




Oswego Community Unit School District 308
High School Improvement Plan
2018-2019

School Name	Oswego East High School	
Principal Name	Laura Bankowski	
School Improvement Team Members	Laura Bankowski, <i>Principal</i> Margaret Darnell, <i>Assistant Principal for Operations</i> Chris Grays, <i>Assistant Principal for Student Services</i> Julie Lam, <i>Assistant Principal for Curriculum & Instruction</i> Karen Cepeda, <i>Dean of Students</i> Dan Clausen, <i>Dean of Students</i> KC McCarty, <i>Dean of Students</i>	Colleen Calvey, <i>Department Chair of ELA</i> Dave Carlisle, <i>Department Chair of CTE</i> Melissa Gleason, <i>Co-Department Chair of Student Services</i> Kurt Gulbro, <i>Department Chair of Foreign Languages</i> Colleen Moran, <i>Department Chair of ELA</i> Michelle Nevarez, <i>Department Chair of Student Services</i> Paul Roberts, <i>Co-Department Chair of Science</i> Adam Thurlwell, <i>Department Chair of Math</i> Heather Stanich, <i>Department Chair of Fine Arts</i> Jim Vera, <i>Department Chair of Social Studies</i> Rebecca Killam, <i>EL Teacher/TOSA</i> Brian Schaeffer, <i>AVID Coordinator</i> Kelly Smith, <i>Title I Interventionist</i>
Submission Date	October 1, 2018	

[School Mission/Vision/Beliefs](#)

[School Demographics](#)

[Academic Performance](#)

[Conditions for Learning](#)

[School Culture/Climate](#)

School Mission/Vision/Beliefs

Mission:

Our mission is to promote the positive growth of each student, academically and social emotionally, so that they can reach their full potential and contribute positively to society.

We commit to a culture of Excellence, Academics, Spirit and Tradition

We believe:

- Everyone is unique and has intrinsic worth.
- All people can learn and be successful.
- Family, school and community share the responsibility for education and character development.
- High expectations promote greater accomplishments.
- People are responsible for their choices and actions.
- Effort and a positive attitude are necessary for anyone to perform at his or her best.
- Honesty and integrity are essential for trusting relationships.
- An educated citizenry is necessary to sustain a democracy.
- Teamwork is essential for organizational success.
- Change is necessary for continuous improvement.
- WE BELIEVE THAT WE WILL WIN, WE BELIEVE THAT WE WILL WIN!!

School Demographics

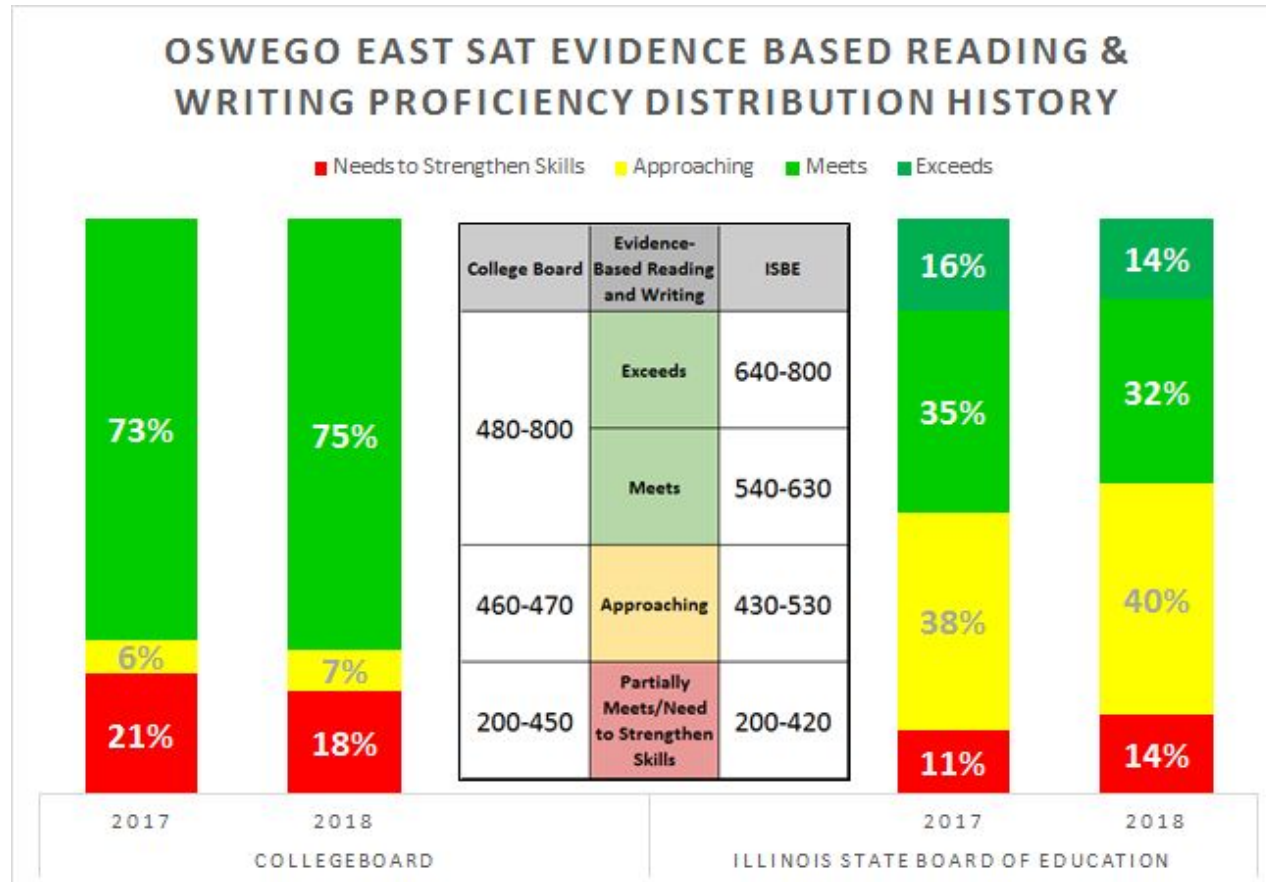
OEHS 2018-2019 Enrollment Summary									
	All	Asian	Black	Hispanic	Multi-Racial	White	Low Income	EL	IEP
Percent of Total	100%	12%	11%	16%	6%	55%	22%	2%	11%
Student Count	2,715	313	295	441	159	1,498	602	46	294

Enrollment data as of October 15, 2018

Academic Performance

Goals based on student achievement on State and local assessments relevant to the school level.

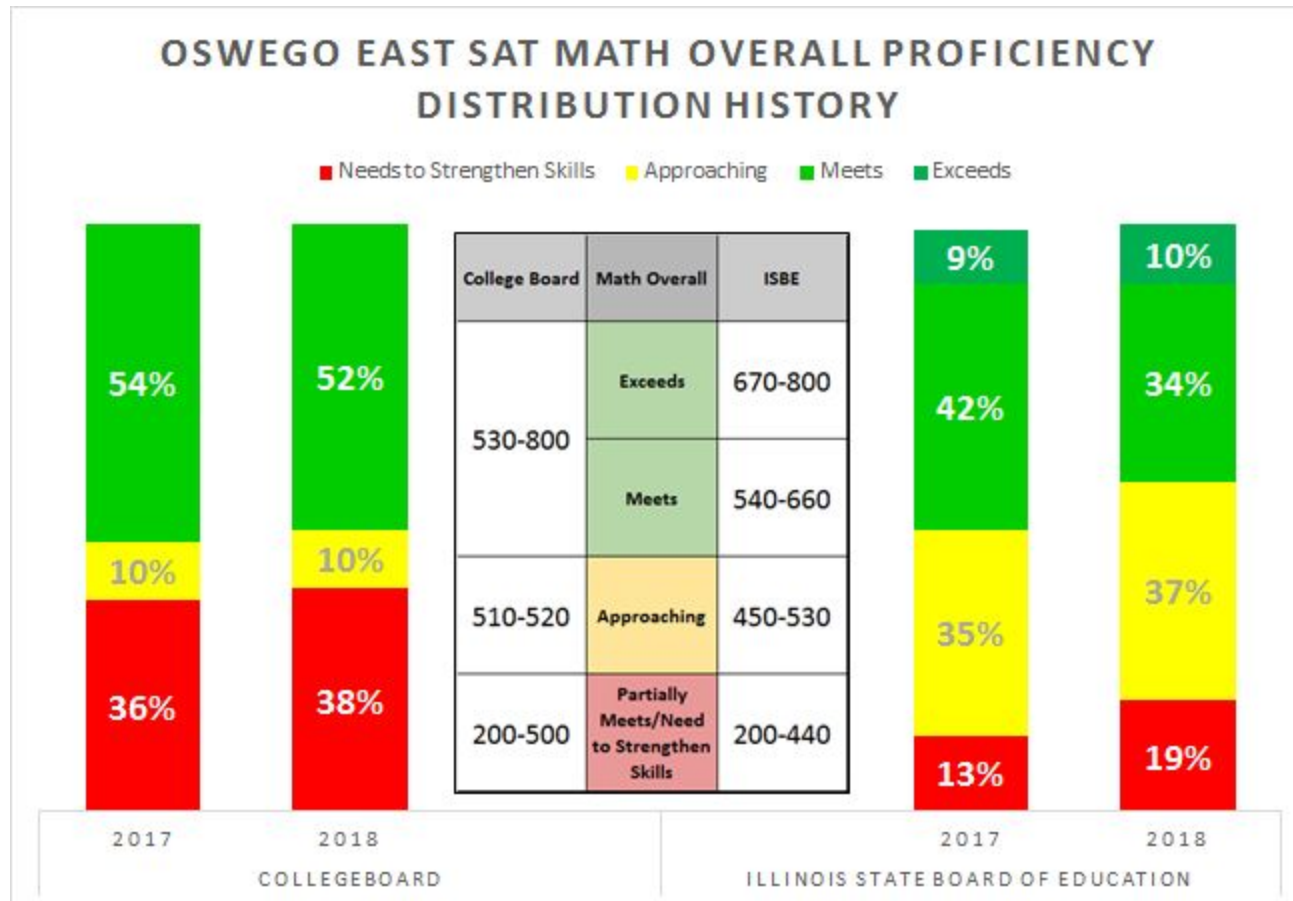
2017-2018 SAT Comparison of College Board and Illinois Board of Education Proficiency Levels for Evidence Based Reading & Writing



OEHS 2018 SAT Evidence Based Reading & Writing - ISBE Proficiency Levels								
	All	Asian	Black	Hispanic	Multi-Racial	White	Low Income	IEP
Exceeds	14%	29%	5%	6%	15%	16%	3%	5%
Meets	32%	33%	24%	17%	42%	37%	22%	0%
Approaching	40%	29%	49%	48%	30%	38%	52%	51%
Needs to Strengthen Skills	14%	9%	22%	29%	12%	9%	23%	44%
Number of Students	659	66	76	104	33	379	141	59

Subgroups with less than 20 students not represented per Illinois State Board of Education ESSA guidelines.

2017 - 2018 SAT Comparison of College Board and Illinois Board of Education Proficiency Levels for Math Overall



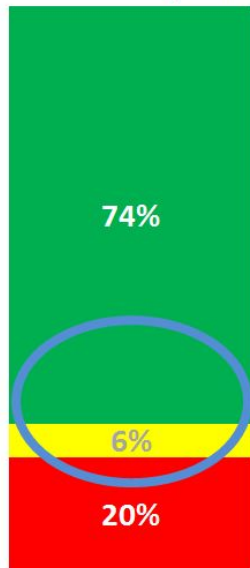
OEHS 2018 SAT Math Overall - ISBE Proficiency Levels								
	All	Asian	Black	Hispanic	Multi-Racial	White	Low Income	IEP
Exceeds	10%	24%	3%	3%	15%	11%	3%	0%
Meets	34%	33%	12%	15%	42%	43%	19%	8%
Approaching	37%	32%	47%	44%	24%	35%	42%	32%
Needs to Strengthen Skills	19%	11%	38%	38%	18%	12%	36%	59%
Number of Students	659	66	76	104	33	379	141	59

Subgroups with less than 20 students not represented per Illinois State Board of Education ESSA guidelines.

2018 PSAT 10 Evidence Based Reading and Writing and Math Overall Proficiency Distribution

OSWEGO EAST EVIDENCE BASED READING AND WRITING PSAT 10 STUDENT GROWTH TARGETS

■ Needs to Strengthen Skills ■ Approaching ■ Meets and Exceeds

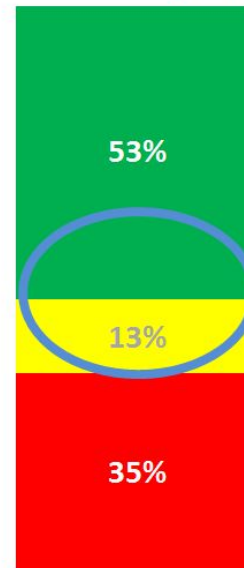


Current 11th Grade Students with a PSAT 10 Evidence Based Reading and Writing Scaled Score of 400 - 500 to receive Tier 2-3 Interventions

PSAT 10 IN 2018 (COLLEGEBOARD)

OSWEGO EAST MATH PSAT 10 STUDENT GROWTH TARGETS

■ Needs to Strengthen Skills ■ Approaching ■ Meets and Exceeds



Current 11th Grade Students with a PSAT 10 Math Overall Scaled Score of 450 - 500 to receive Tier 2-3 Interventions

PSAT 10 IN 2018 (COLLEGEBOARD)

Academic Performance

Goals based on student achievement on State and local assessments relevant to the school level.

School Improvement Goal 1:

In 2018-19, 52% or more of Oswego East juniors will Meet or Exceed according to Illinois State Board of Education proficiency benchmarks on the Evidence Based Reading and Writing portion of the SAT, reflecting a minimum growth of 6%.

In 2018-19, 52% or more of Oswego East juniors will Meet or Exceed according to Illinois State Board of Education proficiency benchmarks on the Math portion of the SAT, reflecting a minimum growth of 8%.

Why:

By analyzing the 2017 PSAT 10 to SAT 2018 growth data, we were able to identify student growth patterns. Understanding these growth patterns will enable us to address the learning gaps of specific students and student subgroups. Based on student needs, Oswego East will ensure students will receive Tier 1, 2 or 3 interventions.

Growth of 8% through tier one and tier two interventions on the Evidence Based Reading and Writing portion of the SAT involves increasing instructional supports for a minimum of 50 11th grade students who were identified as potentially not scoring within the proficiency range when scored on the upcoming SAT.

Growth of 8% through tier one and tier two interventions on the Math portion of the SAT involves increasing instructional supports for a minimum of 55 11th grade students who were identified as potentially not scoring within the proficiency range when scored on the upcoming SAT.

Who:

Tier 1:

All current 11th grade students will receive targeted skill practice based on the College Board Instructional Planning and Question Analysis Reports through their core classes (English, Math, Science and Social Studies). Non-core subject areas (Career and Technical Education, Fine Arts, Kinetic Wellness and World Languages) will determine how their classrooms can support the identified areas of growth.

Tier 2-3:

Identified students work collaboratively with the 11th grade/junior year core area teachers (English, Math, Science, and Social Studies) along with SPED and EL. Provide training on how to use College Board's K12 Reporting Portal and Albert.IO.

School Conditions for Learning

Goals will be based on non-academic needs that impact learning such as Adverse Childhood Experiences (ACES), absenteeism, suspensions, detentions, mental health/wellness, social emotional learning, equity.

School Improvement Goal 2:

Oswego East will improve the conditions for learning by focusing on a coordinated effort to address student social/emotional health (Relationships, Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness).

Why:

CASEL's (Collaborative for Academic Social and Emotional Learning) meta analysis from 2017 finds that the academic performance of a student exposed to SEL programs were 13% higher than those who were not exposed to SEL programs. This research also concluded that conduct problems, emotional distress, and drug use were significantly lower and positive attitudes towards self and school, were higher for those students exposed to SEL programs.

Based on John Hattie's meta analysis of factors related to student achievement, those factors that have a negative effect include: depression, suspension/expelling students, students feeling disliked, and lack of sleep.

The more time students are out of the classroom and school, the more difficult it becomes for them to achieve proficiency in learning standards and being on-track for graduation.

Based on Oswego East suspension data, OE will identify the causes and formulate a plan to reduce initial and repeat occurrences of out of school suspension. Oswego East will include in its focus the disparity of repeat suspensions between students of color and white students.

3% of the Oswego East student population has received one or more out of school suspensions. Of the 103 incidents, 46 (44.7%) occurred by repeat students.

Who:

The Oswego East Administration team reviewed student data regarding:

- Out of school suspensions
- Repeat out of school suspensions
- Hospitalizations
- Referrals to outside therapeutic resources

School Culture/Climate

Goals will be based on data from the **5 Essentials Survey**, an evidence based system of measuring organizational change. The 5 Essentials Survey focuses on Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction.

2016-2017 5 Essentials Survey Results



■ Most Implementation
■ More Implementation
■ Average Implementation
■ Less Implementation
■ Least Implementation

5 Essential Category of Focus:

Effective Leaders:

- Instructional Leadership
- Program Coherence
- Teacher Influence
- Teacher-Principal Trust

School Culture/Climate

Goals will be based on data from the **5 Essentials Survey**, an evidence based system of measuring organizational change. The 5 Essentials Survey focuses on Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction.

School Improvement Goal 3:
The 2018-2019 5 Essentials Survey results will reflect growth within the Effective Leaders category.
Why:
<p>The 2016-2017 5 Essentials results identified the Effective Leaders category as ineffective. Over the course of the last two years, a lot of work has been dedicated to building relationships between teachers and leadership.</p> <p>According to the 5 Essentials instruments, Effective Leaders are defined by Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement.</p> <p>Leaders:</p> <ul style="list-style-type: none">• Practice Shared Leadership,• Set High Goals For Quality Instruction,• Maintain Mutually Trusting And Respectful Relationships,• Support Professional Advancement For Faculty And Staff, And• Manage Resources For Sustained Program Improvement