THE WINNETKA PUBLIC SCHOOLS DISTRICT 36

A Community of Learners

Informational Memo: 2015-2016 School Improvement Plans

TO: School Board
Trisha Kocanda, Superintendent

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

October 20, 2015

Overview

At the beginning of each school year, the administrative team reviews available District-level data for Grades 1-8. This year, the administrative team reviewed the STAR Reading and Math assessment (Grades 3-8), AimsWeb Reading CBM (Grades 1 and 2), and the Numerical Fluency Assessment (Grades K-4).

As a District, it is important to review past student performance to in order to define a path for continuous student growth and achievement. Not only it is important to see students growing and 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. This data review process allows each school to identify patterns or trends that inform building-level action plans resulting in the School Improvement Plans for each of the five buildings.

Background

This year the School Improvement Plan goals will continue to address the curricular areas of Math and English language arts. School Improvement goals have the strongest impact when they are connected to specific school-level data. For this reason, the School Improvement goals will respond to the needs of the individual buildings based on the unique student data. While the overarching goals areas of Reading and Math are shared across the buildings, the targeted action plans are unique to each building. Though the action plans are not uniform, the process each building followed for developing the goals, measurements, and timeline for completion remained uniform and are listed below:

School Improvement Plan Process:

1. Principals and assistant principals conducted a comprehensive review of available data to identify overarching goal areas.
2. Each building identified staff members from a range of content areas and at least one parent to serve on the School Improvement Team.
3. School Improvement teams developed goals, action steps, and timelines for completion by late September/early October.
4. School Improvement Teams will report on progress towards goals in January and in May.
5. School Board received updates on progress toward goals in February and June.

Additionally, School Improvement goals are written using a common template that includes objectives, summary of data reviewed, action plans, and evidence used to support goal attainment. The initial data collected in the Fall serves as the baseline for growth and achievement across the year. Data is collected again in the Winter to determine mid-year progress toward goals and to allow for necessary adjustments to the action plans. Finally, data is collected in the Spring to review student growth and achievement progress across the year.

School Improvement Goal #1: Reading
Carleton Washburne, Crow Island, Greeley, Hubbard Woods, Skokie Schools
Students in Grades 1-8 will demonstrate growth and achievement in their overall reading capabilities.

School Improvement Goal #2: Math
Crow Island School
Students in Grades K-4 will increase their numerical fluency and flexibility with the use of strategies for problem solving.

Greeley and Hubbard Woods Schools
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.

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

Carleton Washburne School

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

Next Steps

The School Board will be provided with the following updates regarding progress towards School Improvement Plan goals:

School Improvement Plan Presentation Timeline for 2015-2016

Month	**School Improvement Plan Updates**
August 2015	Overview of School Improvement Plan Process
October 2015	Presentation of 2015-2016 School Improvement Plans
February 2016	Mid-Year School Improvement Plan Update
June 2016	Year-End School Improvement Plan Updates

GOALS AND ACTION PLANS FOR 2015-2016
Crow Island School

School Improvement Goal 1: Reading

Supporting Objectives
Students in Grades 1-4 will demonstrate growth and achievement in their overall reading capabilities.

Rationale
This summer, most of our teachers attended a week-long training with staff developers from Teachers College, Columbia University in New York. Teachers learned how to support students' reading development across various levels (Fountas and Pinnell Text Levels) and how to assess and monitor student progress. Although we have previously used the Teachers College Reading Assessment tool in the District, this will be the first time it will be implemented consistently across grade levels 1-6. In addition, this goal will allow us to get a baseline of our students' independent reading performance across the District.

Teachers will use the baseline data to assist in differentiating reading instruction as well as to move students through the ladder of text complexity. Teachers will also use the Teachers College Benchmark Reading Level (**BRL**) document that outlines anticipated student growth trajectories across the school year. Teachers will use related resources to track student growth and ensure that the appropriate skills are mastered at each benchmark.

The Teachers College Reading Assessment and BRL both target Independent Reading Levels. Independent reading plays a vital role in students' continued development as readers. Engaging in texts students are able to read by themselves, without support, is an essential component of their reading lives. When reading a text at an "Independent Reading Level" students should be able to:

- Read aloud fluently with expression.
- Read with 96% accuracy.
- Follow the plotline closely and retell.

While Independent Reading Levels target independence and student transfer of skills, Instructional Reading Levels target texts that demonstrate the recommended goals for each grade level. Instructional Levels identify the reading level at which instruction

should occur, and reading work incorporates teaching scaffolds so that students can access and respond to such texts with support or guidance. The Fountas and Pinnell Text Levels are utilized for both Independent and Instructional Reading Levels. Each level is accompanied with detailed characteristics of books as well as expected student behaviors and understandings. The School Improvement Plan goal for reading focuses on the latter, Independent Reading Levels.

It is important to note that first grade students will be assessed using this tool in January for the first time and that the target levels provided are for students who have experienced a full-day academic kindergarten. Nonetheless, we would like to see how our first graders perform relative to the Teachers College benchmark and make any necessary adjustments to support their continued growth.

Attached is a preliminary chart of anticipated end-of-year targets **Independent Reading Level Targets.**

Data Analysis

The administrative team met in August to carefully analyze available data. This included the following data/information sources:

- Teachers College Reading Assessments
- AimsWeb Reading CBM for Grades 1 and 2
- STAR Data for grades 3 and 4 - Achievement and Student Growth Percentile (SGP)

Action Plan

The following table describes the specific steps that Crow Island will take in order to accomplish this goal:

Action Steps for 2015-2016	Initiation Date/ Completion Date	Notes
a) Teachers will give all students in grades 2-4 the Teachers College Reading Assessment and document each student's starting point on the longitudinal record. CI Longitudinal Record	September 2015	Classroom Teachers
b)Teachers will work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, and adjust reading levels as warranted.	October-December 2015	Classroom Teachers, Literacy Facilitator, and Principal
c) Teachers will give students in Grade 1 the Teachers College Reading Assessment and document each student's starting point on the longitudinal record.	January 2016	Classroom Teachers
d) Teachers will continue to work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, and adjust reading levels as warranted.	February-April 2016	Classroom Teachers, Literacy Facilitators, and Principal
e) Teachers will give all students in grades 1-4 the Teachers College Reading Assessment and document each student's final level on the longitudinal record.	May 2016	Classroom Teachers

Evidence of goal attainment

- 80% of students at Grades 1-4 will achieve the grade level target level as designated by the Independent Reading Level document.
- 80% of students at Grades 1-4 will meet their growth targets as outlined by the BRL document.

School Improvement Goal 2: Math

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

Rationale:
Over the past few years, the District has transitioned to new curriculum and materials that are aligned with the Common Core State Standards and the Standards for Mathematical Practice. As we continue to fine-tune our implementation of this newly aligned curriculum, our students need to continue to increase their overall numerical fluency and flexibility to support their work across the math curriculum. Research indicates a strong sense of number and development of computational fluency in the early grades allows students to approach problems with flexibility and efficiency, supporting the development of higher level math skills.

In grades K-2, we will continue using the *Numerical Fluency Assessment (NFA)*, adapted from the *Early Numeracy Research Project Framework* to track student growth. The *Numerical Fluency Assessment* consists of developmental pathways for counting, numeration and addition and subtraction. This fluency assessment, administered by teachers and math facilitators using a one-on-one interview format, is aligned to the Common Core State Standards for Math (CCSS-M) and benchmarked by grade level. Each stage of the developmental pathway provides clear next steps for instruction to move students along the established learning trajectories. The criteria for each stage of mathematical mastery enables teachers to differentiate classroom instruction based on the assessment results, as well as identify students in need of intervention and enrichment.

In Grades 3 and 4, we will use research-based instructional strategies and tools to increase students' ability to be flexible and efficient when problem solving. Math facilitators collaborated with teachers to implement the Computation Strategy Assessment (CSA) which is aligned to Number Talks and **our curriculum** and measures these valuable skills. Students will be assessed using a pre-test and a post-test to measure student growth in the application of these critical skills throughout the year.

Data Analysis
The administrative team met in August to analyze available data. This included the following data/information sources:

- NFA sample data from 2014-2015 school year from grades K-3
- STAR Data for grades 3 and 4 - Achievement and Student Growth Percentile (SGP)

Action Plan

The following table describes the specific steps that Crow Island will take in order to accomplish this goal:

Action Steps for 2015-2016	**Initiation Date/ Completion Date**	**Notes**
a) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades 1-2. *Teachers will administer the CSA as a pre-assessment to grade 3 and 4 students to measure their ability to flexibly and efficiently use strategies to solve problems.*	September-October 2015	Classroom Teachers, Math Facilitators, Principal
b) Math facilitators will work with classroom teachers to implement the curriculum and other targeted activities focusing on developing numerical fluency and optimal use of strategies.	October-December 2015	Classroom Teachers and Math Facilitators
c) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2.	January 2016	Classroom Teachers, Math Facilitators and Principal
d) Math facilitators will work with classroom teachers to implement the curriculum and other targeted activities focusing on developing numerical fluency and optimal use of strategies.	February-April 2016	Classroom Teachers and Math Facilitators

e) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2. *Teachers will administer the CSA as a post-assessment to Grade 3 and 4 students to measure their ability to flexibly and efficiently use strategies to solve problems.*	May 2016	Classroom Teachers and Math Facilitators

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.
- 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 Computation Strategy Assessment (CSA).

SCHOOL GOALS AND ACTION FOR PLANS 2015-2016
Greeley School

School Improvement Goal 1: Reading

Supporting Objectives:
Students in Grades 1-4 will demonstrate growth and achievement in their overall reading capabilities.

Rationale
Teachers at Greeley have been incorporating Teachers College Reading Assessment as a tool to measure growth for their students in reading. Teachers will use this data to identify instructional reading levels which will allow them to properly place students with the appropriate texts. In addition, we will be collecting all of the students reading levels to gather baseline data of students' reading performance throughout the District.

Teachers will use the Teachers College Benchmark Reading Level (BRL) Document which shows anticipated student growth across the school year by reading level and grade level.

The Teachers College Reading Assessment and BRL both target Independent Reading levels. Independent reading plays a vital role in students' continued development as readers. Engaging in texts student are able to read by themselves, without support, is an essential component to their reading lives. When reading a text at an "Independent Level" students should be able to:

- Read aloud fluently with expression.
- Read with 96% accuracy.
- Follow the plotline closely and retell.

While Independent Reading Levels target independence and student transfer of skills, Instructional Reading Levels target texts that demonstrate the recommended goals for each grade level. Instructional Levels identify the reading level at which instruction should occur.

Instructional Level work is complimented with teaching scaffolds so that students can access and respond to such texts with support or guidance. The Fountas and Pinnell Text Levels are accompanied with detailed characteristics of books as well as expected student behaviors and understandings for each level.

It is important to note that Grade 1 students will be assessed using this tool in January and that the benchmarks provided are for those students who have experienced a full day academic kindergarten. Nonetheless, we would like to see how our first graders do against this benchmark and make any instructional adjustments as necessary.
Attached is a preliminary chart of anticipated Independent Reading Level end-of-year targets Independent Reading Level document.

Data Analysis
The administrative team met in August to analyze available data. This included the following data/information source:

- STAR Student Growth Percentile (SGP) for grades 3 and 4

Action Plan

The following table describes the specific steps that Greeley, will take in order to accomplish this goal:

Action Steps for 2015-2016	**Initiation Date/ Completion Date**	**Notes**
a) Teachers will give all students in grades 2-4 the Teachers College Reading Assessment and document each student's starting point on the BRL Document.	September 2015	Classroom Teachers
b) Teachers will work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the Longitudinal Record of Reading Progress.	October-December 2015	Classroom Teachers, Literacy Facilitator, and Principal
c) Teachers will give students in Grade 1 the Teachers College Reading Assessment and document each student's starting point on the Longitudinal Record of Reading Progress.	January 2016	Classroom Teachers
d) Teachers will continue to work in grade level teams, with the literacy facilitator, and principal to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the BRL Document.	February-April 2016	Classroom Teachers, Literacy Facilitators, and Principal
e) Teachers will give all students in grades 1-4 the Teachers College Reading Assessment and document each student's final level on the BRL Document.	May 2016	Classroom Teachers

Evidence of goal attainment:

- By the end of the school year, 80% of students at each grade level will achieve the grade level benchmark as designated by the Teachers College Independent Reading Level Benchmark document.
- By the end of the school year, 80% of students at each grade level will meet their growth targets as outlined by the Teachers College Independent Reading Level Benchmark document.

School Improvement Goal 2: Math

Supporting Objectives

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.

Rationale:

Greeley teachers have been immersed in the learning of the Common Core State Standards, the Standards for Mathematical Practices, the District's new curriculum, and the newly adopted math resources. During this time, teachers have aligned their teaching practices with the Common Core and new instructional materials. The teachers have also learned through professional development provided by the District, how important it is to develop a solid foundation of number sense. A strong number sense and computational fluency in the early grades allows students to approach problems with flexibility and efficiency, which moves them from the concrete to abstract mathematical thinkers. In the end, we want our students to grapple long and hard with complex math challenges.

The students in Grades K-2 will be assessed using the *Numerical Fluency Assessment (NFA)*, adapted from the *Early Numeracy Research Project Framework.* The NFA focuses on assessing students counting, numeration, and addition and subtraction using an interview format. The NFA will be completed by teachers and the math facilitator in the Fall and the Spring. The data gleaned from the NFA offers the teacher an individual look at a student's current functioning in counting, numeration, and addition and subtraction. This information is used in instructional planning, which supports differentiation.

Grade 3 and 4 teachers will use research-based instructional strategies and materials to increase students' ability to be flexible and efficient when problem solving. The math facilitator has collaborated with teachers to create pre- and post-assessment tools, which measure student's mastery of the units taught throughout the school year.

Data Analysis

The administrators met in August to carefully analyze data available to them. This included the following data/information sources:

- NFA Sample Data from 2014-2015 school year
- STAR Student Growth Percentile (SGP)

Action Plan

The following table describes the specific steps that Greeley will take in order to accomplish this goal:

Action Steps for 2015-2016	Initiation Date/ Completion Date	Notes
a) Teachers, math facilitators, and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2.	Sept./Oct. 2015 - April-May 2016	Classroom Teachers, Math Facilitator, and Principal
Grades 3 and 4 teachers will administer the teacher/facilitator created pre- and post-assessments when finishing units that cover multiplication, and division.	October 2015 - May 2016	Classroom Teachers
b) Math facilitators will work with classroom teachers to implement the curriculum, Number Talks and other activities focusing on developing numerical fluency.	September 2015-May 2016	Classroom Teachers and Math Facilitator
c) Teachers, math facilitator and school principal will administer the NFA ((counting, numeracy, and addition/subtraction strands) to all students in Grades K-2.	January 2016	Classroom Teachers, Math Facilitator, and Principal
d)Teachers, math facilitator, and principal will use assessments during grade level data meetings (NFA, unit assessments and STAR) to monitor individual growth. In addition, the math facilitator will meet with the classroom teachers on regular basis to implement the math curriculum and other targeted activities focusing on developing numerical fluency.	February, 2016 - April, 2016	Classroom Teachers, Principal, and Math Facilitator
Teachers in Grades 3 and 4 will administer the teacher/facilitator created pre- and post-assessments when finishing units that cover multiplication, and division	February, 2016 - April, 2016	Classroom Teachers

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.
- 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.
- By the end of the year, the percent of Grade 3 and 4 students attaining an SGP of 50 on the STAR assessment (typical growth) will exceed the State by 10%.

SCHOOL GOALS AND ACTION PLANS FOR 2015-2016
Hubbard Woods

School Improvement Goal 1: Reading

Supporting Objectives
Students in Grades K-4 will demonstrate growth and achievement in their overall reading capabilities.

Rationale:
This summer, most of our teachers attended a week-long training with staff developers from Teachers College, Columbia University in New York. Teachers learned how to support students' reading development across various levels and how to assess and monitor student progress. Although we have previously used the Teachers College Reading Assessment in the District, this will be the first time it will be implemented consistently across Grades 1-6.

In addition, this goal will allow us to get a baseline of our students' reading performance across the District. Teachers will use the baseline data to assist in differentiating reading instruction as well as to move students up the ladder of text complexity. Teachers will also use the Teachers College Benchmark Reading Level (BRL) document that outlines anticipated student growth trajectories across the school year by reading level across quartiles to track student growth to ensure that the appropriate skills are mastered.

The Teachers College Reading Assessment and BRL both target Independent Reading Levels. Independent reading plays a vital role in students' continued development as readers. Engaging in texts students are able to read by themselves, without support, is an essential component of their reading lives. When reading a text at an "Independent Reading Level" students should be able to:

- Read aloud fluently with expression.
- Read with 96% accuracy.
- Follow the plotline closely and retell.

While Independent Reading Levels target independence and student transfer of skills, Instructional Reading Levels target texts that demonstrate the recommended goals for each grade level. Instructional Levels identify the reading level at which instruction should occur. Instructional Level work is complimented with teaching scaffolds so that

students can access and respond to such texts with support or guidance. The Fountas and Pinnell Text Levels are accompanied with detailed characteristics of books as well as expected student behaviors and understandings for each level.

It is important to note that Grade 1 students will be assessed using this tool in January and that the benchmarks provided are for those students who have experienced a full day academic kindergarten. Nonetheless, we would like to see how our first graders do against this benchmark and make any instructional adjustments as necessary.
Attached is a preliminary chart of anticipated Independent Reading Level end-of-year targets **Independent Reading Level** document.

Data Analysis
The administrative team met in August to carefully analyze available data. This included the following data/information sources:

- Teachers College Reading Assessment data
- AimsWeb Reading CBM data for Grades 1 and 2
- STAR Student Growth Percentile (SGP) for Grades 3 and 4

Action Plan

The following table describes the specific steps that Hubbard Woods will take in order to accomplish this goal.

Action Steps for 2015-2016	Initiation Date/ Completion Date	Notes
a) Teachers will give all students in Grades 2-4 the Teachers College Reading Assessment to determine students' Benchmark Reading Level to record starting point on the longitudinal record.	September 2015	Classroom Teachers
b)Teachers will work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students up the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the longitudinal record.	October-December 2015	Classroom Teachers, Literacy Facilitator, and Principal
c) Teachers will give students in Grade 1 the Teachers College Reading Assessment and document each student's starting point utilizing the Benchmark Reading Level document on the longitudinal record.	January 2016	Classroom Teachers
d) Teachers will continue to work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students up the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the longitudinal record.	February-April 2016	Classroom Teachers, Literacy Facilitators, and Principal
e) Teachers will give all students in Grades 1-4 the Teachers College Reading Assessment and document each student's final Benchmark Reading Level on the longitudinal record.	May 2016	Classroom Teachers

Evidence of goal attainment:

- By the end of the year, 80% of students in Grades 1-4 will achieve the grade level benchmark as designated by the Teachers College Independent Reading Level Benchmark document.
- By the end of the year, 80% of students in Grades 1-4 will meet their growth targets as outlined by the Teachers College BRL document.

School Improvement Goal 2: Math

Supporting Objectives
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.

Rationale
Over the past few years, the District has transitioned to new curriculum and new materials that are aligned with the Common Core State Standards and the Standards for Mathematical Practice. As we continue to fine-tune our implementation of this newly aligned curriculum, our students need to continue to increase their overall numerical fluency and flexibility to support their work throughout the grade levels and across the math curriculum.

Research supports that a strong sense of number and the development of computational fluency in the early grades allows students to approach problems in flexible and efficient ways that support the development of higher math skills. Therefore, this year we will be focusing on Grades K-2 for enriched capacity in the area of numerical fluency. We are also interested in assuring student readiness at the end of each year so that they are prepared for the mathematical work at the next grade level. Grades K-2 faculty understand their role in student success on assessments such as STAR and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In Grades K-2, we will continue using the *Numerical Fluency Assessment*, adapted from the *Early Numeracy Research Project Framework* to track student growth in this area. The *Numerical Fluency Assessment* consists of developmental pathways for counting, numeration, and addition and subtraction. This fluency assessment, administered by teachers using a one-on-one interview format, is aligned to the Common Core State Standards for Math (CCSS-M) and benchmarked by grade level. Each stage of the developmental pathway provides clear next steps for instruction to move students along the established learning trajectories. The criteria for each stage of mathematical mastery enables teachers to differentiate classroom instruction based on the assessment results, as well as identify students in need of intervention and enrichment.

In the upper elementary grades, attention will focus on skill development in the areas of multiplication and division, making sure that students have computational strategies, and are efficient and accurate in solving multiplication and division problems. This

focus stems from our continued analysis of STAR data, indicating a need for direct attention to these skill areas in Grades 3 and 4.

In Grades 3 and 4, our Math facilitator will work together with the building principal during weekly Collaborative Team Meetings to monitor student growth in multiplication and division. These weekly meetings will focus on the student classroom work, including all pre- and post-unit tests. In addition, the Math Facilitator will support student interventions and enrichment activities to support student understanding in these areas.

In Grade 3 we will assure an early start to multiplication work to enable more time for student ease and understanding of multiplication facts and problem solving. In Grade 4 we will carefully monitor student classroom work and weekly assessments to align their work with STAR testing results. Should students demonstrate mastery in weekly assessments, our Math Facilitator and classroom teachers will design interventions to provide additional challenges for these students.

Data Analysis

The administrative team met in August to analyze available data. This included the following data/information sources:

- Numerical Fluency Assessment (NFA) sample data from 2014-2015.
- STAR Student Growth Percentile (SGP) for Grade 3 and 4.
- Grade 4 weekly assessment work (Friday Check-ins).

Action Plan

The following table describes the specific steps that Hubbard Woods will take in order to accomplish this goal:

Action Steps for 2015-2016	Initiation Date/ Completion Date	Notes
a) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2. A careful analysis will be completed during Collaborative Team Meetings to discuss student trends regarding grade level competencies. Interventions will be created for those students needing additional support. *Grade 3 and 4 teachers will begin their first unit of study with a pre-assessment and bring these pre-assessments to the weekly Collaborative Team Meetings for analysis and action steps. In addition, they will examine the initial STAR data to look for trends and areas of additional focus.*	September-October 2015	Classroom Teachers, Math Facilitators, Principal
b) Math facilitator will work with classroom teachers to implement the curriculum, and other activities focusing on developing numerical fluency and optimal use of strategies for our students in Grades K-2. During the Collaborative Team Meetings, the team will continue to monitor student intervention data to assure student growth.	January 2016	Classroom Teachers, Math Facilitators and Principal

Math facilitator will collaborate with Grade 3 and 4 faculty regarding on-going analysis of student work and pre-/post-assessments to design needed interventions to address student areas of weakness and or strengths.		
c) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2. There will be a focus on student levels of achievement and readiness for completion of Grade 2 objectives for preparation for Grade 3. Necessary interventions will be put in place for those students needing additional support. *Grade 3 and 4 teachers will work with the Math Facilitator to critique the mid-year STAR data, with a focus on student growth from fall to winter. Discussion during Collaborative Team Meetings should prompt the necessary adjustments and or interventions needed with a primary focus on multiplication and division.*	January 2016	Classroom Teachers, Math Facilitators and Principal
d) Math facilitators will work with classroom teachers to implement the curriculum, and other activities focusing on developing numerical fluency in our students in Grades K-2. Interventions will continue for those students needing additional support to meet grade level expectations. *Grade 3 and 4 teachers will continue to focus on multiplication and division skill development, using STAR data, classroom work, and pre-/post-assessments to monitor progress.*	February – April 2016	Classroom Teachers and Math Facilitators
e) Teachers, math facilitators and the school principal will administer the NFA (counting, numeracy, and addition/subtraction strands) to all students in Grades K-2. *Grade 3 and 4 teachers will sit down to examine the end-of-year STAR data for a*	May 2016	Classroom Teachers and Math Facilitators

careful analysis of student growth, particularly in multiplication in grade three and in comparison to student classroom work in Grade 4.		

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.
- By the end of the year, the percent of Grade 3 and 4 students attaining an SGP of 50 on the STAR assessment (typical growth) will exceed the State by 10%.

GOALS AND ACTION PLANS FOR 2015-2016
The Skokie School

School Improvement Goal 1: READING

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

Rationale:
This summer, most of our teachers attended a week-long training with staff developers from Teachers College, Columbia University in New York. Teachers learned how to support students' reading development across various levels and how to assess and monitor student progress. Although we have previously used the Teachers College Reading Assessment in the District, this will be the first time it will be implemented consistently across grade levels 1-6. In addition, this goal will allow us to get a baseline of our students' reading performance across the District.

Teachers will use the baseline data to assist in differentiating reading instruction as well as to move students through the ladder of text complexity. Teachers will also use the Teachers College Benchmark Reading Level (BRL) document that outlines anticipated student growth trajectories across a given school year. This tool tracks student growth by level to ensure that the appropriate skills are mastered. Once mastery is reached, students are appropriately challenged within that level to reach their greatest potential as a reader. Attached is a preliminary chart of anticipated end-of-year benchmarks (**Independent Reading Level Benchmarks**).

The Teachers College Reading Assessment and BRL both target Independent Reading Levels. Independent reading plays a vital role in students' continued development as readers. Engaging in texts students are able to read by themselves, without support, is an essential component of their reading lives. When reading a text at an "Independent Reading Level" students should be able to:

- Read aloud fluently with expression.
- Read with 96% accuracy.
- Follow the plotline closely and retell.

While Independent Reading Levels target independence and student transfer of skills, Instructional Reading Levels target texts that demonstrate the recommended goals for

each grade level. Instructional Levels identify the reading level at which instruction should occur. Instructional Level work is complimented with teaching scaffolds so that students can access and respond to such texts with support or guidance. The Fountas and Pinnell Text Levels are accompanied with detailed characteristics of books as well as expected student behaviors and understandings for each level.

Data Analysis

The administrative team met in August to analyze available data:

- Teachers College Reading Assessment Data
- STAR Student Growth Percentile (SGP) for Grades 5 and 6
- STAR percent of students in each quartile

Action Plan

The following table describes the specific steps that The Skokie School will take in order to accomplish this goal:

Action Steps for 2015-2016	**Initiation Date/ Completion Date**	**Notes**
a) Teachers will give all students in Grades 5 & 6 the Teachers College Reading Assessment and document each student's starting point on its Benchmark Reading Level (BRL) document.	September 2015	Classroom Teachers
b) Teachers will work with grade level teams, the literacy facilitator, and principals to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the Teachers College BRL document.	October-December 2015	Classroom Teachers, Literacy Facilitator, and Principal
c) Teachers will give students in Grades 5 & 6 the Teachers College Reading Assessment and document each student's growth on the Teachers College BRL document.	January 2016	Classroom Teachers
d) Teachers will continue to work with grade level teams, the literacy facilitator, and principal to differentiate reading instruction and move students through the ladder of text complexity, confer with students as needed, adjust reading levels as warranted and record growth on the Teachers College BRL document.	February-April 2016	Classroom Teachers, Literacy Facilitators, and Principal
e) Teachers will give all students in Grades 5 & 6 the Teachers College Reading Assessment and document each student's final level on the Teachers College BRL Document.	*May 2016*	*Classroom Teachers*

Evidence of goal attainment:

- 80% of students at each grade level will achieve the grade level benchmark as designated by the Teachers College Independent Reading Level Benchmark document.
- 80% of students at each grade level will meet their growth targets as outlined by the Teachers College BRL document.
- By the end of the year, the percent of Grade 5 students attaining an SGP of 50 on the STAR reading assessment (typical growth) will exceed the State by 10% in each quartile.

School Improvement Goal Area 2: MATHEMATICS

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

Rationale
This year's objective for Math incorporates two models of support that allow us to meet the needs of Math students across a range of ability level - from those who would benefit from direct intervention to those requiring challenge and depth. Before leaving for the summer, our team of Math teachers developed a list of six core understandings that all Grade 5 and 6 students needed in order to successfully attain and retain new concepts and skills. For the past two years, our teachers have been assessing student application of the Mathematical Practices on the *Standards for Mathematical Practices Matrix* to measure student growth throughout the year:

- Make Sense of Problems
- Persevere in Problem Solving
- Reason Abstractly and Quantitatively
- Construct Viable Arguments
- Critique the reasoning of others

We determined, as a team, that success with these mathematical practices could not be mastered without strong foundational support of the six core understandings listed below:

- Shift from Additive to Multiplicative Thinking
- Fact Fluency
- Place Value: the relationship between the numbers
- Number Sense/Flexibility with Numbers
- Decomposing Numbers
- Subtraction: concept, word association (difference, distance, etc.)
    - Relationships between addition, multiplication, subtraction and division

As such, our teams spent time together building not only upon instructional approach and range of differentiated tasks in the classroom, but supports that could be offered

outside of the classroom in order to ensure that these understandings were being developed.

Our Grade 5 and 6 Math teams spent a collective of 30 hours this summer working on building upon the instructional strategies and differentiated tasks that can be used to support a range of learners. One of these strategies is the Number Talk. This is a classroom practice that builds on the practice of mental math, breaking down numbers, and teaches students to approach computational problems from multiple angles. It is a practice that provides a challenge for all in its value of mental math, as well as an opportunity to extend and analyze thinking.

Outside of the classroom, there are a number of students who demonstrate a need for additional support. In particular, this year's Grade 5 cohort of students is a cohort which has struggled in the area of Math assessment performance, reflected in both recent STAR and the 2014 Illinois Standard Achievement Test (ISAT) data. To address those needing additional support, The Skokie School Grade 5 and 6 students have been given the opportunity to receive support via a Math Exploratory this year, with two periods of instruction available with a Math Interventionist. This will allow us the ability to address foundational deficits that some of our Grade 5 and 6 students may have, preventing them from being able to demonstrate growth in new concept/skill areas.

This exploratory option provides a core plus more model of support, as dictated by the Response to Intervention (RtI) model. This dual-purpose goal centers on addressing two areas of need that stand out, particularly in our STAR data, showing that there is a call for support at both ends of the ability spectrum: those requiring intervention and those that would benefit from depth and extension.

Marilyn Burns, an expert in the field of Math education, has designed an interview-based assessment that is broken down into conceptual components. We have selected her *Math Reasoning Inventory* as a key assessment, which will target the six core understandings, identified above and provide us with both quantitative and qualitative data on our students' growth over time.

Our ability to attain growth across a spectrum of strengths and needs will require an equally broad spectrum of approaches. We will be incorporating the following resources in order to meet the needs identified within our goal: *Number Talks, Math RtI, Math Counts Team*

Data Analysis:

- 2015 STAR Data - Student Growth Percentile (SGP)
- STAR Data percent of student meeting or exceeding and SGP of 50 (typical growth)
- Math Reasoning Inventory given in Spring 2015

Action Plan

The following table describes the specific steps that Crow Island will take in order to accomplish this goal:

Action Steps for 2015-2016	**Initiation Date/ Completion Date**	**Notes**
a) Administer the Math Reasoning Inventory to a cohort of students representing a varied range of abilities. Identify groupings of need that arise out of the assessment results.	September 2015	Principal and Facilitators
b) Implement Number Talks and differentiated/flexibly grouped tasks into instructional practice. Offer Math Exploratory to students demonstrating areas of deficit. Supplemental offering: Math Counts Team at Skokie for competitive, challenging experience for students demonstrating need for extension.	September-December 2015	Classroom Teachers, Math Interventionist, Math Counts Coach
c) Sample group of students assessed using Math Reasoning Inventory to collect data on growth in six areas of core understanding. Re-evaluate student groupings and track growth within sample group.	January 2016	Principals and Facilitators

d) Continue to work with students utilizing Number Talks as a part of classroom weekly instructional routine, differentiated/flexibly grouped tasks, Math Exploratory to support student growth.	February-April 2016	Classroom Teachers Math Interventionist Math Counts Coach
e) A final administration of the Math Reasoning Inventory and analysis of growth within sample group based on the supports they have received.	May 2016	Principals and Facilitators

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.
- 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.
- Students in quartile 4 will demonstrate an SGP of 50
- By the end of the year, the percent of Grade 5 students attaining an SGP of 50 (typical growth) or greater on the STAR assessment will exceed the State by 10% in each quartile.

GOALS AND ACTION PLANS FOR 2015-2016
Carleton W. Washburne

School Improvement Goal 1: Reading

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

Rationale
During the past few years, district language arts teachers focused on developing units and improving student writing skills. A Cornerstone Assessment for Argumentative writing was developed in 2014-2015 and revised for the current school year. From this assessment teachers access information that can shape their writing instruction and monitor student transfer of skills.

This summer, our ELA teachers attended a week-long training with staff developers from Teachers College, Columbia University in New York. Teachers learned how to support students' reading development across various levels and how to assess and monitor student progress. This past June the district reading committee began the process of identifying the knowledge and skills necessary for students to develop a healthy, Independent Reading Life. The reading of books that are appropriately challenging and the volume of reading are positively related to improved reading performance.

This year Washburne teachers will focus on helping students establish a healthy Independent Reading Life. Some of the Essential Skills that will be gained during this process:

- Students will be able to select an appropriately challenging book.
- Students will increase their volume of independent reading.
- Students will reflect on how reading habits impact reading success.
- Students will set goals around reading.
- Students will participate in reader response work.

Data Analysis
The administrative team met in August to analyze available data:

- STAR Reading assessment
    - Scaled Scores
    - Student Growth Percentile (SGP)

- ERB data

Action Plan

The following table describes the specific steps that Carleton Washburne will take in order to accomplish this goal:

Action Steps for 2015-2016	**Initiation Date/ Completion Date**	**Notes**
a) Language Arts teachers will attend the Summer Reading Institute for training.	August 2015	Classroom Teachers, administrators
b) All students will take the STAR Reading Assessment. Teachers will review the results for planning purposes.	September/October 2015	Students
c) Students will complete an Independent Reading Inventory and establish reading goals for the year.	October/November 2015	Classroom Teachers
d) Washburne Language Arts teachers will articulate with Skokie LA teachers regarding reading data.	October/November	
e) Teachers will focus on the teaching of reading across curriculum areas (eg: training at staff meetings; Social Studies focus on "Reading Like A Historian").	Fall/ 2015 - Winter 2016	Classroom Teachers, Literacy Facilitator, and Principal
f) Teachers will increase opportunities for students to participate in close reading on shorter texts and articles.	Fall 2015-Spring 2016	Classroom Teachers
g) Teachers will identify strategies to increase the reading volume accomplished by students.	Fall 2015-Spring 2016	Classroom Teachers, Librarian, Reading Specialist, Literacy Facilitator, Principal
h) Students will be encouraged to participate in Pride of Lions reading competition.	Fall 2015-Winter 2016	Classroom Teachers, Librarian, Principal
i) All students will take the Winter STAR	January 2016	Students

assessment.		
j) The Language Arts teachers will review student data to identify areas of student growth. Differentiated plans will be made for those students not attaining the expected growth rate.	February 2016	Classroom Teachers, Reading Specialist, Principal
k) Language Arts teachers will identify specific Standards needing improvement and adjust instruction accordingly, if necessary.	February 2016	Classroom Teachers, Principal
l) All students will take the May STAR Reading Assessment. Teachers will review the results to determine successes and future directions.	May 2016	Students

Evidence of goal attainment:

- Growth in Reading
  - All four quartiles will demonstrate growth in reading by exceeding the SGP of 50 by 10% (as measured on the STAR assessment).
    - Last year's 7th grade quartiles compared to State
      - Q1 = - 1%
      - Q2 = - 7.5%
      - Q3 = + 7.%
      - Q4 = + 16.9%
    - Last year's 8th grade quartiles compared to State
      - Q1= + 10.1%
      - Q2 = - 20%
      - Q3 = + 8.8%
      - Q4 = + 15.3%

- Achievement in Reading
  - The number of students in the fourth quartile will increase by 5% (as measured on the STAR assessment).
    - 7th Grade Fall Assessment: 47% Goal: 52%
    - 8th Grade Fall Assessment: 45.6% Goal: 50.6%

- Profile of Washburne Readers
  - The Independent Reading Inventories will be summarized to provide a snapshot of the reading habits and patterns of Washburne students.

School Improvement Goal 2: Math

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

Rationale
A significant portion of the District Math Mission and Belief statement revolves around the use of mathematics as a tool to solve problems. Making math meaningful and authentic for students plays an essential role in building overall mathematical proficiency. Additionally, we also want students to leave the District with an appreciation for the connectedness of math concepts in the real world, and to see math as important and relevant to their lives.

In reviewing STAR Math data from Spring 2015, it was evident that students perform well in most areas. However, the area of the STAR assessment that measures a student's ability to apply mathematical skills and thinking to real-life and mathematical problems, could benefit from additional attention. One important element of mathematical proficiency is the ability for students to apply their math knowledge to solve complex problems within a real world context. This goal will focus on enriching student problem-solving opportunities through the addition of complex mathematical tasks throughout the curriculum.

Data Analysis
The principals and Grade 7 and 8-math team met in early September to carefully analyze the following data:

- STAR Math State Standards Report from Spring 2015.
- 2014-2015 scope and sequence review of curricular units.

Action Plan

The following table describes the specific steps that Washburne will take in order to accomplish this goal:

Action Steps for 2015-2016	Initiation Date/ Completion Date	Notes
a) Students in Grades 7 and 8 will take the STAR Math assessment to serve as a baseline. Teachers will review data in team meetings.	September 2015	Students, Classroom Teachers, Principals
b) Teams will continue evaluating and implementing real-world application tasks in the classroom utilizing sources such as: Mathalicious, Dan Meyer Tasks, Illustrative Math, and hands-on activities.	Fall 2015-Spring 2016	Classroom Teachers
c) Teachers will be going through each unit and selecting a minimum of three common real world application problems/tasks that all teachers will do throughout the unit. Teachers have committed to collecting at least one of those each unit for progress monitoring/data collection and will have a thorough discussion with their class about that problem/task.	Fall 2015-Spring 2016	Classroom Teachers
d) The math department will be meeting with the principal for one hour each week to collaboratively discuss progress and analyze classroom data. The math facilitator will lead the group in selecting problems/tasks that fit into each unit and will help guide implementation.	Fall 2015-Spring 2016	Classroom Teachers, Principals
e) Students will take STAR Math assessment in Grades 7 and 8.	January 2016	Students, Classroom Teachers, Principals
f) Teachers and principals will use Winter STAR data as well as data from the common problem/task selected from each unit to review progress and make instructional adjustments, if necessary.	January 2016-Spring 2016	Classroom Teachers, Principals

g) Students in grades 7 and 8 will take the STAR Math assessment to serve as a post-assessment. Teams will review data.	May 2016	Students, Classroom Teachers, Principals

Evidence of goal attainment:

- 93% of students will achieve at quartile 3 and quartile 4 on the STAR Math assessment (presently at 88.1% from spring 2015).
- Students will show 10% growth on the STAR Math assessment in several standards where students apply mathematical knowledge to solve real-world problems.

Standard	In or above estimated mastery range, Spring 2015	Goal for Spring 2016
CC.7.G.4	54%	64%
CC.7.G.6	54%	64%
CC.8.G.7	55%	65%
CC.8.G.9	31%	41%
CC.7.NS.3	80%	90%
CC.7.EE.3	69%	79%