff and administration. Students will be provided appropriated tiered interventions and released from tiered supports, based upon data from STAR, classroom assessments, and teacher observation and feedback.

Goal Area 2:

Climate and Culture

Goal Statement:

1. Increased opportunities for shared leadership and staff input into the decision making process will be fostered through the development of new committees and the re-engagement of existing structures to promote building level climate and culture.

Timeline:

Fall 2015 to Spring 2016

Measures:

1. A building level committee will be developed from participatory membership of the building Association membership and administration. Monthly meetings will be established, with mutually developed agendas that focus on best addressing issues that impact the climate and culture of the building.
2. Lead Teachers will continue to generate opportunities for shared leadership through bi-monthly meetings, focusing on the development of monthly staff meeting agendas, school improvement planning, and other building/grade level staff issues and growth opportunities.
3. Regular communication tools will be utilized to engage all staff members in the collaborative discussions, informing them of decisions reached at individual teams and committees and inviting engagement in future processes. (e.g. Matt's Minutes, emails, social media)

Deliverables:

1. The majority of the surveyed staff will respond favorably towards surveyed measures regarding staff communications, engagement in the decision making process, and overall involvement in the school leadership process.



2. 80% of the staff will respond favorably to highly favorably regarding the climate and culture of the building and learning environment.
3. Regular communications will reflect decisions made and input provided at Grade level meetings, allowing all staff members the opportunity to engage in the dialogue.
4. Monthly TAP/administration meetings will be followed by communication to full staff through written and verbal presentations and monitored through provided agendas and minutes.

Goal Area 3:

Early Childhood Learning

Goal Statement:

1. The preschool program will redefine its mission, purpose, and philosophy in order to make overall improvements.

Timeline:

Fall 2015 to Spring 2016

Measures:

1. Best practices and current practices at comparable schools will be explored to best align services toward kindergarten expectations.
2. Clear, transparent guidelines will be developed to best inform all stakeholders regarding program participation in preschool programs.
3. Additional assessment tools and means will be explored and obtained to best measure student readiness and growth.

Deliverables:

1. Information regarding preschool programs and services will be communicated throughout the school community.
2. A presentation will be made to the Board in early 2016 highlighting improvements planned for the following year.
3. A preschool brochure will be created and distributed through the school community.



## School Improvement Plan: Pleasantdale Middle School

<p>Goal Area 1: Teaching and Learning</p>
<p>Goal Statement: Pleasantdale Middle School students will meet or exceed projected growth targets in Math and Reading, as measured by the STAR assessment.</p>
<p>Timeline: Fall to Spring STAR Assessments</p>
<p>Measures</p> <ol style="list-style-type: none"> <li>1. 70% of the students will meet or exceed projected growth targets, as projected by the STAR assessment in Math and Reading, within the school year, September 2015 - May 2016.</li> </ol>
<p>Deliverables</p> <ol style="list-style-type: none"> <li>1. Students will be tested three times a year -- September, January, and May -- on the STAR assessment in their Math and ELA classes.</li> <li>2. Following each assessment, Grade Level Teams will meet to review the student data and results.</li> <li>3. From the data review, identified students will receive or continue to receive supportive, Tiered services, either within the classroom or through additional supports (math/reading lab)</li> <li>4. Home communication regarding progress/results from each assessment will be sent, with details identifying students' areas of strength and targeted areas of focus for improvement. Projected growth targets will be provided with the fall assessment.</li> <li>5. Staff members in ELA and Math will utilize the results to assist in classroom instruction through individual goal setting conferences with students, the formation of small learning communities in the classroom, and/or establishing specific class/student learning targets.</li> </ol>

<p>Goal Area 2: Teaching and Learning</p>
<p>Goal Statement: The school-wide Multi-Tiered System of Support (MTSS) will be further developed to include clear processes and systems to address student behaviors and tools to</p>

support growth and academic improvement.

Timeline:

Fall 2015 - Spring 2016

Measures:

1. Students per grade level who are identified and receiving tiered supports will be tracked and monitored for individual progress and progression through tiers, both academically and behaviorally.
2. The developed instrument and related processes for monitoring student behaviors will be added to already developed MTSS instruments for academic monitoring.
3. Agendas and meeting notes from MTSS team meetings will be collected and shared with staff.
4. The majority of the staff will respond that they have an understanding of the MTSS based upon a presented survey.

Deliverables:

1. Creation of a school MTSS team to develop the behavior monitoring instrument, review interventions and supports and track the progress of students receiving supports. Team to include members of Student Support Team and voluntary faculty representation.
2. Training provided to all Grade Level teams regarding the systems and processes regarding MTSS for student behaviors, focusing on clearly identifying student needs and the developing individualized behavior plans that target student behaviors that negatively.
3. A clear process of identifying students and providing targeted interventions/supports will be developed.
4. Identified students will be monitored on a weekly basis through Grade level meetings, led by school Social Worker.
5. MTSS team will meet quarterly, or as needed, to review processes and supports in place to support student behaviors and learning.

Goal Area 3:

Climate and Culture

Goal Statement:

Increased opportunities for shared leadership and staff input into the decision making process will be fostered through the development of new committees and the re-engagement of existing structures to promote building level climate and culture.

Timeline:

Fall 2015 - Spring 2016

Measures

1. The majority of the surveyed staff will respond favorably towards surveyed measures regarding staff communications, engagement in the decision making process, and overall involvement in the school leadership process.
2. 80% of the staff will respond favorably to highly favorably regarding the climate and culture of the building and learning environment.
3. Weekly communications will reflect decisions made and input provided at Grade level meetings, allowing all staff members the opportunity to engage in the dialogue.
4. Monthly Team and Climate Committee meetings will be followed by presentation to full staff through written and verbal presentations and monitored through provided agendas and minutes.

Deliverables:

1. A building level Climate Committee will be developed from participatory membership of the building Association membership and administration. Monthly meetings will be established, with mutually developed agendas, focusing on best addressing issues that impact the climate and culture of the building.
2. Team Level leaders will be provided with new opportunities for shared leadership through monthly meetings, weekly and monthly staff meeting agendas, school improvement planning, and other building/grade level staff issues and growth opportunities.

3. Weekly communication tools will be utilized to engage all staff members in the collaborative discussions, informing them of decisions reached by grade level teams and building committees, and inviting engagement in future processes.