



A Community of Learners

Informational Memo: 2014-2015 Year-End District and School Improvement Plans Report

TO: School Board
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FROM: Alison Hawley, *Director of Curriculum, Instruction & Assessment*

June 9, 2015

Overview & Background

The Year-End District and School Improvement Plans are in place for all schools in the Winnetka Public Schools.. The School Board was presented with the initial District and School Improvement Plans in [November 2014](#) and received a mid-year update in [February 2015](#).

Building administrators reviewed relevant data as a team in August, and worked collaboratively with their respective staffs and each other on their plans to ensure consistency across the District. Each of the District schools has a team comprised of an administrator, facilitators, and classroom teachers who met throughout the year to evaluate and update their plans.

This year, the goal was to simultaneously address past performance with an eye toward future growth by implementing a comprehensive District and School Improvement Plan (D/SIP), as well support students with the continued transition of newly implemented curriculum.

It is important to continuously monitor the implementation of new curricula to ensure that we are meeting instructional expectations aligned with grade level content standards. This year's D/SIP goals were intended to address the curricular areas of math and language arts as we support year two of the math implementation and year one of the writing implementation.

The District Improvement Plan

In the area of math, the District focused on improving student achievement in the area of numerical fluency, the *Standards for Mathematical Practice*, and monitoring the effectiveness of the math curriculum in meeting students' academic needs.

The District also set language arts goals to improve student access to a broader range of fiction and nonfiction resources in K-8 classrooms and to enhance the range of available text complexities to support the range of student needs.

Key take aways:

Math:

- Grade 3 reached grade level benchmark proficiency on the Numerical Fluency Assessment (NFA) for multiplication and division, which was an area of focus found in the 2014 ISAT performance.
- Grades 3 and 4 need an established maintenance program for addition and subtraction and additional practice with mental math strategies.
- The grade 4 cohort is in need of continued support with numerical fluency, which will be addressed through a cohort study and specific action step in grade 5 to be shared in August.
- Grades K, 1, and 2 will continue to be monitored and supported for benchmark fluency with counting, numeracy, and addition/subtraction.
- STAR median SGP Winter to Spring was stronger than the Fall to Winter median SGP in grades 3, 4, and 5.

Reading:

- Classroom reading inventory/needs analysis revealed a range of need for leveled texts, fiction, and nonfiction titles across grade levels and schools.
- Leveled classroom libraries have been enhanced to support the range of readers within each classroom across fiction and nonfiction texts.
- Books orders were submitted for grade K-8 by the Curriculum Office in March.
- The Winnetka Public Schools Foundation (WPSF) also generously supported additional classroom titles through its "Core Plus More" component of the WPSF Annual Plan. An additional order will be placed in July.

School Improvement Plan

The school improvement process included a single unified goal for math grades K-8. The intention of the goal was to support year 2 of the implementation of the *Standards for Mathematical Practice* outlined in the Common Core State Standards for Math. Student growth within the math practices was benchmarked in the fall and reassessed in winter and spring. The data is embedded in the report that follows.

In addition to the unified K-8 math goal, the five schools each created an English language arts goal for grades 1-8 for writing. Grades 1-8 created a writing assessment process intended to mirror the former District Writing Assessment, that allows for the tracking of student growth and development in grades 1-8. Grade level teams utilized grade-specific rubrics developed by the District Language Arts Committee comprised of common criteria that increases in sophistication as the grade levels progress. The results are reported by grade, and grade-specific samples of student writing from grades 1-8 are included in this report.

Each School Improvement Plan goal is written using a common template. The template included objectives, summary of data reviewed, action plans, and evidence used to support goal attainment.

Key take aways:

Math

- Math instructional practices have integrated the *Standards for Mathematical Practice* and students are demonstrating proficiency with these new standards.
- Practice 3b. *Understanding and critiquing the reasoning of others* continues to be an area for growth, though teachers report that as cohorts gain more experience with the practices, students arrive with a higher degree of baseline proficiency than in previous years.

Writing:

- Students were assessed using grade-level specific Teachers College writing rubrics. It is important to note that each rubric is based on the standards for one grade level ahead. This is driven by the belief that mastery comes with repeated practice and by exposing students to content earlier, they are given time to grow into the skill through targeted practice with the writing standards.
- Writer's craft can be challenging to assess as opposed to concrete skills such as punctuation.
- Student writing samples from grades K-8 are linked below. The samples are intended to show the progression of student writing year over year.
- Instruction will continue to emphasize elaboration and detail, a consistent developmental need especially in the younger grades.

[Click here](#) to view Student Writing Samples Grades 1-8

Next Steps

Over that past several years, the District has worked to develop curriculum that is aligned grades K-8 in order to establish consistency not only across grade levels, but also across all three elementary school buildings. For the past two years, math and language arts school improvement goals have been universal for grades K-8 to support uniform

implementation of newly adopted curriculum.

As we look to develop the 2015-2016 School Improvement Plans, each building has school-specific math and language arts goals. The School Improvement Plans will continue to have a consistent content area focus across schools; however, the specific goals to support teachers and students will be related to targeted needs in each building.

The 2014-2015 District Improvement Plan and the five School Improvement Plans follow this memo.

Crow Island School

June 2015

End-of-Year Report on School Improvement Goals

Goal #1: Mathematics

Students grades 1-8 will demonstrate an increased understanding and use of the *Standards for Mathematical Practice* that are supported by the implementation of the District's math curriculum and materials.

Using the *Engaging in Mathematical Practices Matrix*, teachers will document the evidence they see of students demonstrating understanding and use of the math practices in their classrooms. This will be benchmarked three times throughout the year, to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M).

Progress on goals:

- Math Facilitators continued to meet with grade level teams once a month to review Common Core Standards for Math, and support implementation and consistency of the *Standards for Mathematical Practices: 1a. Make sense of problems; 1b. Persevere in solving problems; 2. Reason abstractly and quantitatively; 3a. Construct viable arguments; 3b. Understand and respond to the reasoning of others.*
- Teachers worked with facilitators to determine appropriate evidence and benchmark student understanding of the mathematical practices in their classrooms through the use of the *Engaging in Mathematical Practices Matrix* and the newly revised math curriculum.
- Students gained experience with the mathematical practices during daily math lessons and problem-solving and experiences.
- Teachers encouraged students to connect their thought processes and daily work to the practices via verbal prompts, visual prompts (posters in the classrooms, for example), and reflection. Teachers used benchmark data to guide instruction.
- Teachers worked with facilitators to obtain a mid-year benchmark for student application of the Mathematical Practices based on gathered evidence.

Evidence of Goal Attainment:

The Engaging in Mathematical Practices Matrix was analyzed for both student achievement and student growth.

Achievement results: The achievement metric is determined by mastery of grade-level benchmark criteria outlined on the instructional rubric. Students are expected to achieve the grade level benchmark by the end of the school year.

- Teachers worked with facilitators to obtain an end of the year benchmark for student application of the Mathematical Practices based on gathered evidence. The target is 85% of students in the “beginning application” or “consistent application” column by the end of the school year. End of the year benchmark scores from May reflect the following average percentage of students in each grade level in the “beginning application” or “consistent application” column of the rubric averaged across all three of the practices on which we are focusing:
 - o Grade 1 94%
 - o Grade 2 92%
 - o Grade 3 97%
 - o Grade 4 98%
- Instructional review of students’ assessment data, observations throughout the school year, and teacher feedback from across grade levels show that students have become much more proficient over time in their ability to demonstrate these targeted practices.
- As evidenced by student work samples and classroom discussions, students can construct viable arguments using pictures and/or words and can connect their reasoning to others.

Growth results: The student growth metric is determined by the percentage of students who have moved from the “beginning awareness” column of the rubric in Fall to the “beginning application” and “consistent application” columns in Spring.

- Instructional review of student assessment data across math units in grades 1-8 will reflect an increase in students’ ability to retain and apply the *Standards for Mathematical Practice*.
 - o Grade 1: Average % Growth Fall to Spring: 91%
 - o Grade 2: Average % Growth Fall to Spring: 54%
 - o Grade 3: Average % Growth Fall to Spring: 63%
 - o Grade 4: Average % Growth Fall to Spring: 71%
- Students do a much better job in understanding complex multi-step problems and persevere in solving them using a variety of strategies to aid them including rereading problems, asking peers for help and/or asking clarifying questions.
- Teachers and facilitators report that students are developing the ability to reason abstractly within developmentally appropriate parameters.

Summary and Analysis: Based on the data collected through the *Engaging in Mathematical Practices Matrix* students have demonstrated an increase in the use and

understanding of the mathematical practices that are supported by the implementation of the District's new math curriculum and materials. Students at all grade levels steadily increased their knowledge and understanding of each practice across the school year. Our target was 85% of students in the "beginning application" or "consistent application" column of the rubric. We exceeded this target for each practice at all grade levels. In addition, the average across all grade levels and practices was 96%.

In all grade levels, critiquing the reasoning of others continued to be the most difficult practice with the fewest number of students consistently applying this practice. However, since last year, we have seen increased performance and believe it is due to more practice over time. This is a practice which we will continue to focus on as we help students build strategies and understanding about what this means at each grade level and how to best critique the reasoning of others in developmentally appropriate ways.

Further, it is important to note that the discussion and use of this matrix, by both teachers and facilitators, fosters coherence and consistency within and across schools. In addition, qualitative feedback provided by teachers indicates that students have deepened and broadened their approach and understanding of mathematics as a result of the focus on mathematical practices.

We feel this goal has been met as students have demonstrated a solid increase in their use and understanding of the practices in their daily classroom performance and ongoing assessments. However, we will continue our work on helping students critique the reasoning of others and broaden our work to include the other practices. As we move into our science curriculum review, we recognize that any focused work on the math practices will also support our students' growth in many of the science and engineering practices.

Goal #2: Language Arts

Crow Island School

Students in grades 1-8 will demonstrate growth in opinion/argument writing. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

Supporting Objective: Students in grades 1-4 will demonstrate growth in opinion writing.

Progress on Goals/Process:

- The Literacy Facilitator met with grade level teachers monthly to guide targeted implementation and consistency of writing instruction across the grade levels (consistency and communication).
- Teachers reviewed and applied the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).
- Students participated in a pre-writing assessment from the chosen opinion/argument writing unit (consistency). The first on-demand performance assessment allowed teachers to collect baseline data that informed instruction. This “pre on-demand” writing was student generated and directed by a specific genre prompt. Students completed their writing within one sitting, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children compared on the checklists prior to classroom instruction.
- Teachers used benchmark data on lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation to help guide differentiated instruction and provide differentiated feedback to students through mini-lessons and individual and small group conferences (consistency, transition, communication).
- During the course of the writing unit, students were introduced to the descriptors on the grade level specific checklist. Students used language from the checklists to evaluate their writing and set goals. Each descriptor on the checklist aligned with the skills and techniques taught within the unit of study.
- Students participated in an end-of-unit writing assessment to serve as the Cornerstone Assessment (consistency, transition, communication). This second performance assessment enabled teachers to reflect on those skills students were able to transfer independently. This “post on-demand” writing was student generated and directed by a specific genre prompt. Students completed the writing within a specified amount of time, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children progressed on the checklists.
- Teachers assessed each student’s progress using the Teachers College assessment tool; which focuses on lead, transitions, endings, organization, elaboration, craft, spelling, and punctuation (consistency, transition, communication).

Evidence of Goal Attainment:

- 80% of students will meet the grade level benchmark by earning a “Starting to” or a “Yes!” on the assessment tool. It is important to note that the rubrics were

written using the standards of the grade level one year ahead (the 1st grade rubric contains the 2nd grade standards, etc.).

- [First Grade](#)
 - Structure: 99.0%
 - Development: 99.0%
 - Language Conventions: 98.6%
- [Second Grade](#)
 - Structure: 90.6%
 - Development: 90.0%
 - Language Conventions: 91.6%
- [Third Grade](#)
 - Structure: 92.6%
 - Development: 93.7%
 - Language Conventions: 87.6%
- [Fourth Grade](#)
 - Structure: 93.0%
 - Development: 95.4%
 - Language Conventions: 90.3%

Qualitative Feedback:

Building teams reviewed student data to determine student learning patterns to further inform differentiation strategies. Individual differentiated instruction was provided to students based on their performance on the pre-on-demand assessment during conferences and patterns and trends found in the data from the pre-on-demand assessments were used to guide mini-lessons and whole group teaching points. In addition, students used grade level rubrics to become familiar with expectations during units of instruction. All of these efforts helped provide targeted specific instruction for students.

Summary and Analysis:

First Grade:

- Overall students demonstrated considerable growth and met the targeted goal on all checklist descriptors. More students fall into the “starting to” column on the checklist for Language Conventions (spelling and punctuation criteria) than in any other selection. These skills are still developing in first grade, and classroom teachers feel that “starting to” is a developmentally appropriate expectation.

Second Grade

- Overall students demonstrated considerable growth and met the targeted goal on all checklist descriptors. The last descriptor, “I used capital letters for names” shows only 72% growth, however 8% of the students did not use proper names in their writing and therefore the descriptor was not applicable.
- Review writing resonates with second graders and comes naturally for them as writers. Students are excited to persuade others.

- Elaboration is the area that is most difficult for second grade writers. They continue to work on trying to say more and elaborate on multiple reasons rather than repeating the same reasons.
- Students continue to balance use vs. overuse of transitions in their writing.
- Some lessons should be modified to be concrete. For example, lesson directions are very global when students would benefit from more focused, targeted instruction.
- We need to distinguish between persuasive and opinion writing, when setting a purpose for writing a review.

Third Grade

- Overall students demonstrated considerable growth and met the targeted goal on all checklist descriptors. The second to last descriptor, “I capitalized proper nouns” shows only 50% growth, however 44% of the students did not use proper names in the their writing and therefore the descriptor was not applicable.
- Craft is the most difficult area to measure with an on-demand assessment, the most challenging to teach and see transfer in student writing.
- Students still seem to be a bit weaker with the use of transitions and commanding a convincing tone.
- Students wrote enough reasons, but often lacked adequate support to back them up. This is easier to accomplish in a process piece when students have time and resources to research their supporting evidence.
- Strengths in the writing were their organization and focus.

Fourth Grade

- Overall students demonstrated considerable growth and met the targeted goal on all checklist descriptors.
- Craft is the most difficult area to measure with an on-demand assessment, the most challenging to teach and see transfer in student writing.
- We need to continue our work on endings in order for students to be able to re-state AND reflect on the claim.
- We need to recognize the difference between the quality of process writing pieces and the on-demand post assessment while looking for parts of student writing where we see transfer.

District Improvement Goals: Reading Support Objectives:

The District will improve student access to a broader range of fiction and information resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

- Literacy Facilitator conducted classroom needs assessments to support the enhancement of literature and information titles in grades K-4. (see reading inventory form)

[Reading Inventory Form](#)

- Literacy Facilitator conducted inventories to assess the range of text complexity in K-4 classrooms to support the range of student reading needs. Inventories also assessed grade level need for reading materials within specific genres and content.
- Literacy Facilitator compiled grade specific orders for classroom libraries. The Curriculum Office ordered reading materials based on the analysis of the needs assessment. Ordered books were labeled prior to distribution.
- Needs unmet by this order were documented and targeted through Foundation Funds.

Inventory Findings:

- Kindergarten teachers identified the need for lower level literature and information books including concept books such as counting, opposites, colors, and self-concept.
- First Grade teachers identified a strong need for literature in the HIJK range. There was a need for lower level literature and information texts. The need for information texts ranged across several levels starting at Level A and moving through HI. For the upper alpha levels the teachers need a shared information collection (JKLM).
- Second grade teachers identified a need for information texts on engineering, science, and social studies concepts. There also was a strong need for new, high interest literature and “Arthur” books to support an author study.
- Third grade teachers identified a need for new literature including several series and high interest sets. There also was a need for additional historical fiction at levels NOPQ as well as science fiction/fantasy sets. Teachers expressed strong need for biographies at a range of levels and high interest science texts.
- Fourth Grade teachers identified a strong need for current literature especially series and author sets. There was need for mysteries and High Interest information texts as well.

Needs Met through District Order (order was made in March):

- The Kindergarten order included an equal mix of lower level information concept books as well as lower level folktales, fairy tales, and Nursery Rhymes. In addition, the order included a set on Favorite Characters (Level E) to build on the existing character collections.
- The first grade order targeted sets of information concept books at the lower levels such as colors, shapes and counting, opposites, and transportation. Information books on science concepts and one literature set on Animal Stories were also ordered.
- The second grade order targeted both social studies and science concept sets. A collection of Arthur books were ordered to support the Marc Brown author study. High interest sets and graphic novels were also ordered for levels JKL.
- The third grade order included new, high interest series as well as historical fiction sets at levels NOP and a science fiction/fantasy set at Level Q. A range of biographies and two high interest science text sets were also ordered.

- The fourth grade order included several series such as Spiderwick, Big Nate, the Baseball Card series, 43 Old Cemetery Road, Guys Read collection, and Diary of the Wimpy Kid. Two high interest information sets were also ordered.

Samuel Sewall Greeley School

June 2015

End-of-Year Report on School Improvement Goals

Goal # 1: Mathematics

Students in grades 1-8 will demonstrate an increased understanding and use of the *Standards for Mathematical Practice* that are supported by the implementation of the District's math curriculum and materials.

Using the *Engaging in Mathematical Practices Matrix*, teachers will document the evidence they see of students demonstrating understanding and use of the math practices in their classrooms. This will be benchmarked three times throughout the year, to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M).

Progress on Goals:

- Math Facilitators continued to meet with grade level teams once a month to review Common Core Standards for Math (CCSS-M), and support implementation and consistency of the Standards for Mathematical Practices: 1a. Make sense of problems; 1b. Persevere in solving problems; 2 Reason abstractly and quantitatively; 3a. Construct viable arguments; 3b. Understand and respond to the reasoning of others.
- Students were assessed three times this year using the *Engaging in Mathematical Practices Matrix*.
- During grade level meetings, the teachers and facilitator were able to review benchmarks for mathematical practices mastery.
- Students received daily math instruction, which afforded them the opportunity to grow in their use of the mathematical practices.
- During instruction, teachers challenged the students to share their thinking with others, to use visuals to develop models, and offer each other feedback on strategies used by others, and to challenge one another's thinking while problem solving.
- Students kept a reflective journal about the progress on math and problem solving.
- The teachers worked with the principal to record their mid-year benchmarks.

Evidence of Goal Attainment:

The Engaging in Mathematical Practices Matrix was analyzed for both student achievement and student growth.

Achievement Results: The achievement metric is determined by mastery of grade-level benchmark criteria outlined on the instructional rubric. Students are expected to achieve the grade level benchmark by the end of the school year.

- Teachers worked with the principal to gather Spring data points. The target of 85% of students will be in the “beginning application” or “consistent application” was set for goal attainment. Spring scores reflect the percentage of students in each grade level in the “beginning application” or “consistent application” column as follows:
 - Grade 1- 80%
 - Grade 2- 100%
 - Grade 3- 97%
 - Grade 4- 99%
 - As the teachers reflected on the year, they noted that they began to feel better equipped at collecting the data on the mathematical practices as the year progressed. They stated that the steep learning curve regarding the math resource was very time consuming last year and it became much easier for them to navigate and supplement in year two.
 - Teachers also shared how invested the students were in mathematical discussion and persevering with more challenging problems.

Growth Results: The student growth metric is determined by the percentage of students who have moved from the “beginning awareness” column of the rubric in Fall to the “beginning application” and “consistent application” columns in Spring.

- Instructional review of student assessment data across math units in grades 1-8 will reflect an increase in students’ ability to retain and apply the *Standards for Mathematical Practice*.
 - Grade 1: Average % Growth Fall to Spring 26%
 - Grade 2: Average % Growth Fall to Spring 44%
 - Grade 3: Average % Growth Fall to Spring 59%
 - Grade 4: Average % Growth Fall to Spring 62%
 - During student math interviews the facilitator and principal noticed how the students were able to break apart numbers and think flexibly about them in their minds to solve complex problems. This was very impressive.

Summary and Analysis:

- Based on the data collected through the *Engaging in Mathematical Practices Matrix*, students have demonstrated an increased ability to use and understand very complex mathematical learning tasks. The mathematical practices are what gives math the overall level of sophisticated learning and thinking that we want all children to be able to engage in on a daily basis.
- Students in grades 1-4 steadily made gains throughout the school year, however we did not meet our target goal of 85% in first grade.

- Students in grades 2-4 exceeded the 85% target goal in the “beginning application” or “consistent application” column of the rubric.
- As the principal collected the data, it was easily noted that critiquing the thinking and reasoning of others was the most challenging mathematical practice, as it was the last practice to improve. The Greeley team believes this is in part due to practice, experience, and maturity. The data also confirms what the teachers are seeing in the classroom.
- The students love engaging in math and problem solving. They enjoyed sharing their thinking and developing ways to best solve a problem. They also enjoyed applying their mathematical abilities to real world problems.
- The students flourished during the Context for Learning lessons and were highly engaged during these lessons.
- Teachers also shared that they felt that some of the resources provided by the math facilitator allowed for all children to enter into a task at his/her ability level, and to reach the same learning objectives without doing a different activity that made them feel different or less than. This empowered the students and motivated them to reach for more problem solving learning opportunities.

There is still work to do as we look forward to next year. We will continue to focus on the mathematical practices as this is the essence of complex thinking and learning. We also plan to focus on listening to others and offering feedback, especially when we have other ideas and thoughts about math.

Goal #2: Language Arts Greeley School

Students in grades 1-8 will demonstrate growth in opinion/argument writing. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

Supporting Objective: Students in grades 1-4 will demonstrate growth in opinion writing.

Progress on Goals/Process:

- The Literacy Facilitator met with grade level teachers monthly to guide targeted implementation and consistency of writing instruction across the grade levels (consistency and communication).

- Teachers reviewed and applied the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).
- Students participated in a pre-writing assessment from the chosen opinion/argument writing unit (consistency). The first on-demand performance assessment allowed teachers to collect baseline data that informed instruction. This “pre on-demand” writing was student generated and directed by a specific genre prompt. Students completed their writing within one sitting, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how each child compared on the checklists prior to classroom instruction.
- Teachers used benchmark data on lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation to help guide differentiated instruction and provide differentiated feedback to students through mini-lessons and individual and small group conferences (consistency, transition, communication).
- During the course of the writing unit, students were introduced to the descriptors on the grade level specific checklist. Students used language from the checklists to evaluate their writing and set goals. Each descriptor on the checklist aligned with the skills and techniques taught within the unit of study (consistency).
- Students participated in an end-of-unit writing assessment to serve as the Cornerstone Assessment (consistency, transition, communication). This second performance assessment enabled teachers to reflect on those skills students were able to transfer independently. This “post on-demand” writing was student generated and directed by a specific genre prompt. Students completed the writing within a specified amount of time, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children progressed on the checklists.
- Teachers assessed each student’s progress using the Teachers College assessment tool; which focuses on lead, transitions, endings, organization, elaboration, craft, spelling, and punctuation (consistency, transition, communication).

Evidence of Goal Attainment:

- 80% of students will meet the grade level benchmark by earning a “Starting to” or a “Yes!” on the assessment tool. It is important to note that the rubrics were written using the standards of the grade ahead (the 1st grade rubric contains the 2nd grade standards, etc.).
- First Grade
 - Structure: 94%
 - Development: 96.5%
 - Language Conventions: 94.8%

- Second Grade
 - Structure: 92.6%
 - Development: 92.5%
 - Language Conventions: 90.4%
- Third Grade
 - Structure: 88.9%
 - Development: 90.7%
 - Language Conventions: 89.8%
- Fourth Grade
 - Structure: 88.9%
 - Development: 94.4%
 - Language Conventions: 92%

Summary and Analysis:

First Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the areas of “structure” (writing an ending and organizing ideas), “development” (stating reasons for their opinions), and “conventions” (ending sentences with punctuation).
- Students loved the opinion-writing unit.
- The process of administering and scoring the pre- and post on-demand assessments was very manageable. The opinion-writing checklist was aligned developmentally with what is appropriate for first graders to accomplish, especially within the time frame of the unit of study.
- There was a disconnect between the goals of the Teachers College opinion-writing unit and our District writing goals. The Teachers College opinion-writing unit, included many skills and lessons that were not developmentally appropriate for first graders and were not aligned with the opinion-writing checklist.

Second Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the areas of “structure” (using transitional words and writing an ending) and “development” (writing at least two reasons and examples for an opinion and using convincing language).
- During the on-demand assessments, students struggled to generate ideas independently. Teachers needed to modify prompts by giving students a choice of topics.
- The on-demand writing prompt should be more concrete. Second graders benefit from more clear and direct questions in order to accurately assess what skills they can apply to their writing.
- There is value in grade-level teams and Literacy Facilitators taking time to practice assessing opinion-writing samples prior to teaching the opinion-writing unit. This exercise helps achieve consistency in scoring.

- More clarity is needed on scoring student-writing assessment samples. How do teachers quantify the categories of “Starting to” and “Yes” on the writing checklist?
- Certain skills were hard to evaluate because they were not present in the data. For example, some students did not use proper names in their writing, so the teachers could not assess the skill of capitalization.
- Use caution when teaching transition words, as students may overuse them or use them inappropriately.

Third Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the areas of “structure” (writing several, convincing reasons for the opinion and organizing related information) and “development” (elaborating on the reasons that support the opinion).
- Students need more explicit instruction on how to use transitional words and phrases to link reasons for an opinion with examples.
- Students naturally expressed strong opinions with convincing language when crafting their opinion pieces.
- Students enjoyed exploring creative ways in which to “hook” their reader and directly address the reader's questions or concerns about the stated opinion.

Fourth Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the areas of “structure” (crafting a strong lead, using transitional words and phrases, and writing a powerful and connected ending), “development” (using deliberate word choices to convince the reader and using precise details and facts to support the opinion), and “conventions” (using commas in complex sentences).
- Teachers question whether punctuating complex sentences is an appropriate fourth-grade goal.
- Many of the students do not speak using complex sentences, and therefore cannot write using complex sentences.
- Teachers suggest dividing the first punctuation goal on the opinion-writing checklist into two goals: *1. I used complex sentences; 2. I used commas to make complex sentences clear and correct.*
- The goal of using figurative language in the “craft” section of the opinion-writing checklist is not appropriate for the opinion-writing text type. Figurative language is more frequently used in narrative writing.
- Students were able to transfer writing skills from the narrative-writing unit of study to the opinion-writing unit such as, including personal stories as a way to elaborate on the reasons for their opinions. The Teachers College writing materials supported this transfer of skills.
- Students easily understood and applied the skill of using a strong “lead” in their introductions, as stating bold opinions comes naturally to fourth graders.
- Teachers would like to focus more on teaching students how to use transitional words and phrases in their writing. This is not a skill that fourth graders apply

intuitively when writing. This skill should be explicitly taught. Teachers would like to develop this aspect of their writing instruction.

District Improvement Goals: Reading Support Objectives:

The District will improve student access to a broader range of fiction and information resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

K-4 Reading Inventory Findings:

- Kindergarten teachers identified a need for leveled books (Guided Reading Levels A-D), wordless picture books, informational text related to their thematic studies (animals, the environment, seasons, insects, emotions, Native American culture, and community), predictable text, and genre-based text (fairytales and folktales).
- First grade teachers identified a need for leveled books (Guided Reading Levels A-M), early chapter books, informational text, and genre-based text (historical fiction, biography, folktales and fairytales).
- Second grade teachers identified a need for leveled books (Guided Reading Levels A-K), informational text related to their thematic studies (community, economics, outer space, architecture, and Winnetka history), and genre-based text (realistic fiction, historical fiction, science fiction, mystery, folktales and fairytales).
- Third grade teachers identified a need for leveled books (Guided Reading Levels L-V), informational text related to their thematic studies (Native American culture, Chicago, and animals), and genre-based text (realistic fiction, historical fiction, fantasy, science fiction, biography, folktales, and fairytales).
- Fourth grade teachers identified a need for leveled books (Guided Reading Levels N-V), informational and literary text related to their thematic studies (immigration and regions of the United States), and genre-based texts (realistic fiction, historical fiction, fantasy, biography, science fiction, and mystery).

K-4 Reading Needs Met through District Order (order was made in March):

- The Kindergarten order included leveled informational and literary texts related to science and social studies topics (penguins, birds, Antarctica, the environment, seasons, and social/emotional well-being), recently published alphabet books, new renditions of classic nursery rhymes, a collection of wordless picture books, a fluency-building series by Mo Willems, and predictable texts.
- The first grade order included leveled books at Guided Reading Levels A-M (high concentration in the A-I range), poetry and rhyming books, a biography series, current informational texts about high-interest topics (weather, Arctic life, animals, and seasons), a collection of reader's theater stories, and the "Tiny Treasure Collection" of pocket-sized books on a variety of topics.
- The second grade order included leveled books at Guided Reading Levels E-M that included informational and literary texts, as well as a variety of genres (realistic fiction, folktales, fairytales, biography, and fantasy), and books related to second grade topics of study (community, economics, animals, habitats, and history).

- The third grade order included leveled books at Guided Reading Levels L-T, covering high-interest topics like sports, as well as a variety of genres (realistic fiction, folktales, fairytales, biography, and fantasy), and books related to curricular studies (early American settlers, Native American culture, and animals).
- The fourth grade order included leveled books at Guided Reading Levels O-V (high concentration in the R-T range), a variety of genres (realistic fiction, biography, mystery, and fantasy), high-interest topics (natural disasters, sports, inventions, exploration, cultural identity), poetry, and informational texts related to curricular studies (regions of the United States, habitats, and national parks).

Hubbard Woods Elementary School

June 2015

End-of-Year Report on School Improvement Goals

Goal #1: Mathematics

Students grades 1-8 will demonstrate an increased understanding and use of the *Standards for Mathematical Practice* that are supported by the implementation of the District's math curriculum and materials.

Using the *Engaging in Mathematical Practices Matrix*, teachers will document the evidence they see of students demonstrating understanding and use of the math practices in their classrooms. This will be benchmarked three times throughout the year, to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M).

Progress on Goals:

- The Math Facilitator continued to meet with grade level teams once a month to review Common Core Standards for Math and support implementation and consistency of the Standards for Mathematical Practices: 1a. Make sense of problems; 1b. Persevere in solving problems; 2. Reason abstractly and quantitatively; 3a. Construct viable arguments; 3b. Understand and respond to the reasoning of others.
- Students were assessed three times this year using the *Engaging in Mathematical Practices Matrix*. The data indicates a clear pattern of growth throughout the school year.
- Students gained experience with the mathematical practices during daily math lessons and problem-solving and experiences.

Evidence of Goal Attainment:

The Engaging in Mathematical Practices Matrix was analyzed for both student achievement and student growth.

Achievement Results: The achievement metric is determined by mastery of grade-level benchmark criteria outlined on the instructional rubric. Students are expected to achieve the grade level benchmark by the end of the school year.

- The target is 85% of students in the “beginning application” or “consistent application” column by the end of the school year. End of the year benchmark scores from May reflect the following average percentage of students in each grade level in the “beginning application: or “consistent application” column of the rubric averaged across all three of the practices we focused on:

- Grade 1 92%
- Grade 2 95%
- Grade 3 96%
- Grade 4 94%
- Students on a day-to-day basis are comfortable talking about their mathematical ideas.
- Teachers were impressed by how the students were able to use other student's ideas, and build their own ideas upon the ideas of others.

Growth Results: The student growth metric is determined by the percentage of students who have moved from the “beginning awareness” and “beginning application” columns of the rubric in Fall to the “beginning application” and “consistent application” columns in Spring.

- Instructional review of student assessment data across math units in grades 1-8 will reflect an increase in students' ability to retain and apply the *Standards for Mathematical Practice*.
 - Grade 1: Average % Growth Fall to Spring: 41%
 - Grade 2: Average % Growth Fall to Spring: 59%
 - Grade 3: Average % Growth Fall to Spring: 72%
 - Grade 4: Average % Growth Fall to Spring: 43%
 - In March, we saw an increase in student reasoning about numbers in all grades.

Summary and Analysis:

- We saw consistent gains at all grade levels (1-4) which is what we had set out to achieve. Ultimately the final results exceeded our expectations of reaching at least 85%.
- At all grade levels our students have demonstrated significant growth. In particular we saw the highest level of growth in *3b) Critiquing the reasoning of others*. Our faculty have always found this to be the hardest Mathematical Practice at the elementary level and have been very mindful of addressing this practice.

Goal #2: Language Arts Hubbard Woods School

Students in grades 1-8 will demonstrate growth in opinion/argument writing.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate

clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

Supporting Objective: Students in grades 1-4 will demonstrate growth in opinion writing.

Progress on Goals/Process:

- The Literacy Facilitator met with grade level teachers monthly to guide targeted implementation and consistency of writing instruction across the grade levels (consistency and communication).
- Teachers reviewed and applied the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).
- Students participated in a pre-writing assessment from the chosen opinion/argument writing unit (consistency). The first on-demand performance assessment allowed teachers to collect baseline data that informed instruction. This “pre on-demand” writing was student generated and directed by a specific genre prompt. Students completed their writing within one sitting, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children compared on the checklists prior to classroom instruction.
- Teachers used benchmark data on lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation to help guide differentiated instruction and provide differentiated feedback to students through mini-lessons and individual and small group conferences (consistency, transition, communication).
- During the course of the writing unit, students were introduced to the descriptors on the grade level specific checklist. Students used language from the checklists to evaluate their writing and set goals. Each descriptor on the checklist aligned with the skills and techniques taught within the unit of study.
- Students participated in an end-of-unit writing assessment to serve as the Cornerstone Assessment (consistency, transition, communication). This second performance assessment enabled teachers to reflect on those skills students were able to transfer independently. This “post on-demand” writing was student generated and directed by a specific genre prompt. Students completed the writing within a specified amount of time, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children progressed on the checklists.

- Teachers assessed each student's progress using the Teachers College assessment tool; which focuses on lead, transitions, endings, organization, elaboration, craft, spelling, and punctuation (consistency, transition, communication).

Evidence of Goal Attainment:

- 80% of students will meet the grade level benchmark by earning a “Starting to” or a “Yes!” on the assessment tool. It is important to note that the rubrics were written using the standards of the grade ahead (the 1st grade rubric contains the 2nd grade standards, etc.).
- [First Grade](#)
 - Structure: 95%
 - Development: 98%
 - Language Conventions: 92.8%
- [Second Grade](#)
 - Structure: 91.6%
 - Development: 93.5%
 - Language Conventions: 83.2%
- [Third Grade](#)
 - Structure: 88.9%
 - Development: 91.3%
 - Language Conventions: 96.6%
- [Fourth Grade](#)
 - Structure: 93.6%
 - Development: 96.4%
 - Language Conventions: 85.7%

Summary and Analysis:

First Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the category of “structure” (stating an opinion and writing an ending), “development” (using labels and words to describe details), and “conventions” (ending sentences with punctuation, using lowercase letters, and leaving spaces between words).
- Students struggled to apply phonetic rules to their writing. First grade instruction focuses heavily on decoding (reading words) and not as much on encoding (spelling words).
- The use of a “word wall” to support students’ spelling of sight words, can be more of a distraction than a tool in first grade.
- Students struggled with writing an ending for their opinion pieces because the structure of opinion-writing is less familiar than a narrative-writing structure, which has a beginning, middle, and end.
- Teachers would like more support with teaching students how to craft endings in various text types.
- Student and published “mentor texts” were useful in modeling the skill of elaboration.

- “Anchor charts” were less helpful.
- Teachers appreciated the flexibility of being able to supplement Teachers College writing materials with other instructional resources.

Second Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the category of “development” (writing at least two reasons and examples to support the opinion statement).
- The opinion-writing unit was most beneficial in helping students provide organizational structure and elaboration on their opinions. These are not skills that are emphasized in other writing units or during different writing opportunities/situations.
- Mentor texts needed to be used thoughtfully, as they could narrow the scope of student writing and a tendency towards uniformity.
- Students need continued practice in applying correct punctuation to their writing.

Third Grade

- Students learned that opinion writing has a unique purpose and organization.
- Students understood the importance of convincing word choice in opinion writing.
- Students enjoyed the playfulness of “speaking” directly to their audience when writing opinion pieces.
- The Teachers College writing unit supported students understanding of how to “hook” a reader with students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the category of “structure” (writing a detailed and engaging lead, using transitional words and phrases, writing a relevant and thoughtful ending, and writing reasons and examples that support the opinion statement), “development” (elaborating on the reasons used to support the opinion statement and using convincing language).
- Students struggled the most with writing connected and powerful endings.

Fourth Grade

- Students made progress in every category of the opinion-writing checklist.
- Students made significant progress in the areas of “structure” (organizing sections of information in paragraphs) and “development” (making deliberate word choices to convince the reader and using precise details and facts to support the opinion).
- Students need continued practice using transition words to signal a change from stating reasons to giving evidence to support those reasons.
- Students need continued practice writing complex sentences and using commas appropriately within those sentences.

District Improvement Goals: Reading Support Objectives:

The District will improve student access to a broader range of fiction and information resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

K-4 Reading Inventory Findings:

- Kindergarten teachers identified a need for leveled books (Guided Reading Levels A-C), wordless picture books, informational text related to their thematic studies (seasons, birds, reptiles, insects, and pets), predictable text, and genre-based text (fairy tales and folktales).
- First grade teachers identified a need for leveled books (Guided Reading Levels A-K), early chapter books, informational text related to their thematic studies (Native Americans, the Mayflower, community, farming, money, and animals), and genre-based text (realistic fiction, biography, and mystery).
- Second grade teachers identified a need for leveled books (Guided Reading Levels E-M), informational text related to their thematic studies (the Mayflower, economics, outer space, and plants), and genre-based text (realistic fiction, historical fiction, science fiction, mystery, folktales and fairy tales).
- Third grade teachers identified a need for leveled books (Guided Reading Levels L-Q), informational text related to their thematic studies (Native Americans, the pioneers, colonial times, and animals), and genre-based text (realistic fiction, historical fiction, and biography).
- Fourth grade teachers identified a need for leveled books (Guided Reading Levels N-V), informational text related to their thematic studies (immigration, the Underground Railroad, regions of the United States, the Industrial Revolution, and animals), and genre-based texts (realistic fiction, historical fiction, fantasy, biography, science fiction, mystery, folktales and fairy tales).

K-4 Reading Needs Met through District Order (order was made in March):

- The Kindergarten order included leveled informational and literary texts related to science and social studies topics of study (animals, family, community, trees, seasons), a wordless picture book series by Mercer Mayer, fluency-building series by Mo Willems, and phonetically controlled texts, and predictable books.
- The first grade order included leveled books at Guided Reading Levels A-I (high concentration in the A-G range), fluency building texts by Mo Willems, current and engaging informational texts by Bobbie Kalman, a collection of reader's theater stories, and read-aloud texts related to the social studies curriculum (Native Americans, early American explorers, and community).
- The second grade order included leveled books at Guided Reading Levels E-M, popular early chapter book series like "Fly Guy" and "Mercy Watson," current informational books related to the curriculum (community, plants, and money) fluency-building series like, "You Read to Me, I'll Read to You," new variations on traditional stories like, "Fairytale Jumbles," and humorous mystery series like, "The High-Rise Private Eyes."
- The third grade order included leveled books at Guided Reading Levels L-Q (high concentration of Level O), new biography series like "Who Is...?," multiple

copies of popular chapter books like, “The Chocolate Touch,” historical fiction related to the pioneers, and current informational text like National Geographic's, “Deadliest Animals.”

- The fourth grade order included leveled books at Guided Reading Levels O-V (high concentration in the Q-T range), mystery series like, “Chet Gecko,” popular fictional series like, “The Dragon Slayers’ Academy,” new genre formats like the “Graphic Library, Graphic Biography” series, and engaging historical fiction related to the American Civil War and Colonial America.

The Skokie School June 2015

End-of-Year Report on School Improvement Goals

Goal #1: Mathematics

Students in grades 1-8 will demonstrate an increased understanding and use of the *Standards for Mathematical Practice* that are supported by the implementation of the District's math curriculum and materials.

Using the *Engaging in Mathematical Practices Matrix*, teachers will document the evidence they see of students demonstrating understanding and use of the math practices in their classrooms. This will be benchmarked three times throughout the year, to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M).

Progress on Goals:

Beginning in the Fall of 2013, 5th and 6th grade math teachers began to record student growth within five of the eight Mathematical Practices: 1a. Make sense of problems; 1b. Persevere in solving problems; 2. Reason abstractly and quantitatively; 3a. Construct viable arguments; and 3b. Critique the reasoning of others. Student growth was monitored over three benchmark periods, coinciding with the reporting periods. As we all became familiar with the practices rubric, we found that the descriptors were universally meaningful, enough to adjust our report card to reflect these practices.

Evidence of Goal Attainment:

The Engaging in Mathematical Practices Matrix was analyzed for both student achievement and student growth.

Achievement Results: The achievement metric is determined by mastery of grade-level benchmark criteria outlined on the instructional rubric. Students are expected to achieve the grade level benchmark by the end of the school year.

- Evidence of student achievement regarding the mathematical practices using the Mathematical Practices Matrix will reflect at least 85% of the students in the "beginning application (center) column of the rubric for their grade level.

Growth Results: The student growth metric is determined by the percentage of students who have moved from the "beginning awareness" and "beginning application" columns of the rubric in Fall to the "beginning application" and "consistent application" columns in Spring.

5th Grade

	Winter 2015	Spring 2015
Make Sense of Problems	82%	92%
Persevere in Solving Problems	71%	83%
Reason Abstractly/Quantitatively	88%	95%
Construct Viable Arguments	79%	92%
Critique Reasoning of Others	80%	83%

6th Grade

	Winter 2015	Spring 2015
Make Sense of Problems	92%	97%
Persevere in Solving Problems	89%	97%
Reason Abstractly/Quantitatively	88%	98%
Construct Viable Arguments	85%	95%
Critique Reasoning of Others	77%	93%

- This particular measurement tool has been particularly useful to the teachers in that it is a consistent tool across the grade levels that can show developing proficiency over time.
- The 6th grade teachers have remarked on the useful picture it paints of a student's longitudinal growth in the practices over their two years at Skokie from the Fall of 5th grade to the Spring of 6th.
- The consistency across the buildings has a tremendous amount of potential to track growth over time and inform student transitions from grade to grade.
- The Matrix does have its limits in its subjectivity. However, the consistent use over the last two years does now allow for team to review inter-reliability.

Summary and Analysis:

- Given the data collected this year, over 85% of the students in both grades 5 and 6 attained an overall average of either "beginning application" or "consistent application" by the Spring.

- 89% of 5th graders attained an overall average of one of the these two ratings by the Spring, as did 96% of 6th grade students. This overall average takes into account the performance in all 5 practices. In that way, the goal was attained in both grade levels. Looking at the practices individually, there are certainly areas that show greater consistency in demonstration and growth. Specifically, 5th grade shows lower numbers in the practices of persevering through problems and critiquing the reasoning of others. Despite that, there was growth in both areas over the course of the year. It will be valuable for us to look at this longitudinally to review cohort data measured utilizing the same tool next year.
- While 6th grade outperformed 5th grade numerically, there is some expectation that developmentally students grow in their consistent application of the mathematical practices, not only as a result of instruction, but also increasing maturity and developmental readiness.
- The matrix provides this valuable feedback for the teachers as a means to assess the practices that typically see the most highlight and focus in the scope and sequence of the units.

The exercise of using the same tools across grade levels over the course of two years was particularly helpful in providing us with the longitudinal growth of our Skokie students in a way that we have not measured previously. The practices matrix is appropriate and integrates well into our instructional units and the criteria we report on each trimester.

Goal #2: Language Arts

The Skokie School

Students in grades 1-8 will demonstrate growth in opinion/argument writing.

Progress on goals:

Teachers in grades 5 and 6 worked closely with the Literacy Facilitators to plan for a unit in opinion/argument writing that was both meaningful in its learning objectives and engaging to young, developing writers. As a team, the teachers developed a unit in literary argument in which students had the ability to select books at their interest and reading ability level, and make comparison between literature and film. The plan also involved a timeline of data collection, from baseline pre-assessment on demand writing tasks to a comprehensive post-assessment, culminating at the close of this instructional unit. The unit itself was found to be more engaging than in years past, as students generally struggle with literary argument writing; however, teachers also felt as if they would adjust the length and order in which the key elements of the unit are taught, given that they are based on fundamentals of strong essay writing.

Fifth Grade Opinion Writing Checklist

Sixth Grade Opinion Writing Checklist

Evidence of Goal Attainment:

- 80% of students will meet the grade level benchmark by earning a “Starting to” or a “Yes!” on the assessment tool. It is important to note that the rubrics were written using the standards of the grade ahead (the 1st grade rubric contains the 2nd grade standards, etc.).

5th Grade

	Pre	Post
Structure	43%	98%
Development	26%	97.5%
Language Conventions	27%	92%

6th Grade

	Pre	Post
Structure	69.5%	95.5%
Development	70.4%	93.4%
Language Conventions	82.6%	95.6%

- Teams will review student data to determine student learning patterns to further inform differentiation strategies.

Students demonstrated growth, and response to instruction within the literary argument writing unit over the course of the pre and post assessments. Likewise, growth can be seen from grade level to grade level in the data collected in the pre-writing assessments in each area. Overall, both 5th and 6th grades performed well above the 80% benchmark in the post-assessment data.

Qualitative Feedback:

- This particular writing unit is one that is difficult to work through not only for its sophistication in literary analysis, but the ability to formulate and support an argument based on that analysis.
- Typically, this unit does not generate a lot of interest, and as a result, the teachers were committed to designing a project-based approach to the unit that elicited engagement and commitment to the culminating task.
- Teachers felt elements of the unit could be better taught over the course of several other units as it incorporates several fundamental writing skills. For example, the drafting model within this unit suggests re-drafting in a fashion that teaches the skill while simultaneously moving them toward the mastery of the literary essay. Teachers felt strongly that they would extend this drafting model throughout the other units of writing taught, so that the mastery of drafting is not a skill set being taught along with the literary essay writing skill set.

- Likewise, there are elements of teaching this writing unit that can be highlighted in other units to make this unit more successful, and less daunting: author's purpose, tone, character analysis.
- This unit is written with an incredible amount of depth, and the overall review afterward was that its incorporation of multiple writing skills could be broken into multiple units in order to make the lessons more digestible and retainable for the students.

Summary and Analysis:

In reflecting on the post-assessment pieces that students produced following this unit, certainly the largest take-away was the volume, sophistication and developed content that is reflected in the students' writing. All teachers felt they would likely adjust the timing and sequence of teaching some of the fundamental elements (ie. re-drafting, author's purpose, tone, character analysis) of the unit to better support growth over time. The consistency in the measurement tool has potential in cross-grade level analysis to show longitudinal growth.

District Improvement Goals: Reading Support Objectives

Supporting Objectives:

The District will improve student access to a broader range of fiction and nonfiction resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

Progress Towards Goals:

- Literacy facilitators conducted classroom needs assessments to support the enhancement of literature and information titles in grades K-8.
- Literacy facilitators conducted inventories to assess the range of text complexity in K-8 classrooms to support the range of student reading needs. Inventories also assessed grade level need for reading materials within specific genres and content.
- Literacy Facilitators compiled grade specific orders for classroom libraries. The Curriculum Office ordered reading materials based on the analysis of the needs assessment. Ordered books were labeled prior to classroom distribution.
- Needs unmet by this order were documented and targeted through Foundation Funds.

Evidence of Goal Attainment:

- Completed inventory of K-8 classrooms
- Needs analysis of reading materials

Needs Analysis Results:

Grade Five

- Teachers identified a strong need for lower level literature at NO levels as well as sets at the PQR alpha levels. There was also a need for high interest information texts at a range of levels.

Grade Six

- The Sixth Grade team identified a need to target boy readers at a range of levels. In addition there was need for series collections. High interest information sets were also a targeted need.

Needs Met by The District:**Grade Five:**

- The Fifth Grade order included several literature sets that targeted levels NOP and R. High interest information sets on history (graphic novels and Wicked History) as well as science were ordered.

Grade Six:

- The Sixth Grade order included several series such as Theodore Boone, Maximum Ride, and Adventure graphic novels. High interest informational text sets on Engineering and Design, World History, and Science concepts were also ordered.

Carleton Washburne School
June 2015

End-of Year Report on School Improvement Goals

Goal #1: Mathematics

Within this unit of study, students will demonstrate an increased understanding and use of mathematical practices that are supported by the implementation of the District's math curriculum and materials.

Teachers will document the evidence they see of students demonstrating understanding and use of *Standards for Mathematical Practices 1b. Persevere in solving problems; 3a. Construct viable arguments; and 3b. Critique the reasoning of others* in the context of the seventh grade Probability and Statistics unit.

Progress on Goals:

- Math Facilitator continued to meet with the seventh grade team to review the *Engaging in Mathematical Practices Matrix* in the context of student work produced through the Math Materials Pilot process.
- Students gained experience with the math practices through daily math lessons and problem-solving exercises.
- Students were assessed at the completion of the pilot process to determine their overall mastery with the *Standards for Mathematical Practice*.

Evidence of Goal Attainment:

- Instructional review of student work during the Probability and Statistics unit in grade 7 will reflect an increase in students' ability to retain and apply the *Standards for Mathematical Practice: 1b. Persevere in Problem Solving; 3a Construct viable arguments; and 3b. Critique the reasoning of others*.
- Evidence of student growth regarding the mathematical practices will reflect at least 85% of the students in the "beginning application" (center) column or "consistent application" (right) column of the rubric.

Grade 7	Persevere in problem solving	86%
	Construct viable arguments	95%
	Critique the reasoning of others	85%

Grade 8	Perseveres in problem solving	90%
	Construct viable arguments	92%
	Critique the reasoning of others	94%

- Construction of student arguments were not a forced exercise. Student arguments were a clear extension of their thinking and reasoning.

- Teachers believe the *Standards for Mathematical Practices* are an essential component of mathematics instruction. The practices must receive equal attention with the content and can be integrated together in the instructional delivery.
- Students persevered reflecting on solutions as well as math misconceptions, as opposed to solely on the single correct answer.
- Students worked through multiple strategies to solve problems and resolve misconceptions.

Summary and Analysis:

- Because Washburne School extended the 6-8 Math Materials Pilot, the *Engaging in the Standards for Mathematical Practice Matrix* was applied to the grade 7 pilot units conducted using the College Preparatory Math (CPM) and the Connected Math Project 3 (CMP3).
- Both the CMP3 and CPM place a strong emphasis on the math practices and teachers were able to see clear evidence of growth and application of student discourse and strong math reasoning.
- Teachers observed that independent of math achievement level, students were able to access and apply the math practices.
- Students routinely found multiple entry points and a range of solutions that enhanced the power to their discussions.

Goal #2: Language Arts Washburne School

Students in grades 1-8 will demonstrate growth in argument writing. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

Supporting Objective: Students in grades 7 and 8 will demonstrate growth in argument writing.

Progress on Goals/Process:

- The Literacy Facilitator met with grade level language arts teachers monthly to guide targeted implementation and consistency of writing instruction across the grade levels (consistency and communication).
- Teachers reviewed and applied the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).
- Students participated in a pre-writing assessment (to serve as a pre-assessment) from the chosen argument writing unit to be assessed (consistency). This pre-assessment allowed

teachers to collect baseline data that informed instruction. Writing was student generated and directed by a specific genre prompt. Students completed their writing within one sitting, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children compared on the checklists prior to classroom instruction.

- Teachers used benchmark data on lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation to help guide differentiated instruction and provide differentiated feedback to students through mini-lessons and individual and small group conferences (consistency, transition, communication).
- During the course of the writing unit, students were introduced to the descriptors on the grade level specific checklist. Students used language from the checklists to evaluate their writing and set goals. Each descriptor on the checklist aligned with the skills and techniques taught within the unit of study.
- Students participated in an end-of-unit writing assessment (to serve as a post assessment) (consistency, transition, communication). This second performance assessment enabled teachers to reflect on those skills students were able to transfer independently. This “post on-demand” or “process light” writing was student generated and directed by a specific genre prompt. Students completed the writing within a specified amount of time, absent of teacher support or peer feedback. Each writing sample then was assessed to determine how children progressed on the checklists. See grade specific writing samples from post-assessment.
- Teachers assessed each student’s progress using the Teachers College assessment tool, which focuses on lead, transitions, endings, organization, elaboration, craft, spelling, and punctuation (consistency, transition, communication).

Evidence of Goal Attainment:

- 80% of students will meet the grade level benchmark by earning a “Starting to” or a “Yes!” on the assessment tool. It is important to note that the rubrics were written using the standards of the grade ahead (the 7th grade rubric contains the 8th grade standards, etc.).
- [Seventh Grade](#)
 - Structure: 85.2%
 - Development: 87.0%
 - Language Conventions: 86.8%
- [Eighth Grade](#)
 - Structure: 97.8%
 - Development: 96.2%
 - Language Conventions: 97.5%

Summary and Analysis:

Grade 7

- Seventh grade students showed growth in their ability to craft introductions that provided context for readers.
- Seventh grade students began to acknowledge counterclaims while keeping them separate from their claim. As articulated in CCSS, the seventh grade students were introduced to the idea of counterclaim this year.
- Seventh grade students become more precise in their word choice and clarity. They also made progress in using domain-specific vocabulary.
- Seventh grade teachers identified that conclusions and the punctuation of citations are areas to target for instruction. This is consistent with what teachers typically see in seventh grade timed writing.

Grade 8

- Eighth grade students more effectively analyzed evidence and explained how it strengthens their claim.
- Eighth grade students became skilled in both acknowledging and refuting their counterarguments. For most students, this is the first introduction to that skill and therefore they could use even more practice.
- Eighth grade students cited their sources more accurately.

District Improvement Goals: Reading Support Objectives:

The District will improve student access to a broader range of fiction and nonfiction resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

- The principal worked with teachers to identify needs in classroom libraries with a goal of supporting the range of readers in seventh and eighth grade classrooms.
- Seventh and eighth grade teachers were asked to populate a Google Doc to articulate needs for independent reading libraries in classrooms.
- The principal compiled an order for classroom libraries with support from the Director of the Resource Center and Reading Specialist.
- The Curriculum Office ordered reading materials based on the request of the needs assessment.

Inventory Findings:

- The principal identified nonfiction informational texts and differentiated book groups as an area of need.

Needs Met through District Order (order was placed in March):

- The seventh and eighth grade order included a mix of accessible texts for reluctant readers - including informational texts, graphic novels, and other high-interest texts. Also, teachers received sets of books to support differentiated book groups.

District School Improvement Plan

June 2015

District Improvement Goals: Mathematics

Supporting Objectives:

District Goals:

The District will utilize the District Math Program Rubric produced by the National Council for the Supervisors of Math (NCSM) to develop a District Math Program Implementation Evaluation tool to assess leadership supports, instructional capacity, and assessment systems.

Teacher Professional Development Goals:

The District provided professional development to teachers and Math Facilitators of grades K-5 in order to implement the following: 1) Numerical Fluency Assessment System for grades K-4 and Marilyn Burns assessments for grade 5, 2) Contexts for Learning as a supplement to the K-5 math curriculum, and 3) Evaluate the K-8 math curriculum scope and sequence to check for alignment with the State of Illinois recommendations for the Partnership Assessment for Readiness for College and Careers (PARCC).

Student Achievement Goals:

The District will improve student achievement in the areas of numerical fluency, the *Standards for Mathematical Practice*, and monitor the effectiveness of the math curriculum in meeting students' academic needs.

District Goals:

Evidence of Goal Attainment:

- Develop District Math Program Evaluation

Progress Toward Goal:

- The initial intention of this goal was to conduct an in-house analysis of the K-5 math implementation to assess the following criteria utilizing the *District Math Program Rubric* produced by the *National Council for the Supervisors of Math (NCSM)*:
 - Leadership supports
 - Instructional capacity
 - Professional development
 - Student achievement
 - Curriculum
 - Assessment practices
- The District has instead decided to identify this as a strategic goal for 2015-2016 and will conduct a comprehensive review of the math curriculum during year 3 of implementation.

- An external provider will conduct an audit to provide the greatest degree of objectivity to assess the curriculum implementation, resources, pedagogy, and professional development.

Teacher Professional Development Goals:

- Completion of training for K-2 teachers on the Numerical Fluency Assessment
- Completion of training for K-5 teachers with *Context for Learning* units and integration plan for 2015-2016
- Revised and aligned scope and sequence for District Math Curriculum

Progress Toward Goals:

- Facilitators were trained in October 2014 to utilize the Numerical Fluency Assessment (NFA). Training was conducted by outside consultants. Facilitators conducted an assessment sampling of students within each grade level. Facilitators supported some teachers to administer and utilize the NFA data.
- During grade level release days or building level collaborative meetings in October and January, K-6 teachers reviewed and piloted *Context for Learning* units to supplement the curriculum.
- The District Math Committee reviewed K-5 scope and sequences to determine alignment with the recommended Illinois scope and sequences. The grade level teams collaboratively reviewed their scope and sequences at the Spring grade level meetings.
- Scope and sequence documents will be finalized over the summer to integrate supplementary resources and tasks for high-readiness learners for 2015-2016.

Student Achievement Goals

Progress Toward Goals:

- Math Facilitators conducted a sampling of students from each grade K-5 during the month of May to obtain percentage of students at the grade level benchmark.

Evidence of Goal Attainment:

- 85% of assessed students will meet the grade level benchmark on the Numerical Fluency and Marilyn Burns Assessment tools through purposeful sampling in May.

For grades K, 1, and 2 the overall computational fluency was consistent for counting, numeration, and addition and subtraction skills. Resulting in consistent overall percentages of students meeting grade level benchmarks across all criteria.

- Kindergarten = 82%
- Grade 1 = 92%
- Grade 2 = 86%

For grades 3 and 4 there was a disparity between mastery of computational fluency utilizing mental math strategies with addition/subtraction and multiplication/division. Therefore the data was broken out to show the disparate data points.

- Grade 3
 - Addition/Subtraction = 57%
 - Multiplication/Division = 93%
- Grade 4
 - Addition/Subtraction = 23%
 - Multiplication/Division= 57%
- Grade 5
 - Fractions benchmark= 95%
 - Decimal benchmark = 70%
 - At the time of the Spring benchmarking, students were only 50% of the way through the instructional unit on decimals.

STAR and NFA Assessments:

- The STAR is our District's screening and progress monitoring assessment, which provides nationally normed data. It is administered three times a year (September, January, and May).
- The NFA is an interview assessment that does not involve paper and pencil. Students solve problems mentally, and verbally explain their reasoning to the assessor. In using the tool for the first time, inter-rater reliability has not yet been established. There are instances when the test administrators may have interpreted directions. Additional practice with the tool is necessary to support increased inter-rater reliability issues.

STAR Data:

The District benchmark for STAR data is a median SGP of 50.

- 2015 STAR Math Winter to Spring median SGP
 - Grade 3 = 54
 - Grade 4 = 49
 - Grade 5 = 68
- 2015 STAR Math Fall to Spring median SGP
 - Grade 3 = 45
 - Grade 4 = 43
 - Grade 5 = 57

- 2014-2015 STAR Spring scaled score

	2014 Spring Scaled Score	2015 Spring Scaled Score
Grade 3	652	661
Grade 4	741	717
Grade 5	791	804

STAR Summary and Analysis:

- 2015 scaled scores for grades 3 and 5 increased over 2014 scaled scores by an average of 11 points. This represents a slight increase in achievement scores with 2015 results.
- Grade 4 scaled score slipped slightly over 20 scaled score points over the previous year, further underscoring the need for a cohort analysis and an action plan for supporting cohort math needs when this group enters into grade 5 next year.
- Grades 3, 4, and 5 Winter to Spring median SGP for math shows stronger growth than the Fall to Spring median SGPs. Conversely, the Fall to Winter STAR reading SGPs revealed an inverse relationship, leading to the question of curricular emphasis in the fall versus the spring.
- Does curricula provide for new and novel content in the spring versus the fall, which may begin with a review of materials students already have experience with?
- Does the STAR assessment have the capability to assess for depth of conceptual learning versus procedural fluency?

K-4 NFA Summary and Analysis:

Grades K, 1, and 2

- The NFA provides the strongest alignment to Common Core Curriculum at grades K, 1, and 2.
- Based on the NFA measure, students in grade K, 1, and 2 would benefit from additional instruction using mental math strategies for addition and subtraction.
- Goals for summer curriculum work include incorporating math centers into the math learning plans for accommodate additional instruction for mental math strategies for addition and subtraction.

Grades 3

- Grade 3 exceeded the expectations for multiplication/division on the numerical fluency assessments, but continued to need support with addition/subtraction mental math skills. This points to the need to monitor student growth in grades K, 1, and 2 with numerical fluency growth.

- The grade 3 curriculum moves away from formal addition and subtraction after the first unit of instruction, therefore providing for daily addition and subtraction practice through Number Talks at grades 3 and 4 will be an important addition to instruction.
- The weak addition and subtraction numbers in grade 3 is a function of needing to integrate more frequent practice into grades 2, 3, and 4, and increasing the frequency of addition and subtraction Number Talks. This is a component of summer curriculum work for math.
- It is reasonable to expect that increased numbers at grade 2 will have an impact on grade 3 with increased results next year.

Grade 4

- It is important to emphasize that grade 4 results reflect the ability for students to do the math *mentally*. It is not an indication that students cannot conduct addition and subtraction with paper and pencil. It does bring up the question of whether or not this group of grade 4 students are over reliant on paper and pencil, and would benefit from additional mental math practice. This is a major focus for math summer work to develop regular classroom math routines that address concrete skill development over the course of the entire school year.
- Though the alignment with grade 4 is not reflective of the grade level curriculum, a cohort analysis of this group of students appears to be warranted given they are the same cohort that had difficulty with the 2014 Illinois Standards Assessment Test (ISAT).
Implementation of a maintenance plan to support these skills is needed for when this cohort moves to grade 5. The administrative team will conduct a full data review in June and will return in August with a clear plan for supporting grade 5 students in the fall .

Grade 5

- Grade 5 demonstrated proficiency that exceeded the 85% benchmark goal for fractions.
- At the time of the spring benchmarking, grade 5 had only partially completed the decimal unit. Grade 5 and grade 6 conducted an articulation meeting to determine the grade 5 end point for decimal instruction. Grades 5 and 6 determined a transition plan to ensure continuity of content with decimals and necessary review of concepts.

District Improvement Goals: Reading

Supporting Objectives:

The District will improve student access to a broader range of fiction and nonfiction resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

Progress Towards Goals K-6:

- Literacy Facilitators conducted classroom needs assessments to support the enhancement of literature and information titles.

- Literacy Facilitators conducted inventories to assess the range of text complexity in K-6 classrooms to support the range of student reading needs. Inventories also assessed grade level need for reading materials within specific genres and content.
- Literacy Facilitators complied grade specific orders for classroom libraries. The Curriculum Office ordered reading materials based on the analysis of the needs assessment. Ordered books were labeled prior to distribution.
- Needs unmet by this order were documented and targeted through Foundation Funds.

Progress Towards Goals 7-8:

- The principal worked with teachers to identify needs in classroom libraries with a goal of supporting the range of readers in seventh and eighth grade classrooms.
- Seventh and eighth grade teachers were asked to populate a Google Doc to articulate needs for independent reading libraries in classrooms.
- The principal compiled an order for classroom libraries with support from the Director of the Resource Center and Reading Specialist.
- The Curriculum Office ordered reading materials based on the request of the needs assessment.

Evidence of Goal Attainment:

- Completed inventory of K-6 classrooms
 - [Reading Inventory Form](#)
- Needs analysis of reading materials

Please see individual School Improvement Plans for specific K-8 results of the reading inventory, needs analysis, and needs met by the District.

Grade 3 Math Implementation Support Plan (Initiated November 2014; Updated February 2015)

In response to the lower than expected Illinois Standards Assessment Test (ISAT) in spring of 2014, it was clear there was a need to take a closer look at curriculum and instruction for grade 3 math. The Common Core State Standards for math required content to shift from one grade level to another. The ISAT results prompted us to closely investigate the curriculum alignment, scope and sequence of instruction, and student growth and achievement at grade 3. The following objective was established to help determine areas of need in order to plan for appropriate student support.

Supporting Objective:

Monitor and increase addition and subtraction fluency utilizing mental math strategies for grade 3 students.

Progress Toward Goals:

- Grade 3 teachers and facilitators implemented mini-lessons to provide more mental math strategies related to more complex addition and subtraction utilizing mental math skills.
- Grade 3 teachers and facilitators provided on-going student practice for more difficult two-digit addition and subtraction problems through the use of mental math.

- Grade 3 teachers and facilitators implemented similar strategies in grade 2 with less sophisticated numbers and supplement with current materials.

Verification of Plan:

- April sample grade 2 & 3 using Numerical Fluency Assessment (with 80% meeting grade level benchmark).
 - Percentage of grade 3 students performing within the multiplication/division fluency range (end-of-year) = 93%
 - Percentage of grade 3 students performing within the addition/subtraction fluency range (end-of-year) = 57%
 - Percentage of grade 2 students performing within the addition/subtraction fluency range (end-of-year) = 83%
- Spring Grade 3 STAR math assessment SGP
 - STAR math Winter to Spring median SGP = 54
 - STAR math Fall to Spring median SGP = 45

Summary and Analysis:

- The original hypothesis for grade 3 was that students were in need of greater support with multiplication as a result of the shift in Common Core Standards. The NFA data has revealed strong grade 3 development of student multiplication and division mental math strategies.
- Data analysis across the elementary buildings reveals needs that are specific to each building. 2015-2106 School Improvement Plans will support building-specific goals to support the needs identified through thorough analysis of the available data.. While curriculum implementation has been uniform and consistent across the elementary grade levels, each building has unique needs to address and plans to develop for year 3 of the math implementation.
- A greater emphasis on addition and subtraction in grade 2 yielded strong student growth. It is reasonable to expect that when these students are assessed with the NFA next year, the growth toward the grade level benchmark would remain consistent.
- Growth with numeracy and addition/subtraction skills need to be monitored closely in grades K, 1, and 2 given that grade 3 curriculum shifts to addition and subtraction after the first unit of instruction.
- Because grade 3 content shifts away from addition/subtraction, implementing a maintenance program to continue skill development in this area is essential as well as incorporating additional mental math routines into daily instruction.
- Implementation of a stronger computational fluency maintenance program is important to integrate into instruction to help students maintain their skills or to support continued growth for students that do not meet the grade level benchmark.

Grade 8 Reading and High Readiness Learners

The reading comprehension results for students at the 75th percentile were below performance compared to the suburban and independent school norms. The data for students at the 75th percentile revealed a third year of decline in reading comprehension results, warranting close scrutiny and a measured response.

The grade 7 and 8 ELA team identified that one third (17 students) of the students at the top quartile had a relative weakness in making inferences and developed a support plan for the remainder of the school year.

Supporting Objective:

The grade 8 ELA team will analyze the results of the ERB to target areas of support for students in the top quartile for reading and provide additional supports for high readiness learners.

Progress Toward Goals:

- The ELA team identified 20 students within the top quartile that had a relative weakness in making inferences.
- The ELA team met with the assistant principal to discuss and review instructional strategies to support high readiness learners with making inferences.
- The New Trier Township Articulation Group discussed shifting the 2015-2016 focus to the reading and writing connection with an emphasis on analysis.

Verification of Action Plan:

- Spring STAR SGP results for reading grade 8 in the top quartile with a median SGP of at least 50.
 - Spring STAR Median SGP for students identified in the top quartile of the ERB = 64

Next Steps:

- The ELA team will begin work constructing an integrated reading and writing curriculum that will be consistent across grades 7 and 8.
- The ELA team will engaged in professional development with a focus on supporting high-readiness learners.
- The ELA team will meet weekly for 60 minutes of collaborative time to continue construction of the curriculum, review student data, and share instructional strategies.