



Informational Memo: District and School Improvement Plan End-of-Year Update

TO: School Board
Trisha Kocanda, Superintendent

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Overview & Background

The 2015-2016 District and School Improvement Plans were presented to the School Board in an Informational Memo on October 20, 2015. A mid-year review of progress, including modified action steps, was communicated in an informational memo in February 2016.

As a reminder, essential elements of our SIP process include:

- Building administrators working collaboratively with their respective staffs and each other on their plans to ensure relevancy. This was accomplished during weekly grade level/department Collaborative Leadership Team (CLT) meetings.
- An established timeline for SIP development, review, and evaluation.

This memo is intended to provide the School Board with a summary of 2015-2016 School Improvement Plan (SIP) process.

Please note that all schools had planned to use data from the STAR assessment to measure progress towards goals (Crow Island: Reading, Greeley: Math, Hubbard Woods: Math, Skokie: Reading and Math, Washburne: Reading and Math). Due to the discontinuation of the STAR assessment, principals selected other, non-normed data points to measure progress towards SIP goals.

It is important to note that principals and teachers are consistently looking at classroom data and using it to guide instruction. Pre- and post-assessments, anecdotal notes, student conferences, and exit slips are used to assess our students daily. The SIP generally uses normed data, which is what we lack in the absence of the STAR data and PARCC data which doesn't become available until the following school year.

It should also be noted that Crow Island, Greeley, Hubbard Woods, and Skokie had the same goals and measures for reading. Therefore, the principals collaborated to write a District level analysis for reading growth and achievement, as we noticed trends in the results among the various buildings. This analysis is included at the end of the document.

One additional similarity between schools is that Crow Island, Greeley, and Hubbard Woods all used the Numerical Fluency Assessment (NFA) to measure progress towards goals in K-2 Math. All schools saw a similar result in spring second grade addition/subtraction performance; therefore, principals collaborated to write an analysis of this data, as well.

CROW ISLAND SCHOOL

Reading Update for Crow Island

Supporting Objective: Students in Grades 1-4 will demonstrate growth and achievement in their overall reading capabilities. **Analysis of this data appears at the end of this memo.**

Evidence of goal attainment:

- 80% of students at Grades 1-4 will achieve the grade level target level as designated by the *Independent Reading Target Goals* document. [Independent Reading Target Goals](#)
 - May 2016-% of students meeting the end of year benchmark:
 - 86% for Grade 1
 - 87% for Grade 2
 - 95% for Grade 3
 - 86% for Grade 4

- 80% of students at Grades 1-4 will meet their growth targets as outlined by the [BRL document](#).
 - May 2016-% of students meeting growth targets:
 - 96% for Grade 1
 - 97% for Grade 2
 - 92% for Grade 3
 - 63% for Grade 4

Math Update for Crow Island

Supporting Objective: Students in Grades K-4 will increase their numerical fluency and flexibility with the use of strategies for problem solving.

Goal: 80% or more of students will achieve grade level benchmarks on the NFA.

NFA Analysis:

	Counting	Numeration	Addition and Subtraction
K	79%	77%	80%
1	93%	86%	82%
2	62%	99%	25%

General Notes:

- In order to "achieve" a level of the NFA, students must answer all items at that level (usually 7-10) correctly. If they miss one item at a level, they are scored at the level below. To adhere to the fidelity of the NFA, we do not differentiate for students who missed 1 of 10 items at a level from those that missed 9 of 10. Also, some students may know items beyond the cut off, but the protocol requires us to mark their level at that first missed question.

Kindergarten:

- Counting - Almost all students are able to count or make sets of objects, count to 35, count by 10s, and count backwards from 10. A small number of students are still working to learn to count on from a number within 100 (Ex: start at 57 and count).
- Numeration - With focused instruction, students performed within 3% of the 80% benchmark. Those students who did not meet struggled to see a unit of 10 in a representation.
- Addition/Subtraction - Teachers provided a great deal of instruction in addition and subtraction story problems and games which supported students in reaching this benchmark.

First Grade:

- Counting - Students must be able to count forward within and beyond 100 and count forwards and backwards by 10s and 1s within 100. This was a strength of our students and many students exceeded this benchmark.

- Numeration - Students must be able to identify 2 digit numbers, compare them and model them, as well as abstractly apply their understanding of place value. Looking at kindergarten numeration, it is important to note that first grade students have developmentally mastered the concept of 10 as a unit, are able to abstract the concept of place value outside of concrete representation or use of materials and work with 10s and 1s in larger numbers.
- Addition/Subtraction - To meet this benchmark, students use initial addition and subtraction strategies such as counting on, adding a zero, using doubles, transitive property, adding 10 and making 10. These goals mirror our curriculum well.

Second Grade

- Counting - Benchmark Not Met (62%) -For counting, there are 3 levels for second graders to achieve in order to meet the end of the year benchmark. They must skip count by 5s and 2s, count forward and backwards by 1s, 10s, and 100s within 1000, count beyond 100 by 100s and count mixed sets of coins. When examined more closely, 92% of students met the adjacent level's requirements and were well on their way to the benchmark expectation. We observed that counting forwards and backwards by 10s across 100s or by 100s across 1000s is difficult for students. This will be addressed in our instruction going forward.
- Numeration - This is a strength for our students and represents solid developmental expectations.
- Addition and Subtraction - Benchmark Not Met (25%) - This was surprising, as the January benchmark in this area was met. After taking a closer look at this, we noted that the end of year benchmark for 2nd grade (Level I) is particularly ambitious, and actually extends beyond the expectations of the Common Core State Standards and our curriculum. The benchmark requires mental calculations involving addition and subtraction with regrouping (i.e., $72-27$, $54+37$, half of 34). Though students may be able to solve these with a visual aid or by writing, they may not demonstrate complete mental fluency in the format of the NFA. When examined more closely, 82% of students met the adjacent level's requirements and were well on their way to the benchmark. We note that it would be helpful to amend our instruction around subtraction and help students further develop their compensation strategies and ability to view subtraction as difference or a related addition problem.

Grades 3 and 4 Math

Achievement Goal: 80% of students will meet achievement benchmark on the Computational Strategy Assessment (CSA).

Growth Goal: By the end of the year, 80% of students in Grades 3 and 4 will demonstrate growth in the application of strategies to flexibly and efficiently solve problems as measured by the

CSA.

Computational Strategy Assessment Analysis:

Total % of Students who are able to demonstrate:
Understanding/Application of All Strategies or
Communication/Explanation of All Strategies

	Addition (all strategies)	Subtraction (all strategies)	Multiplication (all strategies)	Fractions (all strategies)
Grade 3	86%	70%	71%	86%
	Subtraction (all strategies)	Multiplication (all strategies)	Division (all strategies)	Fractions (all strategies)
Grade 4	90%	89%	84%	96%

- Individual Student Growth
 - Grade 3 -100% of students showed growth overall in Addition, Subtraction and Multiplication strategies.
 - Grade 4 - 100% of students showed growth overall in Subtraction and Multiplication.

Analysis: The goal of 80% students growing in their ability to apply and communicate strategies was met. It should be noted that in 3rd Grade students are not routinely employing all the different strategies within Subtraction and Multiplication. However, in fourth grade, these skills continued to develop and students were more consistently using multiple strategies within Subtraction and Multiplication. Fourth graders also developed application of strategies and skills in Division and Fractions.

GREELEY SCHOOL

Reading Update for Greeley

Supporting Objective: Students in Grades 1-4 will demonstrate growth and achievement in their overall reading capabilities. **Analysis of this data appears at the end of this memo.**

Evidence of goal attainment:

- 80% of students at Grades 1-4 will **achieve** the grade level target level as designated by the *Independent Reading Target Goals* document. [Independent Reading Target Goals](#)
 - May 2016-% of students meeting the end of year benchmark:
 - 69% for Grade 1
 - 88% for Grade 2
 - 91% for Grade 3
 - 85% for Grade 4

- 80% of students at Grades 1-4 will meet their **growth** targets as outlined by the [BRL document](#).
 - May 2016-% of students meeting the end of year benchmark:
 - 88% for Grade 1
 - 100% for Grade 2
 - 77% for Grade 3
 - 77% for Grade 4

Math Update for Greeley

Supporting Objective: Students in Grades 1 and 2 will demonstrate growth and achievement in addition and subtraction and students in Grades 3 and 4 will demonstrate growth in multiplication and division throughout the school year.

Evidence of goal attainment:

- By the end of the year, 80% of students in Grades K-2 will meet the end-of-year benchmark as outlined by the Number Fluency Assessment (NFA) in the counting, numeration and addition/subtraction strands.

NFA Analysis:

	Counting	Numeration	Addition and Subtraction
K	100%	81%	78%
1	89%	86%	76%
2	93%	98%	63%

Kindergarten

- Counting: 100% met or exceeded the end of the year benchmark.
- Numeration: 81% met or exceeded the end of the year benchmark.

- Addition/Subtraction: 78% met or exceeded the end of the year benchmark.

1st Grade

- Counting: 89% met or exceeded the end of the year benchmark.
- Numeration: 86% met or exceeded grade the end of the year benchmark.
- Addition/Subtraction: 76% met or exceeded the year end benchmark.

2nd Grade NFA Data

- Counting: 93% met or exceeded the end of the year benchmark.
- Numeration: 98% met or exceeded end of the year benchmark.
- Addition/Subtraction: 63% met or exceeded end of the year benchmark.
 - This was surprising, as the January benchmark in this area was met. After taking a closer look at this, we noted that the end of year benchmark for 2nd grade (Level I) is particularly ambitious, and actually extends beyond the expectations of the Common Core State Standards and our curriculum. The benchmark requires mental calculations involving addition and subtraction with regrouping (i.e., $72-27$, $54+37$, half of 34). Though students may be able to solve these with a visual aid or by writing, they may not demonstrate complete mental fluency in the format of the NFA. When examined more closely, 82% of students met the adjacent level's requirements and were well on their way to the benchmark. We note that it would be helpful to amend our instruction around subtraction and help students further develop their compensation strategies and ability to view subtraction as difference or a related addition problem.

By the end of the school year, 80% of students in Grades 3 and 4 will demonstrate achievement in multiplication and division on the unit pre- and post-assessments.

- Spring 2016
 - 3rd grade averages
 - Multiplication and Division Unit 4: Pre-assessment 35%, Post-assessment 79%
 - Multiplication and Division Unit 7: Pre-assessment 86%, Post-assessment 96%
 - 4th grade averages
 - Multiplication and Division Unit 5: Pre-assessment 55%, Post-assessment 86%
 - Multiplication and Division Unit 10: Pre-assessment 68%, Post-assessment 86%

After the 3rd grade students took the Unit 4 assessment, they adjusted their teaching plans to incorporate more practice with multiplication and division. The assessment for Unit 7 shows notable growth on both pre- and post- assessments. This tells us that the students need constant practice on the multiplication and division facts, strategies and concepts.

The 4th grade data indicates that the children are continuing to apply skills in problem solving, however they need to continue to practice multiplication and division facts even when a unit, such as geometry, doesn't particularly involve those skills.

HUBBARD WOODS SCHOOL

Reading Update for Hubbard Woods

Supporting Objective: Students in Grades K-4 will demonstrate growth and achievement in their overall reading capabilities. **Analysis of this data appears at the end of this memo.**

Evidence of goal attainment:

- 80% of students at Grades 1-4 will achieve the grade level target level as designated by the *Independent Reading Target Goals* document. [Independent Reading Target Goals](#)
 - May 2016-% of students meeting the end of year benchmark:
 - 81% for Grade 1
 - 88% for Grade 2
 - 81% for Grade 3
 - 80% for Grade 4
- 80% of students at Grades 1-4 will meet their growth targets as outlined by the [BRL document](#).
 - May 2016-% of students meeting growth targets:
 - 93% for Grade 1
 - 96% for Grade 2
 - 86% for Grade 3
 - 87% for Grade 4

Math Update for Hubbard Woods

Supporting Objective: Students in Grades 1 and 2 will demonstrate growth in numerical fluency and students in Grades 3 and 4 will demonstrate growth in multiplication and division throughout the school year.

Evidence of goal attainment:

By the end of the year, 80% of students in Grades K-2 will meet the end-of-year benchmark as outlined by the Number Fluency Assessment (NFA) on the counting, numeration and addition/subtraction strands.

May 2016 Data:

	Counting	Numeration	Addition/ Subtraction
Kindergarten	70%	60%	65%
Grade 1	100%	93%	94%
Grade 2	81%	94%	61%

Kindergarten: The benchmark was not met in counting, numeration and addition/subtraction. Hubbard Woods plans to collaborate with teachers in other buildings to gather ideas on supporting mathematical engagement in a play-based environment. Some questions to focus on include: What specific strategies can be incorporated? How can some of this work be incorporated into daily routines?

First Grade: Students achieved all benchmarks in first grade.

Second Grade: This was surprising, as the January benchmark in this area was met. After taking a closer look at this, we noted that the end of year benchmark for 2nd grade (Level I) is particularly ambitious, and actually extends beyond the expectations of the Common Core State Standards and our curriculum. The benchmark requires mental calculations involving addition and subtraction with regrouping (i.e., $72-27$, $54+37$, half of 34). Though students may be able to solve these with a visual aid or by writing, they may not demonstrate complete mental fluency in the format of the NFA. When examined more closely, 82% of students met the adjacent level’s requirements and were well on their way to the benchmark. We note that it would be helpful to amend our instruction around subtraction and help students further develop their compensation strategies and ability to view subtraction as difference or a related addition problem.

Grade Three: Pre- and Post-Unit Assessments

- Since the start of the school year the Grade 3 team has used CLT meetings to evaluate student progress in math via pre and post unit assessments. The CLT meetings met on a weekly basis from the start of the year.

- The first in-depth analysis of a post-unit assessment occurred in October after the Unit 2 post assessment was given for Place Value.
- The post assessment for Unit 3 (Addition/Subtraction) was given in December.
- The Unit 4 (Multiplication) post assessment was given in January.

At the time of each post assessment the team looked at all of the student data and identified students needing additional support and/or interventions and also examined what level of intensity was needed, based upon the post-unit assessment, student class work, and teacher observations. The areas identified were:

- Place value (2 students received interventions)
- Addition/Subtraction (4 students received interventions)
- Multiplication (6 students received interventions)

Below is a list of the number of students who have, or still are, receiving interventions as a result of our post-unit math assessment review at CLT meetings:

Sessions	Dates	Number of Students	Intervention Goal	Graduated Out?
Session 1	January - February 2016	7	Double digit addition/ subtraction	5/7 yes 2/7 no
Session 2	March- April 2016	7	Two-Step Problem Solving	5/7 yes 2/7 no
Session 3	May 2016	8	Executive Functioning, organizers for Problem Solving	5/7 yes 2/7

In summary, a total of 13 students have received interventions as a result of our CLT analysis of post unit math assessments. It has been noted by the group that early math interventions could have perhaps reduced the number of students needing math interventions in grade three.

Fourth Grade: Mid-Year Math Assessment

- Out of our 56 fourth grade students:
 - 84% scored at 80% or higher on our midyear assessment
 - 16% scored below 80%.
- Of those students who scored below 80%, 2/3 are receiving services and/or Learning Lab support.

- The other 1/3 who scored below 80% who are not receiving services are receiving RTI support.

RTI Groups --4th Grade

Sessions	Dates	Number of Students	Intervention Goal	Graduated Out?
Group 1	January - March 2016	3	Multiplication Division Problem Solving	3/3 yes 0 no
Group 2	January-March 2-16	3	Multiplication Division Problem Solving	2 yes 1/3 received IEP

These groups ended when Math Facilitator began Intervention Pilot for K-2 and these students were ready to move on. No additional group was created to meet the needs of the 3 students who did not receive intervention and are in the 16% who scored below 80% on Mid-Year Assessment. In examining pre-post unit tests (January-May) out the above students only 1 did not make 80%.

SKOKIE SCHOOL

Reading Update for Skokie

Supporting Objective: Students in Grades 5 and 6 will demonstrate growth and achievement in their overall reading capabilities.

Evidence of goal attainment:

- By the end of the school year, 80% of students at each grade level will achieve the grade level target level as designated by the [Independent Reading Level](#) document.
 - As of May, 2016
 - 82% of 5th graders have met the achievement benchmark
 - 78% of 6th graders have met the achievement benchmark
- 80% of students at each grade level will meet their growth targets as outlined by the [Teachers College BRL document](#).
 - As of May, 2016
 - 84% of 5th graders have met their June growth target
 - 91% of 6th graders have met their June growth target

Math Update for Skokie

Supporting Objective: Skokie students will demonstrate growth and achievement within six core understandings relating to Math Reasoning and Fluency based on specific instructional strategies and supports.

Evidence of Goal Attainment:

- Students receiving Math RtI Support, in addition to core instruction, will demonstrate 80% or higher on the Math Reasoning Inventory by the end of the year.
 - As of **May** 2016
 - 5th Grade: 60 % of students receiving RtI Support scored 80% or higher on the Math Reasoning Inventory
 - 6th Grade: 100 % of students receiving RtI Support have scored 80% or higher on the Math Reasoning Inventory
 - *NOTE: Of the 19 sixth graders enrolled in Math RtI Support in January, 5 were able to graduate out of the program and maintain success in the general education classroom after 1-2 trimesters of support. Of the 11 fifth graders enrolled in Math RtI Support in January, at least two will graduate out of the program and be recommended to continue in the general education classroom without support at the start of the next school year. 3 of the remaining 9 students only began receiving support in late February or early March, and will be expected to continue. This is important to note as this may have been the first interventional support that some of these students have received in addressing their deficits in math.

- Students receiving differentiated tasks and/or participating in *Math Counts*, will demonstrate 90% or higher on the Math Reasoning Inventory by the end of the year.
 - As of **May** 2016
 - 5th Grade: 100% of students receiving differentiated tasks and/or participating in Math Counts already demonstrate 90% or higher on the Math Reasoning Inventory
 - 6th Grade: 100% of students receiving differentiated tasks and/or participating in Math Counts already demonstrate 90% or higher on the Math Reasoning Inventory

- Skills assessment by grade level
 - The Math Reasoning Inventory is an interview based assessment that allows the evaluator to look at three possible focus areas: Whole Numbers, Decimals and Fractions. In order for us to attain a clearer, measurable picture of the

impact of *Number Talks* and the skills built upon and demonstrated using mental math, we chose to assess our students using the Whole Number Reasoning Test at three benchmarked times in the year. Below is a visual depiction of the skills and strategies most readily accessed by our students by the final benchmarking period in May. When looking at the skills and strategies utilized by both fifth and sixth graders, there is a marked decrease in the use of the algorithm (for addition, subtraction and multiplication), counting by 1s, and figuring the exact answer as the most efficient or comfortable strategy for students. While the assessment itself is not timed, evaluators noticed a significant decrease in time necessary to complete the assessment for each student. Evaluators added additional interview questions at the end, for students who maintained or improved their score, but did so using different strategies than during the previous benchmarking students. The majority of students answered that they had discovered a strategy that was more efficient for them when using mental math to solve a problem.

The results depicted in the chart below does not reflect an expectation of which strategies should necessarily be used. In fact, it is encouraging to see the breadth of strategies accessed by our students. However, the shift in strategies for the sake of efficiency and ease is a positive shift for students as they move into more complex mathematical concepts.

CARLETON WASHBURNE SCHOOL

Reading Update for Washburne

Supporting Objective: Students in Grades 7 and 8 will demonstrate growth and achievement in their overall reading capabilities.

Evidence of goal attainment

- Growth in Reading: Increasing Volume

Two factors identified as being correlated to success in reading are volume and appropriate reading level. The Washburne staff made a concerted effort to increase the number of books read by students.

Pride of Lions Program

Each year, the school librarian and reading specialist select twenty novels as “Pride of Lions” books. The school PTO sponsors a friendly competition between teams to encourage reading. This year the Principal’s Challenge was also added to increase participation.

The results for the past two years are as follows:

Number of Books Read during Pride of Lions Program

	2014-2015	2015-2016
7th Grade	175	587
8th Grade	87	305
Total	262	892

Students read 3.4 times as many books this year compared to last year.

Lunchtime Book Groups

Twelve staff members sponsored nine student book clubs. Teachers volunteered time during their lunch periods. Books for book clubs were purchased by the PTO.

Community Outreach

The school librarian and the school literacy facilitator hosted three educational sessions for parents to discuss ways parents can support reading habits at home.

- Achievement in Reading

The STAR assessment was not administered during the Spring. The school will continue to look at reading scores through the MAP assessment next school year.

- Profile of Washburne Readers

A Reading Inventory was administered to students in the Fall and the Spring.

When asked about amount of independent reading, 61.8% of students stated they had completed more independent reading than in previous years. Students were asked where they accessed books. In the Fall 32.8% of students reported they typically obtained a book from the school or classroom library. This number increased to 39.9% during the Spring

Inventory. These numbers demonstrate more students are reading and more students are accessing books through the assistance of the librarian and classroom teachers.

Students reported that the primary roadblock to the amount of reading they complete is a lack of time for reading. This factor was identified as the primary roadblock in both the Fall and Spring Inventories.

It was interesting to note that print is still the preferred medium for students when reading. When asked about which reading medium is preferred 83.8% of students reported a preference for print, 9% preferred electronic devices, and 7.2% preferred audio-books.

Math Update for Washburne

Supporting Objective: Students in Grades 7 and 8 will demonstrate growth and achievement through the application of mathematical skills and reasoning to solve real world problems.

Evidence of goal attainment:

The STAR assessment was not administered during the Spring. The school will continue to look at math scores through the MAP assessment next school year.

Goal: 75% of students will rate themselves at a higher confidence level when comparing current problem solving confidence vs prior problem solving confidence.

MAY 2016 UPDATE: Students rated their problem solving ability and confidence on solving a problem at the end of the year versus how they would have felt solving it at the beginning of this year.

	7th Grade (190 total)	8th grade (195 total)
More Confident	121 (63.7%)	127 (65.1%)
The Same Confidence	54 (28.4%)	52 (26.7%)
Less Confident	15 (7.9%)	16 (8.2%)

Goal: 75% of students who are capable of showing growth on post-test (ie: did not earn a perfect on the pre-test) will show growth on application problem(s).

MAY 2016 UPDATE: Students completed a pretest and posttest.

Students who demonstrated growth

7th grade (182)	107 (58.8%)
8th grade (159)	119 (74.8%)

The department informally and formally assess students daily. This year, a pretest and posttest were developed after the middle of the year. The pretest and posttest consisted of a single math task, which upon reflection may not have been a true measure of student growth. Washburne is eager to participate in the Silicon Valley Math Initiative math tasks that will be used next year as a more normed measure of growth. This assessment will consist of five tasks and will help us get a more complete picture of our students' mathematical ability.

DISTRICT READING ANALYSIS (GR 1 - GR 6)
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It is important to note that this year is meant to be an opportunity for the District to examine benchmarks and ensure that they are in line with our expectations for our students. Looking at the district data from 2015-16, we have noticed several themes:

- In K-4, for Independent Reading Target Goals, we were able to meet our targets.
- Both 5th and 6th Grade cohorts exceeded Skokie's growth target goal. The 5th Grade cohort exceeded its goal for achievement, while the 6th Grade cohort was short by 2%. This may be attributed to the fact that 39% of 6th graders tested below the 5th Grade independent reading level benchmark this past fall. It is also important to note that, while 78% of the 6th Grade cohort met the grade level reading target (achievement), 91% of the very same students met or exceeded their growth target.
- As we monitored growth the BRL document, we notice several factors that contributed to the resulting data:
 - It should be noted that the District set an ambitious goal based on a norming group that included 6 more weeks of instruction. In nearly all grades and schools, these ambitious goals were met.
 - We noticed fewer students reaching their growth targets in Grade 4. One factor contributing to this is that students who enter the year at or above the grade level benchmark in 4th Grade are working on moving from RST texts to UV texts (jumps are made in bands of letters as text complexity increases). The jump from RST to UV is particularly rigorous, and therefore, teachers take additional time to teach into band correlated skills and strategies.