

2019-2020 School Improvement Plan

Emerson

Team Members
Staff: Sheleen DeLockery (Principal), Caity Collins (Assistant Principal), Kate Cortez (Instr. Coach), Katie Lightner (Social Worker), Meg Thomson (5th), Rebecca Weglarz (4th), Laura Oliver (3rd), Sandy Wenig (2nd), Caryl Witt (1st), Lindsey Niggins (Kinder), Carol Dawkins (SpEd Resource), Lauren Blanford (Librarian), Kim Lamb (Para-Educ.)
Student Advisors: Layla G., Elyse P., Abby P., Ella R., Addison T, Sariah J., Mia M.

Peer Review 1 Date: To be done at EC-12	Peer Review 2 Date: To be done at EC-12
Presentation To Staff Date: 8/28 and 10/23	Presentation to PTA Date: 10/22 PTA Meeting
Update to Staff Date: Every late start and staff agenda will include learning targets linked to SIP Formal Updates: end of each Trimester: 11/14 Staff Meeting; 2/23 Staff Meeting; 5/14 Staff Meeting	Update to PTA Date: 1/14 PTA Meeting
Update to Staff Date: (see above)	Update to PTA Date: 5/12 PTA Meeting

SIP Team Meeting Dates	Action Taken
8/22/19 ELT/SIP	Reviewed 2018-19 SIP plan; divided into 3 teams to review each goal and determine its level of completion.
8/28/19 Staff	Reviewed work of ELT and provided additional feedback on what needed to be continued in 2019-20.
9/5/19 ELT/SIP	Evaluated staff's work from 8/28 and made recommendations for 2019-20 goals.
9/26/19	ELT and staff provided feedback on SIP draft for final approval.
10/3/19	Task review and refinement of SIP; 2019-20 Late Start and Staff planning for task completion.
TBD...	

2019-2020 School Improvement Plan

Emerson

Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.
Priority area: Culture

Data Analysis to indicate that there is a problem to address for Goal 1.

According to the 2018-19 5 Essentials data, Emerson is performing highest in the areas of a Supportive Environment and Involved Families.

Our three primary areas of improvement are Program Coherence, Teacher Safety and Collective Responsibility.



Emerson Elem School Dashboard Summary

Overall in 2019, Emerson Elem School is organized for improvement.

The overall performance score is comprised of each of the 5Essential scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

Where is Emerson Elem School performing the highest?



Socialization of New Teachers	87
Peer Support for Academic Work	76
Parent Involvement in School	72
Student-Teacher Trust	67
Parent Influence on Decision Making in Schools	66

What has improved most for Emerson Elem School?



Collaborative Practices	57 + 2
Quality Professional Development	56 + 1

Where is Emerson Elem School performing the lowest?



Program Coherence	24
Teacher Safety	27
Collective Responsibility	31
English Instruction	31
Student Responsibility	35

What has decreased most for Emerson Elem School?



Quality of Student Discussion	40 - 31
Student Responsibility	35 - 30
Classroom Disruptions	50 - 28
Collective Responsibility	31 - 24
Reflective Dialogue	52 - 19

Developing the problem of practice:

Student growth will improve and our SIP Goal 2 will be achieved if we create a positive culture among all staff. As relationships continue to strengthen among staff and between staff and students, the learning environment becomes more supportive. Students are able to feel safe and enjoy learning, creating a growth mindset that allows them to continue achieving their full potential.

Theory of Action:

If the Principal provides a supportive, collaborative environment to teachers*, teachers will feel respected and valued as professionals in education. This is critical to the success of a school so that teachers are able to make effective instructional decisions and take risks in trying new and innovative techniques. When teachers feel valued and supported, they are able to provide the same supportive environment to their students. As relationships strengthen between teachers and students, students are more willing to take risks, be vulnerable to learning, and perform at their highest ability. In summary, the principal models a supportive, collaborative environment to teachers, who produce this environment in their classroom, and children thrive.

*Including para-educators.

SMART Goal for Goal 1: Improving the Overall Culture

2019-2020 School Improvement Plan

Emerson

Collaborative Teachers: Collective Responsibility - By the end of 5Essentials Season 2019 (2019-2020 School Year), the “Collective Responsibility” measure, within the Collaborative Teachers quadrant, will grow from “less” to “average” (or “more”).

Supplemental Measures: Teacher Safety - by the end of the 5Essentials Season 2019 (2019-20 school year), the “Teacher Safety” measure, within the Supplemental Measures, will grow from “less” to “average” (or “more”).

Effective Leadership: Program Coherence - by the end of the 5Essentials Season 2019 (2019-20 school year), the “Program Coherence” measure, within the Effective Leadership Quadrant, will grow from “less” to “average” (or “more”).

Semester 1 Action Plan with Specific Measures of Progress (August through mid-December):

Action Step	Person Responsible	Completion Date	Evidence
Collaborative Teachers: Collective Responsibility: Add a paraeducator representative to the Emerson Leadership Team so all staff are represented.	DeLockery, Collins	9/1/19	A para-educator was identified and attends all ELT meetings as documented by attendance on the agenda.
Collaborative Teachers: Collective Responsibility: Form a student advisory group from fifth student council members that will create activities between students (student to student) and staff (students and staff) that will support the collaborative culture and strengthen relationships.	DeLockery	11/1/19	Agenda with students, pictures of student brainstorms, calendar dates for events created, and pictures of the events.
Collaborative Teachers: Collective Responsibility: Teachers will share goals and have choice in working with team members outside their grade level to learn from one another and have PLC time at every Late Start.	DeLockery, Cortez, All	9/25/19	Teachers will receive partners at 10/23/19 Late Start and be provided 10-20 minutes of PLC time to review goal progress and share what they have learned.
Collaborative Teachers: Collective Responsibility: Complete an Our Why Activity. All staff will share why they are in education, in Elmhurst and in Emerson.	DeLockery, All	10/10/19	Teachers will document their why on flags that will be hung in the main office by mailboxes. Our purpose will be revisited at every staff meeting.
Supplemental Measures: Teacher Safety: Create a more structured PBIS Tier II Team that meets consistently.	DeLockery, Collins	10/15/19	The PBIS team will identify meeting dates for the 2019-20 school year and pre-plan agendas

2019-2020 School Improvement Plan

Emerson

			to identify needs.
Supplemental Measures: Teacher Safety: The PBIS Tier II Team will identify a structure for implementing Tier II interventions and systematically progress monitoring effectiveness of interventions.	DeLockery, Collins, PBIS Tier II Team	12/1/19	The PBIS team will create and communicate to teachers a systematic approach to Tier II behavior interventions.
Effective Leadership: Program Coherence: The Emerson Leadership Team will meet 1-2 times a month to review the SIP, school needs, professional development, and school planning/organization in order to gain information and feedback from the Emerson staff with the purpose being giving teachers a consistent voice in addition to informal feedback requests.	DeLockery, Collins, ELT	Ongoing	The ELT began meeting in August and will meet one to times monthly with a minimum of one time per month. Agendas and minutes are documented on the ELT Rolling Agenda accessible to all staff via the Emerson Dashboard .
<p>Effective Leadership: Program Coherence: The principal will survey the staff and students at the end of each Trimester to gather feedback and progress monitor teachers' needs for professional development, PLC time, and/or other self-identified needs.</p> <p>Student surveys will provide information regarding how they feel coming to school, if they have a trusted adult, their learning preferences, and academic/social/emotional/behavioral needs being met, etc.</p>	DeLockery, Collins	<p>T1: 11/26/19</p> <p>T2: 2/21/20</p> <p>T3: 5/20/20</p>	<p>3 data points from teachers that provide evidence of growth in teachers' confidence of areas of professional development and collaborative time.</p> <p>ELT will review both sets of surveys to continue planning.</p> <p>Share feedback with teachers within 2 weeks of completed results in order to share how concerns will be supported.</p>
Semester 2 Action Plan with Specific Measures of Progress (January through May)			
Collaborative Teachers: Collective Responsibility: Continue providing 10-15 minutes during Late Starts for teachers to meet with Goal partners and problem-solve.	DeLockery, All	Ongoing	Documented time during Late Start agendas. Share out and feedback at the end of the year to determine how teachers felt about the collaboration time and its effectiveness.
Supplemental Measures: Teacher Safety: Provide professional development, release time for observation, and discussion of classroom management strategies in order to strengthen the Tier I behavior system.	DeLockery	Ongoing (2 year long-term goal)	Documented communication to teachers via agendas and emails about opportunities to work with the Instructional Coach and peers to solidify a positive classroom management

2019-2020 School Improvement Plan

Emerson

			system.
Collective Responsibility and Teacher Safety: Provide ongoing professional development on trauma-informed practices and supporting students with social, emotional, and behavioral needs.	DeLockery, Collins	Ongoing (2 year long-term goal)	Provide professional development during Late Starts beginning in the 2019-20 school year and continuing in the 2020-21 school year. Documented communication to teachers via agendas and email regarding professional development opportunities.
Effective Leadership: Program Coherence: The Emerson Leadership Team will review teacher feedback from the Trimester surveys regarding teachers' needs for professional development, PLC time, and/or other self-identified needs. The team will work collaboratively to plan future needs based on the surveys.	DeLockery, Collins, ELT	12/5 ELT; 3/5 ELT; June SIP day	Agendas and minutes are documented on the ELT Rolling Agenda accessible to all staff via the Emerson Dashboard . The solutions created by ELT will be presented to staff on the Emerson Rolling Agenda .

Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.
Priority Area: Personalized Learning Instructional Practices

Data Analysis to indicate that there is a problem to address for Goal 2.

ELA

The 2018-19 Illinois Assessment of Readiness indicates that 52% of students were meeting/exceeding in ELA (see chart below). Cohort data can be viewed by following the color-coded achievements; students appear to be maintaining achievement indicated by relatively consistent performance regardless of cohort. The drop in achievement at fifth grade in 2016 and 2017 can be attributed to a major test change in PARCC. By targeting specific subgroups of students, our goal is to raise the achievement of each cohort of students by 5% for a 2020 achievement goal of 54% meeting/exceeding. Targeted groups include students living in poverty and students who are identified as English Learners; closing those achievement gaps will raise overall student performance.

ELA	2015 (PARCC)	2016 (PARCC)	2017 (PARCC)	2018 (PARCC)	2019 (IAR)	2020 GOAL
School	54	51	47	53	52	54
3rd	47	45	48	44	48	53
4th	55	60	55	56	51	53
5th	61	47	40	56	55	56

2019-2020 School Improvement Plan

Emerson

ELA PARCC/IAR combined with Fall 2019 F&P benchmark data indicate a need to focus on students identified as F/R and/or EL. The following percentages of students are not meeting reading grade level expectations on Fountas and Pinnell benchmarking:

Kindergarten: n/a in Fall

1st: 38% not meeting

2nd: 36% not meeting

3rd: 32% not meeting

4th: 46% not meeting

5th: 50% not meeting

Of these students not meeting, at least 50% are identified either as F/R lunch and/or EL in each grade level.

Math

The 2018-19 Illinois Assessment of Readiness indicates that 52% of students were meeting/exceeding in math (see chart below). Cohort data can be viewed by following the color-coded achievements; students appear to be maintaining achievement indicated by relatively consistent performance regardless of cohort. The drop in achievement at fifth grade in 2016 and 2017 can be attributed to a major test change in PARCC. By targeting specific subgroups of students, our goal is to raise overall achievement of each cohort by 5% for a 2020 achievement goal of 58%. Targeted groups include students living in poverty and students who are identified as English Learners; closing those achievement gaps will raise overall student performance.

Math	2015 (PARCC)	2016 (PARCC)	2017 (PARCC)	2018 (PARCC)	2019 (IAR)	2020 GOAL
School	45	51	48	56	52	58
3rd	56	66	61	68	57	60
4th	45	48	55	50	49	60
5th	37	42	29	51	51	54

SMART Goal for Goal 2: Leverage Personalized Learning Instructional Practices to improve overall student learning.

Student Growth

- Progress monitor student growth during grade level PLCs using consistent practices that span content areas.
 - All student academic data will be monitored for appropriate grade level growth, with a specific focus on:
 - 50% of students performing below grade level in reading (with no IEP) will grow more than one grade level as determined by the F&P Instructional Level Expectations for Reading
 - Identify students who consistently receive a 1 or 2 in Eureka modules and increase their performance by one point (50% of students who receive an average of a 1 at the beginning of the year will receive an average of 2 by the end of the year; 50% of students who receive an average of a 2 at the beginning of the year will receive an average of 3 by the end of the year)

2019-2020 School Improvement Plan

Emerson

year).

Student Achievement

- Increase overall IAR student achievement according in ELA to 54% and Math to 58%.
 - Increase overall IAR student achievement according in ELA to 54% and Math to 58%.
 - Increase 10% of students identified as partially meeting standards on IAR (ELA and Math) to approaching standards.
 - Increase 20% of students identified as approaching standards on IAR (ELA and Math) to meeting standards.
 - Increase 5% of students identified as meeting standards on IAR (ELA and Math) to exceeding standards.
- Decrease the achievement gap by 20% between students identified as F/R lunch (with no IEP) and those who are not.

Semester 1 Action Plan with Specific Measures of Progress (August through December):

Action Step	Person Responsible	Target Date	Evidence
Review and continue professional learning on Instructional Norms to provide consistent communication to all students. <ul style="list-style-type: none"> ● Visible Learning Targets discussed with students at the opening and close of lessons (short-term goal) ● Academic Vocabulary introduced and taught using research-based practices (Marzano, Beck) to provide background knowledge prior to lessons (multi-year goal). 	DeLockery, Collins	12/20/19	Late Start and Staff Agendas that model this expectation for teachers allowing them to differentiate their own learning through choice. Provide professional learning opportunities during Late Starts, with the Instructional Coach, release time, PLC discussion regarding differentiation. Provide access to funds for workshops that teachers then bring back to the whole staff for supported implementation with the Instructional Coach.
Teachers will provide personalized learning opportunities through differentiation of product (demonstration of learning), process (mode of learning), and/or content (choice within major content) and providing student agency via choice (multi-year goal).	DeLockery, Collins, Cortez	Begin Fall 2019 Ongoing for 2-3 years	Late Start and Staff Agendas that model this expectation for teachers allowing them to differentiate their own learning through choice. Provide professional learning opportunities during Late Starts, with the Instructional Coach, release time, PLC discussion regarding differentiation. Provide access to funds for workshops that teachers then bring back to the whole staff for supported implementation with the Instructional Coach.
Monitor student growth through consistent PLC practices and student data (reading).	DeLockery, Reading	Begin Fall 2019	Develop consistent scoring practices of F&P to ensure we have inter-rater reliability within the

2019-2020 School Improvement Plan

Emerson

	Specialists, ELT	Ongoing: 5/30/20 Continued support in 20-21	building and therefore have more accurate longitudinal growth data of students. Documented on Emerson Staff Rolling Agenda: 1. Review new district scoring guidelines and planning with the Literacy Continuum in September, 2019. 2. Practice scoring using videos done by Cortez, Dospoy, Edwards using specific students selected by grade level teams. 3. Individual teachers videotape 2 students each to score and share.
Semester 2 Action Plan with Specific Measures of Progress (January through May)			
Monitor student growth through consistent PLC practices and student data (math).	DeLockery, Collins, Cortez	Ongoing: 5/30/20	Measure difference between Fall and Spring Eureka post assessment data/average scores, confirming student growth. 1. Examine Eureka data average percent of students with score of 3 or 4 from Fall 2019 2. Identify SMART Eureka data average percent of students with score of 3 or 4 for Spring 2020 3. Identify mechanisms to support teachers in reaching the goal (e.g, training in instructional practices, useful resources)
Provide targeted, trauma-informed instruction to students identified as receiving F/R lunch in order to build relationships and close the achievement gap between students not identified as F/R and those who are, but do not have an IEP.	DeLockery, Collins	5/30/20	Teachers will access EDIS to identify students within their grade level who are identified as F/R status. Professional development with staff on trauma-informed instruction will be documented on Late Start agendas. Documentation of PLC minutes that review students with F/R status and no IEP status.