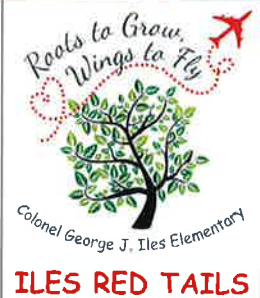


Colonel George J. Iles Elementary



2021-2022 School Improvement Plan

Iles Elementary: STRENGTHS

- 23% decrease in ODRs from 2019-20 to 2020-21
- 34% decrease in OSS occurrences from 2019-20 to 2020-21
 - *These decreases are with only 3 quarters of data for the 19-20 school year!*
- Increased understanding and use of digital platforms across content areas
- Continued to be “Organized for Improvement” based on 5 Essentials data

Colonel George Iles Elementary School
Elementary School (K-5)
303 W 12th St, Quakertown, PA 17209



For 2021, Colonel George Iles Elementary School is organized for improvement

The overall performance score is comprised of each of the 5Essentials 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.

About the Survey

THE 5ESSENTIALS

How is Colonel George Iles Elementary School performing on each of the 5Essentials?

ALL MEASURES

How is Colonel George Iles Elementary School performing across all measures?

Iles Elementary: AREAS TO IMPROVE

- 1% of our student population accounted for 35% of our ODRs in the 2020-21 school year.
 - Students were all receiving Tier II and/or Tier III
- Reestablish opportunities for teachers to collaborate to promote professional growth and improve learning for students
- Support families who have students that struggle academically and/or behaviorally at school

Illes Elementary School Improvement Goals 2021-2022

ACADEMIC GOAL(S)

Increase the percentage of students meeting or exceeding on Math and ELA by 2% as measured by the Illinois Assessment of Readiness by deepening students understanding through writing across the curriculum.

Alignment to District Goals

QPS will increase student achievement and growth as measured by state and local assessments.

GOAL MONITORING (Data)

- MAP data Fall, Winter, and Spring: IAR Correlation from NWEA
- IAR Data from 2018-19 to 2020-21 to 2021-22

SCHOOL TASKS AND STAFF PD TO SUPPORT GOAL

	Reading	Writing	Math	Content	Other
Kindergarten	<ul style="list-style-type: none"> • Using benchmarks at 8 year old level 	<ul style="list-style-type: none"> • The guidelines for how to teach writing shown (three independent writing) • Editing and revising (the student book) 	<ul style="list-style-type: none"> • How can we make math more meaningful to students? • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students? 	<ul style="list-style-type: none"> • Connecting content topics with writing in a way that is more integrated 	<ul style="list-style-type: none"> • Each new thing to write
First Grade	<ul style="list-style-type: none"> • Using benchmarks at 8 year old level • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students? 	<ul style="list-style-type: none"> • How do we make math more meaningful to students? • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students? 	<ul style="list-style-type: none"> • How do we make math more meaningful to students? • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students? 	<ul style="list-style-type: none"> • How do we make math more meaningful to students? • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students? 	<ul style="list-style-type: none"> • How do we make math more meaningful to students? • Writing about math for a purpose that is not the just the basic skills • How do we make math more meaningful to students? • Where and how can we place writing in math? • How do we make math more meaningful to students?

	Reading	Writing	Math	Content	Other
Second Grade	<ul style="list-style-type: none"> • IAR expectations • What IAR looks like in 2nd grade • Cognitive - expecting kids to do something deeper 	<ul style="list-style-type: none"> • Writing with evidence • Conventions- need from approaching to reading 	<ul style="list-style-type: none"> • IAR Expectations • What sorts of questions are asked on the IAR? • Compare EM writing to IAR writing • Would you rather?, 3 Act Tasks 	<ul style="list-style-type: none"> • Thinking Notebooks (including reading, writing & math) • Conversations 	
Third Grade	<ul style="list-style-type: none"> • More self-reflecting and goal setting • More expressive and constructive reading responses • Better use of online programs 	<ul style="list-style-type: none"> • How to get students more engaged and to enjoy their writing, putting more effort into it and providing more genuine challenges • Implement shorter writing pieces 	<ul style="list-style-type: none"> • A quarterly way to review how to answer authentic extended response questions • 3 Act Task • Would you rather? • **DDW for math quarterly (more than just an open response lesson) (**= high priority) 	<ul style="list-style-type: none"> • How to use the given Science Curriculum to help them think deeper • Use evidence notebooks • **Integrating content with writing and/or reading to allow more writing (**= high priority) 	

	Reading	Writing	Math	Content	Other
Fourth Grade	<ul style="list-style-type: none"> • Ways to assist struggling readers • Deepening level of thinking about the text • Writing about reading/reading thinking using multiple sources • 4/11 lessons applied across curriculum 	<ul style="list-style-type: none"> • Understanding the discourse • Taking everything they learn so and move on to next steps • Stop practicing mistakes • One model/competency • Building stamina 	<ul style="list-style-type: none"> • How to incorporate "real world opportunities" into everyday math • Self-reflection • How to incorporate the curriculum with each step (to write about math) • Building more opportunities to write with support and scaffolding while maintaining rigor 	<ul style="list-style-type: none"> • Using the text to write a notebook • Using an evidence notebook instead of the textbook • Ways to incorporate the curriculum with articles to write • Using Math in science 	<ul style="list-style-type: none"> • Act pedagogical and procedural planning for use
Fifth Grade	<ul style="list-style-type: none"> • 7/10e DDW projects • 7/10e DDW projects • 7/10e DDW projects • 7/10e DDW projects • 7/10e DDW projects 	<ul style="list-style-type: none"> • Best Practices • 7/10e DDW projects • 7/10e DDW projects • 7/10e DDW projects • 7/10e DDW projects 	<ul style="list-style-type: none"> • Real life practice ways to incorporate writing • 3 Act Task with a purpose • Short writing strategies • Author chart models • Differentiation 	<ul style="list-style-type: none"> • Practical Quick ways to incorporate writing • More writing opportunities • How to use graphic organizers and note-taking strategies 	

Iles Elementary School Improvement Goals 2021-2022

SCHOOL CULTURE/CLIMATE GOAL(S)

Alignment to District Goals

Decrease the total number of ODRs by 10% as measured by Skyward discipline data.

QPS will improve staff and school morale to maintain a safe, healthy, equitable and supportive environment for all students and staff as measured by the 5Essentials Survey data, discipline data and teacher retention rate.

GOAL MONITORING (Data)

- Classroom and Office Referral Data
- Suspension Data
- Check In/Check Out Data (CICO)
- Social Academic Instructional Groups (SAIG)
- Behavior Intervention Plans (BIP)
- 5 Essentials Data

SCHOOL PLANS AND STAFF PD TO SUPPORT GOAL

- Use two resources for grounding: What We Say and How We Say It Matter and Disrupting Poverty
- Provide timely and appropriate tiers of support

Iles Elementary: HOT ROCKS

- Supporting families who have students that are struggling academically and/or behaviorally at school.
- Supporting our highest need students