

**Dr. Preston L. Williams. Jr. Elementary
School Improvement Plan Summary
SY 2019-2020**



SCHOOL IMPROVEMENT PLAN
IL-EMPOWER

Whole Child, Whole School, Whole Community

Dr. Preston L. Williams, Jr. Elementary School
Principal, Danielle Jackson

School SMART Goal #1: Literacy Goal: In the Spring of 2020, 45% of all students 2-5th grade will be meeting grade-level expectations as seen on the BAS. In the Spring of 2021, 50% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS. In the Spring of 2022, 55% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS.

WORTHY TARGETS/OBJECTIVES	ADULT PERFORMANCE MEASURE WHAT WILL ADULTS DO TO MEET THE OBJECTIVE?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. All teachers will follow the established guidelines in the USD 116 Collaborative Framework regarding instruction and assessment to include: Daily 5, running records, guided reading groups, sight words, Words Their Way, and reading interventionist support.</p> <p>B. Collaborate with Center for Education in Small Urban Communities</p>	<ul style="list-style-type: none"> ● 100% of staff and teachers will implement balanced literacy with fidelity ● 100% of staff and teachers will challenge and engage students already reading at or above grade level ● All classroom teachers will conduct monthly running records and record data in Data Drive <ul style="list-style-type: none"> ○ Including writing on-demand prompts ● All staff will collaborate to develop instructional goals for students ● 100% of staff teaching literacy will create appropriately sized guided reading groups 	<p>BAS Performance Data: 38% of DPW 2-5th students are meeting grade-level expectations.</p> <p>Monthly Running Record Data</p> <p>Kindergarten BAS data December & March</p>
<p>C. Professional development will be held for staff about balanced literacy components, including reading groups and sizes, and how to use assessments to inform instruction.</p>	<ul style="list-style-type: none"> ● Students who are not reading at the targeted benchmark and are lowest performing will be seen by literacy interventionists within an intervention group. 	

	<ul style="list-style-type: none"> • This tiered support will be in addition to the guided reading instruction that occurs within the classroom daily. • Monthly running records will be taken by classroom teachers outside of the BAS assessment window • Core meetings will be held to determine when intervention services will be implemented or discontinued • Consistent conversations about data and next steps (ex: collaboration meetings, RtI meetings, grade level meetings) 	
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School SMART Goal #2: Social Emotional Goal: All students will show improved use of behavior strategies by implementing Zones of Regulation. Through the use of self-regulation strategies, by the Spring of 2020, a decrease in the Risk Ratio will occur from 3.98 down to 3.5 for African American students. By the Spring of 2021, through the use of behavior management strategies and the Zones of Regulation a decrease in the Risk Ratio will occur for African American students to 3.0. By the Spring of 2022, through the use of behavior management strategies and the Zones of Regulation a decrease in the Risk Ratio will occur for African American students to 2.5.

WORTHY TARGETS/OBJECTIVES	ADULT PERFORMANCE MEASURE	STUDENT PERFORMANCE MEASURE
<p>A. Our African American students will be more proportionately represented in SWIS data. They are currently overrepresented by a significant amount. Our goal is to lower this to 2.25.</p>	<ul style="list-style-type: none"> • 100% of staff attend professional development on de-escalation, trauma-informed practices and restorative practices • 100% of staff attend monthly PBIS meetings focused on culture and climate at DPW 	<p>SWIS Data Monthly PBIS Staff Newsletter Monthly Incentive list Climate Survey results administered to all students 5 Essentials Survey results</p>

Part 2: Implementation and Monitoring Details for all Goals

Implementation and Monitoring Details						
SMART Goal #1: Literacy Goal: In the Spring of 2020, 45% of all students 2-5th grade will be meeting grade-level expectations as seen on the BAS. In the Spring of 2021, 50% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS. In the Spring of 2022, 55% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS.						
Worthy Target/Objective and Practice/Performance Measures						
A. All teachers will follow the established guidelines in the USD 116 Collaborative Framework regarding instruction and assessment to include: Daily 5, running records, guided reading groups, sight words, Words Their Way, and reading interventionist support.						
Needs assessment alignment: Standard VII: In successful school districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.						
Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	Sept 2019	Jan 2019	May 2019	Sept 2019	Jan 2020	May 2020
Staff Administer BAS in October & March to all students 1-5 Kindergarten teachers administer BAS in December & March	100% of 1-5th grade teachers administered BAS in Oct Outcomes: 50% of 2-5th grade students are not meeting the fall benchmark; 12% of students are approaching fall benchmark and					

	38% of students are meeting the fall benchmark					
All staff will collaborate to develop instructional goals for students	In Progress					
Monthly running records will be taken by classroom teachers outside of the BAS assessment window	100% of 1-5th grade teachers administered running records in September					
Consistent conversations held about data and next steps (ex: collaboration meetings, RtI meetings, grade level meetings)	100% of classroom teachers participated in Core meetings, weekly collaboration meetings and grade level meetings					
Students who are not reading at the targeted benchmark and are lowest performing will be seen by literacy interventionists within an intervention group as noted in CORE meeting notes and RtI meeting notes.	In Progress- Literacy Groups established after CORE meetings; adjusted after BAS administration					

This tiered support will be in addition to the guided reading instruction that occurs within the classroom daily.	Classroom schedules and Literacy Interventionist Schedules document tiered support in addition to classroom instruction.					
Student Practices/Performance Measure	Sept 2019	Jan 2019	March 2019	Sept 2019	Jan 2020	May 2020
	Monthly Running Record Data					

Implementation and Monitoring Details

SMART Goal #2: Social Emotional Goal: All students will show improved use of behavior strategies by implementing Zones of Regulation. Through the use of self-regulation strategies, by the Spring of 2020, a decrease in the Risk Ratio will occur from 3.98 down to 3.5 for African American students. By the Spring of 2021, through the use of behavior management strategies and the Zones of Regulation a decrease in the Risk Ratio will occur for African American students to 3.0. By the Spring of 2022, through the use of behavior management strategies and the Zones of Regulation a decrease in the Risk Ratio will occur for African American students to 2.5.

Worthy Target /Objective and Practice/Performance Measures

A. Our African American students will be more proportionately represented in SWIS data. They are currently overrepresented by a significant amount. Our goal is to lower the risk ratio to 2.5 for African American students.

Needs assessment alignment: Standard II Indicator C: 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.

Measures/Success Criteria	Baseline Data	Progress Data	Progress Data	Progress Data	Progress Data	Progress Data
Adult Practice/Performance Measure	Sept 2019	Jan 2019	May 2019	Sept 2020	Jan 2020	May 2020
100% of classroom teachers teach Second Step Curriculum	SWIS Data November Risk Ratio 3.98 for AA students	SWIS Data	SWIS Data	SWIS Data	SWIS Data	SWIS Data
100% of staff attend monthly PBIS meetings focused on culture and climate at DPW	In Progress- Staff sign-in sheets document staff attendance					
Tier II interventions established for students including CICO, SAIG groups based on SWIS data, building decision rules	In Progress- Tier 2 Tracking Tool completed monthly					

and in accordance with the district's Collaborative Framework						
100% of staff will be trained on Zones of Regulation	November Risk Ratio 3.98 for AA students 231 Total Referrals for DPW 198 Total Referrals for AA students					
Student Practices/Performance Measure	Sept 2019	Jan 2019	May 2019	Sept 2020	Jan 2020	May 2020
Climate Survey & 5 Essentials Student Survey	All School Student Climate Survey given first semester	5 Essentials	All School Student Climate Survey	All School Student Climate Survey	5 Essentials	All School Student Climate Survey

Part 3: SIP Goal Actions and Key Tasks and Strategies for School Year 2019-2020

School SMART Goal #1: Literacy Goal: In the Spring of 2020, 45% of all students 2-5th grade will be meeting grade-level expectations as seen on the BAS. In the Spring of 2021, 50% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS. In the Spring of 2022, 55% of 2-5th grade students will be meeting grade-level expectations as seen on the BAS.

A. Worthy target/Objective: All teachers will follow the established guidelines in the USD 116 Collaborative Framework regarding instruction and assessment to include: Daily 5, running records, guided reading groups, sight words, Words Their Way, and reading interventionist support.

Actions	Success Criteria/ Data Sources	Person(s) Responsible	Implementation Timeline				Resources & Support Needed <small>(e.g., \$, materials, technology, partnerships)</small>	Progress		
			Aug.- Oct.	Nov.- Dec.	Jan.-M arch	April - May		C o m p l e t e d	I n P r o g r e s s	N o t S t a r t e d
Collaboration with Center for Education in Small Urban Communities- Provide weekly PD on Guided Reading Practices	BAS Data Running Record Data	D Jackson Jill DeHart Kathleen Carter (Instructional coach)	X	X	X	X	Next Steps Forward in Guided Reading Center for Education in Small Urban Communities	X		
Distribute resources throughout the school year to support Guided Reading instruction	BAS Data Running Record Data	D. Jackson	X	X	X	X		X		

KEY TASKS AND STRATEGIES HOW WILL THE ABOVE ACTIONS GET DONE?	Timeline		Accountability	Budget					
	Start Date	Completion Date	Person(s) Responsible/	Salaries/ Stipends	Fringe Benefits	Materials/ Supplies	Other Services	Capital Outlay	TOTAL
Order of Tasks to accomplish the action.									
Collab w/ Center for Education in Small Urban Communities	August 2019	May 2022	D Jackson & Jill DeHart				\$25,000		\$25,000
Order Content resources for Guided Reading	August 2020	April 2021	D. Jackson			\$15,000			\$15,000
Home & School Subscription	November 2020	May 2021	D. Jackson			\$354			\$354
MobyMax Subscription	September 2020	September 2020	D. Jackson			\$4,995			\$4,995
Primary & Intermediate Comprehension Kits	October 2020	January 2021	D. Jackson			\$9,975			\$9,975
Time for Kids Subscription	October 2020	May 2021	D. Jackson			\$2,160			\$2,160
Flying Start to Literacy	January 2021	May 2021	D. Jackson			\$15,449			\$15,449
Culturally Relevant Reading for Classroom Libraries; STEM Kits	January 2020	May 2022	D. Jackson			\$33,800			\$33,800
Total:									\$106,733

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A. Worthy target/Objective: Our African American students will be more proportionately represented in SWIS data. They are currently overrepresented by a significant amount. Our goal is to lower the risk ratio to 2.5 for African American students.

Actions	Success Criteria/ Data Sources	Person(s) Responsible	Implementation Timeline				Resources & Support Needed (e.g., \$, materials, technology, partnerships)	Progress		
			Aug.- Oct.	Nov.- Dec.	Jan.-M arch	April - May		C o m p l e t e d	I n P r o g r e s s	N o t S t a r t e d
Monthly PBIS meetings focused on Culture & Climate	SWIS, Climate Survey results, 5 Essentials Survey	D. Jackson, C. De Joy & P. Lewin (PBIS coach)	X	X	X	X	Monthly PBIS Newsletters, Weekly Staff Newsletters with professional articles attached		X	
Trauma Informed Practices Training	PD sign-in sheets	D. Jackson w/ Karen Simms & S.	X		X		Calming box materials, calming		X	

		Behrensmeyer					corner resources			
Review monthly data trends	Tier II meeting notes; PBIS newsletter, SWIS data	D. Jackson & C. De Joy							X	
100% of classroom teachers teaching social skills with Second Step curriculum	SWIS data	All classroom teachers	X	X	X	X			X	
De-escalation training provided to staff	staff sign-in sheets	D. Jackson		X	X				X	

KEY TASKS AND STRATEGIES	Timeline		Accountability	Budget						
	Start Date	Completion Date		Person(s) Responsible/	Salaries/ Stipends	Fringe Benefits	Materials/ Supplies	Other Services	Capital Outlay	TOTAL
Order of Tasks to accomplish the action.										
De-escalation training provided to staff	October 2019	March 2019	D. Jackson							\$0
Trauma Informed Practices Training	January 2019	May 2019	D. Jackson			\$5,400				\$5,400
PBIS Culture & Climate Meetings	August 2019	May 2019	C. De Joy & D. Jackson							\$0
Calming Corner Training	August 2019	May 2019	S. Behrensmeyer			\$2,500				\$2,500
Total:										\$7,900

Members of SIP Team and their roles in the School

Danielle Jackson, Principal

Christina De Joy, Assistant Principal

Kathleen Carter, Instructional Coach

Porcha Lewin, PBIS Coach

Imani Carr, Fifth Grade Teacher & FASE Coordinator

Stevi John, Kindergarten Teacher & PD Cadre

Jeanette Delgado, Kindergarten Dual Language Teacher & PD Cadre

Stephanie Helfrich, Dual Language Literacy Interventionist

Student Support Manager: Dr. Cathleen Weber, ISBE

Lead Partner: Regional Office of Education #9