



*A Community of Learners*

## **Informational Memo: School Improvement Plan Process 2015-2016**

TO: School Board  
Trisha Kocanda, Superintendent

FROM: Dr. Alison Hawley, *Director of Curriculum, Instruction & Assessment*

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### **Overview & Background**

As a District, we continue our dedication to reviewing student performance to monitor student growth and achievement. Each year, the administrative team reviews available District and building level data for grades K-8 to inform the creation of School Improvement Plans for each building. For the past several years, the administrative team developed consistent, overarching K-8 goals across all five buildings to support large-scale implementation of the recently revised math and writing curriculum KUDs.

School Improvement goals have the biggest impact when they are connected to specific school-level data. For this reason, School Improvement goals will respond to the needs of the individual buildings based on the unique student data. While the goals targeted this year will not be universal, the overarching goal areas (ex. math, writing) will remain uniform.

### **Process**

While the School Improvement Plans will reflect the unique goals for each school, the process for developing the goals, measurements, and timeline for completion is consistent. [Click here](#) to view the School Improvement Process timeline. The five buildings will engage in the following process for the 2015-2016 school year:

1. Principals and assistant principals conduct a comprehensive review of available data to identify overarching goal areas.
2. Staff members from each building representing a range of content areas

accompanied by at least one parent will be identified to serve on the School Improvement Team.

3. School Improvement teams develop goals, action steps, and timelines for completion by late September/early October.
4. School Improvement Plans are shared with the School Board in October.
5. School Improvement Teams report on progress towards goals in January and in May.
6. School Board receives updates on progress toward goals in February and June.

**Overview of Data**

The following table outlines the available data for principals to review student growth and achievement. Review of multiple data points allows for the identification of broader trends in student learning. Not only it is important to see students achieving across multiple measures by demonstrating that they are attaining established grade-level benchmarks, but also that students are demonstrating steady growth over the course of each academic year.

**Math**

	<b>Growth</b>	<b>Achievement</b>
STAR Assessment (3-8)	<p><b>- Student Growth Percentage (SGP)</b>, a norm referenced measure that compares a student’s growth with his or her academic peers between fall and winter; fall and spring.</p> <ul style="list-style-type: none"> <li>- % of students receiving at least an SGP of 50.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>National percentile rank,</b></li> <li>- <b>Scaled score</b></li> </ul>
The Standards for Mathematical Practice (K-8)	<b>Changes in level of mastery</b> within <i>The Standards for Mathematical Practice</i> rubric (fall, winter, spring).	<b>Percentage of students meeting grade level benchmark on</b> <i>The Standards for Mathematical Practice</i>
Numerical Fluency Assessment (NFA) (K-4)	<b>Change in placement</b> along a continuum of criteria and/or hierarchy of math skills related to numerical fluency (fall, winter, spring).	<b>% of students meeting grade level benchmarks</b> for numeracy, addition, subtraction, multiplication and division.

## Reading

	Growth	Achievement
STAR Assessment (3-8)	<p><b>-Student Growth Percentage (SGP)</b>, a norm referenced measure that compares a student's growth with his or her academic peers between fall and winter; fall and spring.</p> <ul style="list-style-type: none"> <li>- % of students receiving at least an SGP of 50.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>National percentile rank,</b></li> <li>- <b>Scaled score</b></li> </ul>
Teachers College Reading Assessment/Fontas and Pinnell (1-6)	<p><b>Change</b>, rate at which students are increasing their reading level across the academic year based on pre-test score (fall to spring).</p>	<p><b>Reading levels A-Z</b> are benchmarked by grade level. % of students meeting grade level benchmark.</p>

### Next Steps

The administrative team will review available data, identify growth areas, and meet with School Improvement Teams. All five School Improvement Plans will be shared with the School Board at the October 20, 2015 meeting.

At the September 29, 2015, School Board meeting, the Curriculum Office will present District level data trends for reading and math. The State of Illinois has communicated it intends to provide results from the Partnership Assessment for Readiness for College and Careers (PARCC) this fall, though no specific date or time frame has been identified for distribution. The results of the PARCC assessment will be shared with the School Board once the District receives and analyzes the results.