



Leaders in Learning

RIDGE CENTRAL SCHOOL IMPROVEMENT PLAN 2016-2017



School Name: Ridge Central School

School District: Chicago Ridge School District 127.5

Name of Principal: Terri Bollinger

Current School Year: 2016-2017

Principal's Signature: *Terri A. Bollinger*

Date: 11-10-16

Superintendent's Signature: *Dr. Kevin E. Russell*

Date: 11-15-16

School Board President's Signature: *Cyrus Hill*

Date: 11-15-16

Vision

To be leaders in learning and lay the foundation to prepare students for higher education.

Mission

Chicago Ridge School District 127.5, in collaboration with all stakeholders, provides a holistic education for students by facilitating innovative and challenging learning experiences.

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include representatives from the central office, school and community:

School Administration & Staff

Principal - Terri Bollinger
Primary Teacher - Sue Mooney
Intermediate Teacher - Lisa Hammond
Special Education Teacher - Alison Mallo
Encore Teacher - Bryan Gerk
English Language Learner/Bilingual - Kifah Soheil
Paraprofessional – Diana Banda
Parent(s) - Mary Barker

RIDGE CENTRAL'S SCHOOL IMPROVEMENT PLAN

2016-17

GOAL 1: ACADEMIC In Math, 55% of students within each grade level will reach their projected growth targets on NWEA MAP and maintain a positive School Conditional Growth Index.

OBJECTIVE 1a: All teachers will implement the 8 Mathematical Practices within Math instruction.

OBJECTIVE 1b All teachers will follow the district scope and sequence for math curriculum.

OBJECTIVE 1c: All teachers will utilize assessment data to drive instruction.

OBJECTIVE 1d: All teachers will implement instruction to meet the need of diverse learners.

<p>Identified Need(s) Why is this an area that needs to be addressed (provide assessment data)?</p>	<p>Action Plan What is our action plan(s) to accomplish our objectives?</p>	<p>Implementation/ Monitor/Responsibility Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p>Professional Development How will staff be provided with training/resources to accomplish the set objectives?</p>	<p>Communication How will this goal and objectives be communicated throughout process?</p>														
<p>NWEA MAP Fall 2015 - 2016 Comparison Time Period from the Student Growth Summary Scores</p> <table border="1" data-bbox="178 792 430 914"> <thead> <tr> <th>Percent Met Targeted Growth</th> <th>School Conditional Growth Index</th> </tr> </thead> <tbody> <tr> <td>KDG</td> <td></td> </tr> <tr> <td>1st</td> <td>75 3.16</td> </tr> <tr> <td>2nd</td> <td>92 2.61</td> </tr> <tr> <td>3rd</td> <td>22 -1.56</td> </tr> <tr> <td>4th</td> <td>52 0.00</td> </tr> <tr> <td>5th</td> <td>50 0.46</td> </tr> </tbody> </table>	Percent Met Targeted Growth	School Conditional Growth Index	KDG		1 st	75 3.16	2 nd	92 2.61	3 rd	22 -1.56	4 th	52 0.00	5 th	50 0.46	<p>All teachers will implement lessons that have been driven by assessment data and are aligned with district's scope and sequence, common core standards, 8 mathematical practices, culturally relevant, and differentiated to accommodate the needs of diverse learners</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> Implement culturally relevant and differentiated math lessons that are data driven, aligned with district's scope and sequence, address the common core standards and the 8 mathematical practices. <p>Paraprofessionals:</p> <ul style="list-style-type: none"> will support the teacher and students in the implementation of lesson plans designed by the teacher <p>Team Leader will:</p> <ul style="list-style-type: none"> Collect data from math assessments and ensure that the school data team sets short term goals for all students and subgroups. <p>Principal will:</p> <ul style="list-style-type: none"> Collect results monthly of common formative assessments that assess math skills and ensure that the school data team sets short-term goals for all students and subgroups through Team Leader meetings Principal will conduct walkthroughs to ensure differentiated lesson plans and to monitor teaching. Principal will provide feedback to faculty regarding walk through observations and plan professional development. <p>Parents/Guardians will:</p>	<p>Team leaders will provide feedback to administration for areas of need for professional development.</p> <p>Follow up training on 8 Mathematical practices by professional trainers, administration and/or teaching staff</p> <p>Dissemination of district's scope and sequence.</p> <p>Provide training for implementation of differentiated instruction by professional trainers, administration and/or teaching staff</p> <p>Provide training on how to use assessment data to drive instruction by professional trainers, administration and/or teaching staff</p>	<p>Team Leaders will be given the information from the school data team via Team Leader meeting headed by the principal. Team Leaders will then be responsible for disseminating the information to their team members</p> <p>Periodic surveys will be created by school improvement team and disseminated to targeted groups to ensure needs are being met</p>
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		<ul style="list-style-type: none">• support their child/children in the area of mathematics by ensuring that math assignments are completed as assigned	<p>Provide training for support staff on how to implement effective support in the area of math within the classroom by professional trainers, administration and/or teaching staff</p> <p>Provide training to parents/guardians to be an effective guide in the area of mathematics for their children professional trainers , administration and/or teaching staff</p>	
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Ridge Central's School IMPROVEMENT PLAN

2016- 2017

GOAL 2: In Reading 55% of students in each grade level will reach their projected growth target on NWEA MAP and a positive School Conditional Growth Index.

OBJECTIVE 2a: All teachers will implement balanced literacy.

OBJECTIVE 2b: All teachers will utilize assessment data to drive instruction.

OBJECTIVE 2c: All teachers will implement instruction to meet the need of diverse learners.

<p align="center">Identified Need(s) Why is this an area that needs to be addressed (provide assessment data)?</p>	<p align="center">Action Plan What is our action plan(s) to accomplish our objectives?</p>	<p align="center">Implementation/ Monitor/Responsibility Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p align="center">Professional Development How will staff be provided with training/resources to accomplish the set objectives?</p>	<p align="center">Communication How will this goal and objectives be communicated throughout process?</p>																								
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Ridge Central's School IMPROVEMENT PLAN

2016- 2017

GOAL 3: Increase parental engagement in the educational process by a minimum of 10% annually with the 2015-16 school results to be used as our baseline.

OBJECTIVE 3a: Increase parental engagement during open house by a minimum of 10%

OBJECTIVE 3b: Increase parental engagement during general academic school events by a minimum of 10%.

OBJECTIVE 3c: Increase parental engagement during the school day within the building by minimum of 10%.

<p align="center"><u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?</p>	<p align="center"><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p align="center"><u>Implementation/ Monitor/Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p align="center"><u>Professional Development</u> How will staff be provided with training/resources to accomplish the set objectives?</p>	<p align="center"><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>All parents are not engaged in assisting school to meet academic goals</p> <p>Not all parents are communicating that they are aware of what is going on within their student's educational day</p> <p>Not all parents are communicating that they feel equipped to assist their child in their educational responsibilities</p>	<p>100% of staff will provide multiple opportunities for parents to become involved in school activities in various ways</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Come together as a grade level team and generate ideas and ways to implement activities that will bring parents into the classroom/building • Team Leaders will bring ideas to the principal through Team Leader meetings • Implement parent involvement activities within their classrooms • Create a welcoming environment when parents are within the classroom <p>Principal will:</p> <ul style="list-style-type: none"> • Create a survey for parents and teachers to fill out about their experiences with having parents being in the school • Collect/ formulate/discuss data from the surveys to the Team Leaders • Advertise all school events through automatic phone system • Create fliers to go home to inform and encourage parents to participate in the activities <p>Paraprofessionals will:</p> <ul style="list-style-type: none"> • provide ideas that would increase parental involvement • support parent involvement activities within the classroom • help parents feel welcomed within the classroom <p>ELL Staff will:</p>	<p>Grade Levels will collaborate with one another to generate ideas and scheduling</p> <p>Team Leaders will express to principal of any extra resources that are necessary to implement parent involvement activities</p>	<p>Team Leaders will be given the task of talking to their team about parent involvement and will bring information generated by the team to the principal through team leader meetings</p> <p>Periodic surveys will be created by school improvement team and disseminated to targeted groups to ensure needs are being met</p>

		<ul style="list-style-type: none">• Translate communications into languages that invite the parents to the activities planned• Will field questions and concerns from the parents who are hesitant due to the language/academic barriers• The ELL Team will look to PTA for translation assistance <p>Parents/Guardians will:</p> <ul style="list-style-type: none">• attend school sponsored activities		
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RIDGE CENTRAL SCHOOL IMPROVEMENT PLAN

2016 - 2017

GOAL 4: Teaching staff and Administration will implement the new Teacher Performance Evaluation Plan with validity and integrity.

OBJECTIVE 4a: Teaching staff and Administration will familiarize themselves with the new evaluation plan.

OBJECTIVE 4b: Teaching staff will support one another to meet the expectations of the Teacher Performance Evaluation Plan.

OBJECTIVE 4c: Teaching Staff and Administration will follow all guidelines, timelines and expectations within in the Teacher Performance Evaluation Plan.

<p align="center"><u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?</p>	<p align="center"><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p align="center"><u>Implementation/ Monitor/Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p align="center"><u>Professional Development</u> How will staff be provided with training/resources to accomplish the set objectives?</p>	<p align="center"><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>Due to state mandates a new teacher evaluation tool needs to be implemented.</p> <p>The Teacher Performance Evaluation Plan is a new initiative and has many new expectations and guidelines that need to be addressed by administration and teaching staff</p> <p>The current schedule of how administration conducts the day does not allow for enough time to meet the expectations of the new Teacher Performance Evaluation Plan</p>	<p>Administration and Teachers will utilize the process as outlined in the Teacher Performance Evaluation Plan with validity</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • review all the components of the Teacher Performance Evaluation Plan • Create professional goals that will be targeted and assessed throughout the year • follow guidelines, timelines and expectations in the Teacher Performance Evaluation Plan. <p>Team leader will:</p> <ul style="list-style-type: none"> • Bring any questions and/or concerns to the administrator • Be a support for ideas for their team members for all categories as outlined within the Teacher Performance Evaluation Plan <p>Paraprofessionals will:</p> <ul style="list-style-type: none"> • support the teaching staff in meeting the expectations as outlined within the Teacher Performance Evaluation Plan <p>Principal will:</p> <ul style="list-style-type: none"> • Create a schedule that allows adequate time for the evaluation process. 	<p>Provide Professional Development opportunities through the CEC., administration and/or teaching staff that address the different components of the Teacher Performance Evaluation Plan</p>	<p>Teachers will provide feedback to measure the efficiency of the evaluation process and to identify any needs that need to be addressed by the Joint Committee</p>

		<ul style="list-style-type: none">• Make the process of the Teacher Performance Evaluation Plan a priority• Follow through with the guidelines, timelines and expectations as outlined in the Teacher Performance Evaluation Plan• Bring any questions and/concerns from the staff back to the Joint Committee to be addressed <p>School Improvement Team will:</p> <ul style="list-style-type: none">• analyze daily schedule to make sure teachers and administration have enough allocated time for the expectations of the evaluation process to be met <p>Joint Committee will:</p> <ul style="list-style-type: none">• meet to examine the effectiveness of the Teacher Performance Evaluation Plan• address any questions and/or concerns brought up by staff• plan for further training to address the needs of the staff		
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