

Memorial Elementary School

School Improvement Plan

Standard 2 - Culture and Climate

Indicator A – **Shared Vision and Goals** – The district and schools have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.

Star Indicator: ★★☆☆

Indicator B – **High Expectations for All** – The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.

Star Indicator: ★★☆☆

Indicator C – **Safe and Engaging Learning Community** – The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.

Star Indicator: ★★☆☆

Areas of Strength:

- Teachers care about students
- Administration cares for and respects staff
- Grade-level collaboration time

Areas in Need of Improvement:

- Hold everyone to the same standards
 - Staff relationships; work on team building
-

Memorial Elementary School

School Improvement Plan

Standard 3 – Shared Leadership

Indicator A – **Administrative Leadership** – The administration actively models and fosters a positive learning environment in which staff members feel valued and challenged to be engaged and grow professionally.

Star Indicator: ★★☆☆

Indicator B – **District and School Level Teams** – The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.

Star Indicator: ★★☆☆

Indicator C – **Teacher Leadership** – The teachers actively model and foster a positive school environment in which educators and students feel valued and are challenged to be engaged and grow.

Star Indicator: ★★☆☆

Indicator C – **Student Leadership** – The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.

Star Indicator: ★☆☆

Areas of Strength:

- Student responsibility: classroom pledge leaders; star students
- Grade level collaboration
- Staff uses data to form intervention groups

Areas in Need of Improvement:

- Help teachers build leadership at this grade level
 - More grade-level to grade-level collaboration
-

Memorial Elementary School

School Improvement Plan

Standard 5 – Educator and Employee Professional Development

Indicator A – **Professional Development** – All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, and behavioral programming needs.

Star Indicator: ★★☆☆

Indicator B – **Professional Collaboration** – All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.

Star Indicator: ★★☆☆

Indicator C – **Support Personnel Professional Development** – All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.

Star Indicator: ★★☆☆

Indicator C – **Evaluation, Feedback, and Support** – All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.

Star Indicator: ★★☆☆

Areas of Strength:

- Administration listens to requests of teachers
- School improvement days are given to work on curriculum

Areas in Need of Improvement:

- More relevant Professional Development for Specials areas
 - More money allotted for out-of-district conferences
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Memorial Elementary School

School Improvement Plan

Standard 6 – Family and Community Engagement

Indicator A – **School-to-Home Connections** – District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.

Star Indicator: ★★☆☆

Indicator B – **Student Personal Development** – The district and school leverage existing resources to provide a coordinated system of support for the whole child.

Star Indicator: ★★☆☆

Indicator C – **Student Advocates** – Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.

Star Indicator: ★★☆☆

Areas of Strength:

- Family Nights
- Communication through newsletters from teachers and principal
- Open Houses, concerts, family nights, art fair

Areas in Need of Improvement:

- More advanced notification given to families about activities
- Understanding of our families and their situations

Memorial Elementary School

School Improvement Plan

Standard 7 - Culture and Climate

Indicator A – **Instructional Planning and Preparation** – Instructional staff and district/school leadership ensure that instructional planning is based on the district’s curriculum as aligned with established learning standards and as supported by appropriate resources and professional development.

Star Indicator: ★★☆☆

Indicator B – **Classroom Environment** – Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.

Star Indicator: ★★☆☆

Indicator C – **Delivery of Instruction** – Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.

Star Indicator: ★★☆☆

Indicator C – **Professional Responsibilities** – Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.

Star Indicator: ★★☆☆

Areas of Strength:

- Mrs. Jones
- Data is reviewed and used

Areas in Need of Improvement:

- All teachers need to follow the standards and be held accountable.
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Memorial Elementary School

School Improvement Plan

2017-2018

School Goals and Action Plan

Goal 1: Making positive contact/communication with each family at least one time per year regarding character not academics.

Timeline: The 17-18 school year.

Data Reporting: Student rosters; log kept in principal's office;

Responsible Parties: All teachers; principal

Goal 2: 80% at or above target on spring universal screener literacy benchmark scores per grade level.

Timeline: 2017-2018 school year

Data Reporting: Benchmark scores in fall, winter, and spring shared with families and staff.

Responsible Parties: School stakeholders (students, families, teachers, administrator)

Goal 3: 92% of the student body will attend quarterly celebrations.

Timeline: 2017-2018 school year

Data Reporting: MMS student discipline data will be used and reviewed monthly by the PBIS team.

Responsible Parties: School Stakeholders (students, families, teachers, administrator); PBIS team; Administrator

Goal 4: To maintain a 95% overall attendance rate.

Timeline: 2017-2018 school year

Data Reporting: Monthly MMS attendance report that will determine the monthly reward.

Responsible Parties: School stakeholders (students, families, teachers, administrator)

Carolyn Wenz Elementary

School Improvement Plan

Standard 2 - Culture and Climate

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Star Indicator: ★★☆☆

Areas of Strength:

- Communication
- Welcoming atmosphere
- Grade level and building teams work well together
- Wiz Kids

Areas in Need of Improvement:

- Home Visits
 - More positive reinforcements for students
 - Build more unity in teams and across grade levels
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Carolyn Wenz Elementary

School Improvement Plan

Standard 3 – Shared Leadership

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Indicator C – **Student Leadership** – The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.

Star Indicator: ★★★★★

Areas of Strength:

- Teacher input
- Administration supports staff
- Curriculum committees
- Staff sharing ideas/presenting at staff meetings
- Open communication

Areas in Need of Improvement:

- PD relevant to all staff
- Need program for students promoting more leadership and volunteering in the community

Carolyn Wenz Elementary

School Improvement Plan

Standard 5 – Educator and Employee Professional Development

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Indicator C – **Support Personnel Professional Development** – All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.

Star Indicator: ★★☆☆

Indicator C – **Evaluation, Feedback, and Support** – All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.

Star Indicator: ★★☆☆

Areas of Strength:

- Lot of opportunities for professional development
- Paris #95 hosting fall conference
- Staff meetings – principal chooses someone to share a successful practice of program from their classroom

Areas in Need of Improvement:

- PD relevant to everyone
- PD for support staff
- More time to work with teams and committees

Carolyn Wenz Elementary

School Improvement Plan

Standard 6 – Family and Community Engagement

Indicator A – **School-to-Home Connections** – District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.

Star Indicator: ★★★★★

Indicator B – **Student Personal Development** – The district and school leverage existing resources to provide a coordinated system of support for the whole child.

Star Indicator: ★★★★★

Indicator C – **Student Advocates** – Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.

Star Indicator: ★★★★★

Areas of Strength:

- Active PFO
- Family Nights
- Hot Dog Dinner and Sock Hops
- PERK and PHS mentoring
- Open communication with families

Areas in Need of Improvement:

- Community members in school to help with activities
- More extensive services for students with major behavior issues

Carolyn Wenz Elementary

School Improvement Plan

Standard 7 – Student and Learning Development

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Indicator B – **Classroom Environment** – Instructional staff and district/school leadership collaborate to provide an instructional environment that actively engages all students by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.

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Indicator C – **Delivery of Instruction** – Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.

Star Indicator: ★ ★ ★ ★

Indicator C – **Professional Responsibilities** – Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.

Star Indicator: ★ ★ ★ ★

Areas of Strength:

- Staff is open to try new things
- Students have opportunities to use various technology; laptops, iPads, Chrome books.
- Modify curriculum and methods to meet student needs.
- Carol Jones – aligning curriculum to standards

Areas in Need of Improvement:

- Need more time to collaborate
- Quick curriculum changes leave teachers feeling overwhelmed

Carolyn Wenz Elementary

School Improvement Plan

School Goals and Action Plan

Goal 1: Wenz will provide meaningful and applicable PD for all staff.

Timeline: 2 year goal

Data Reporting: Staff will complete Professional Development interest survey. Survey staff at end of each semester for effectiveness and satisfaction of PD activities

Responsible Parties: Amy Perry and Carol Jones

Goal 2: Wenz will: develop essential questions, identify gaps in curriculum, identify available resources, identify curriculum needs, in the areas of Science and Social Science

Timeline: 2 year goal

Data Reporting: Teaching units will be completed for each domain in Science and Social Science

Responsible Parties: Curriculum committees, Grade level teams, Amy Perry, and Carol Jones

Goal 3: Wenz will review discipline data, identify trends, and make recommendations for behavioral interventions.

Timeline: 1 year goal

Data Reporting: Quarterly findings shared with staff

Responsible Parties: Wenz PBIS committee and Amy Perry

Goal 4: Wenz will analyze data from quarterly assessments, identify areas of weakness, and prescribe intervention strategies.

Timeline: 1 year

Data Reporting: Quarterly data review

Responsible Parties: Grade level teams and Amy Perry

Mayo Middle School
School Improvement Plan

Standard 2 - Culture and Climate

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Areas of Strength:

- Home visits
- Touching base with students
- Information about grades
- Communication
- Opportunities for involvement for students

Areas in Need of Improvement:

- Re-teaching rooms need to be made more effective
- Social work groups – Can we connect with HRC?
- Student leadership /Runners (Coordinate with NJHS)

Mayo Middle School
School Improvement Plan

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Areas of Strength:

- Administration
- People feel they are listened to.
- Open communication
- Community Service

Areas in Need of Improvement:

- PD relevant to all staff
- Department alignment and accountability

Mayo Middle School
School Improvement Plan

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Areas of Strength:

- Carol Jones – She has been helpful in all things teaching and learning.
- Lot of opportunities for professional development

Areas in Need of Improvement:

- PD relevant to everyone
- PD for support staff
- PD binder more targeted to school accountability (Checklist by end of the year/Quarterly Checks)
- Collaborate with high-performing low-income middle schools.

Mayo Middle School
School Improvement Plan

Standard 6 – Family and Community Engagement

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Star Indicator: ★★☆☆

Areas of Strength:

- ZAP Phone Calls
- Good Communication of Information
- Many activities and engaging fun nights for parents and families

Areas in Need of Improvement:

- Group counseling
- Explore PAYS group
- Recruit community speakers for classrooms

Mayo Middle School
School Improvement Plan

Standard 7 – Student and Learning Development

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Star Indicator: ★★☆☆

Areas of Strength:

- Carol Jones – Great resource for materials/teaching strategies
- Research-based instruction
- Reading/Writing Strategies/Curriculum
- Attendance
- Common Core Aligned
- NGSS Aligned
- New IL Social Science Aligned
- Fitness Gram Aligned

Areas in Need of Improvement:

- Repetitive curriculum strategies from 10 years ago
- Adapating materials for special educations students
- Increase technology teaching strategies
- Challenging teachers to add something new a couple times a year to the curriculum

Mayo Middle School
School Improvement Plan

School Goals and Action Plan

Goal 1: Mayo will provide meaningful and applicable PD for all staff.

Timeline: 2 year goal

Data Reporting: Surveys will be administered for effectiveness and satisfaction each semester. Data will be reported out by email.

Responsible Parties: Jeremy Larson and Carol Jones

Goal 2: Mayo will expand and improve student activities.

Timeline: 2 year goal

Data Reporting: Student participation will be documented each semester through survey and reported out by email.

Responsible Parties: Grade level teams

Goal 3: Mayo will implement PBIS incentives daily.

Timeline: 1 year goal

Data Reporting: Mayo will conduct a weekly drawing for this PBIS incentive.

Responsible Parties: Mayo PBIS Committee

Goal 4: Develop a content area accountability checklist.

Timeline: 1 year

Data Reporting: PD binders quarterly

Responsible Parties: Content area teams, Jeremy Larson, and Carol Jones
