



Informational Memo: District and School Improvement Plan Mid-Year Update

TO: School Board
Trisha Kocanda, Superintendent

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

February 24, 2015

Overview & Background

The 2014-2015 District and School Improvement Plans were presented to the School Board on November 18, 2014. Our District process of monitoring SIPs includes a mid-year review of progress with an opportunity to modify action steps.

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

- Building administrators and instructional facilitators working collaboratively with their respective staffs and each other on their plans to ensure consistency across the District.
- An established timeline for SIP development, review, and evaluation.

This memo is intended to provide the School Board with an update on progress towards 2014-2015 goals. The School Board will receive a comprehensive report on goal attainment, including all relevant data, at the June 9, 2015, School Board meeting.

Mid-Year District and School Improvement Plan Updates

Supporting Objectives:

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

Grade 3 Math Response Plan - Update February 2015

Action Steps for 2014-2015	Outcome	Update (2/2015)
<i>a. All teachers will be trained in the Numerical Fluency Assessment (NFA) to track student growth and progress .</i>	Provides an assessment system that tracks student progress and supports differentiated instruction.	Facilitators and administrators were trained and administered NFA in January 2015.
<i>b. Contexts for Learning will be utilized as supplements to the curriculum to support instruction around early multiplication, multiplication with a ratio table, and multiplication with division with the array.</i>	Curriculum materials will be supplemented to support greater depth with instruction around multiplication topics.	In October 2014 grade 3 participated in a classroom demonstration lesson. Contexts for Learning materials were purchased for grades K-5 to supplement the curriculum. In addition, the following were implemented as well: <ul style="list-style-type: none"> - fact building interventions - implemented maintenance system for multiplication
<i>c. Math curriculum scope and sequence has been revised, but will be reviewed against the State of Illinois recommended scope and sequence that is aligned to the Partnership Assessment for Readiness for College and Careers (PARCC).</i>	Verification or revision of the math scope and sequence.	At the November and December math committee meetings, grade level bands reviewed the current scope and sequence and the Illinois scope and sequence noting alignment differences. A refined scope and sequences will be completed this summer to include the instructional materials and supplementary resources to best support instruction.

Verification of Action Plan:

- January - STAR Winter SGP Results (at least SGP of 50)
 - Grade 3 Winter SGP = 47
 - Grade 3 Winter Scaled Score = 618
- November/December - sample grade 3 using NFA (% meeting grade level

benchmark)

- Percentage of grade 3 students performing within the multiplication/division fluency range (mid-year) = 76%

Analysis of Data:

- Percentage of grade 3 students within multiplication fluency is on-track for mid-year, as evidenced by the *NFA*
- Scaled score consistent (achievement) over the last three years, this year more in line with 2013 results (2013=621; 2014=608; 2015=618)
- Winter SGP was slightly shy of the goal of 50 (currently at 47); also 2015 Winter SGP is lower than previous two years
- The *NFA* showed that grade 3 students need more support with two-digit addition/subtraction mental math strategies
 - third graders need more practice with more difficult two-digit addition/subtraction problems (with borrowing)
 - ex. $25 + 14 = 12 + \underline{\quad}$
 - related to mental math of borrowing and carrying

Updated Grade 3 Action Plan March 2015 - May 2015

Action Steps for March 2015 - May 2015	Outcome	Description
<i>a. Implement mini-lessons to provide more mental math strategies related to more complex addition and subtraction utilizing mental math skills</i>	Support for mental math strategies related to addition and subtraction will be integrated into instructional planning.	Students receive increased exposure to direct instruction to strategies that support enhanced flexibility and fluidity with mental math.
<i>b. Provide on-going student practice for more difficult two-digit addition and subtraction problems through the use of mental math.</i>	Establishes a maintenance program to provide additional support for addition and subtraction in addition to the third grade core concepts of multiplication, division, and fractions.	Students receive additional practice to support continued development of instructional strategies (such as CGI math, Marcy Cook Tiles, and supplemental technology).
<i>c. Implement similar strategies in GR 2 with less sophisticated numbers and supplement and connect with current materials</i>	Incorporates enhanced strategy work for grade 2 addition and subtraction fluency to build a stronger foundation.	Students receive direct instruction to support development of fluency strategies for addition and subtraction at grade level.

VERIFICATION of ACTION PLAN:

- April - sample grade 3 using NFA (goal = 80% meeting grade level benchmark)
 - Considering May/June Spring STAR math assessment SGP of at least 50 (pending PARCC impact)
-

District Improvement Goals: Reading Update**Supporting Objective:**

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

Action Steps for 2014-2015	Initiation/Completion Date	Update (2/2015)
<i>a. Literacy facilitators will conduct classroom needs assessments to support the enhancement of non-fiction titles grades K-8.</i>	November 2014-April 2015	Literacy facilitators have surveyed the staff and are compiling responses for analysis.
<i>b. Literacy facilitators will conduct inventories to assess the range of text complexity in K-6 classrooms and differentiated text sets for grades 7 and 8 to support the range of student reading needs</i>	November 2014- April 2015	Inventories have been embedded in the staff literacy surveys.
<i>c. Curriculum Office will order reading materials based on the analysis of the needs assessment</i>	April and May 2015	On track for completion

Evidence of goal attainment:

- Completed inventory of K-8 classrooms
 - **Will be presented in June 2015**
- Needs analysis of reading materials
 - **Will be presented in June 2015**

School Goals and Action Plans: Math Update for Crow Island, Greeley, Hubbard Woods, and Skokie Schools.

Supporting Objective:

Students grades 1-6 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.

Action Steps for 2014-2105	Initiation Date/ Completion Date	Update (2/2015)
<i>a. Math facilitators will meet with grade level teams once a month to review Common Core Standards for math as it relates to current units they are teaching and support a consistent integration of the Standards for Mathematical Practice: 1a. Making sense of problems; 1b. Persevere in solving problems; 2. Reason abstractly and quantitatively; 3a. Construct viable arguments and critique the reasoning of others (consistency and communication).</i>	September 2014-May 2015	On track for completion
<i>b. Teachers will work with facilitators to determine the appropriate evidence and benchmark student understanding of the mathematical practices in their classrooms through the use of the Engaging in Mathematical Practices Matrix in the context of the District math curriculum (consistency and communication).</i>	October/November 2014	Completed
<i>c. Students will apply the use of the math practices during daily math problem-solving</i>	Fall 2014-Spring 2015	All grades were benchmarked in the Fall. Grades 1-4 and grade 6 complete for Winter. Grade 5 in process.
<i>d. Teachers will work with facilitators to obtain a mid-year benchmark for student</i>	January 2015	Completed

<i>application of the Mathematical Practices based on gathered evidence (consistency and communication)</i>		
<i>e. Students will continue application of practices during daily math investigations and across curriculum units. Teachers will use data from mid-year benchmark to guide instruction (consistency and communication)</i>	January - May 2015	Initiated and in process
<i>f. Teachers will work with facilitators to engage in an end-of-the-year analysis of student understanding</i>	May 2015	On track for completion

Evidence of goal attainment:

- Instructional review of student assessment data across math units in grades 1-6 will reflect an increase in students' ability to retain and apply the *Standards for Mathematical Practice*.
 - **Will be presented in June 2015**
- Evidence of student growth 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.
 - Grade 1: 75%
 - Grade 2: 70%
 - Grade 3: 71.4%
 - Grade 4: 82%
 - Grade 5: In process. Will be presented in June 2015
 - Grade 6: 86.2%

School Goals and Action Plans: Math Update for Carleton Washburne

Supporting Objective:

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. Utilizing the *Illustrative Mathematics* website, the Washburne math team will identify specific problem-solving tasks to supplement the grade 7 Probability and Statistics unit. Lessons will be integrated into the current curricular scope and sequence through the use of classroom Smartboards.

Action Steps for 2014-2015	Initiation Date/ Completion Date	Update (2/2015)
<i>a. Math facilitators meet weekly with the grade level team during the Probability and Statistics unit to review Common Core Standards for math as it relates to the current units they are teaching and support a consistent integration of Standards for Mathematical Practice: 1b. Persevere in solving problems; 3a. Construct viable arguments; 3b. Construct viable arguments and critique the reasoning of others (consistency, communication).</i>	Fall 2014 - Spring 2015	Probability and Statistics unit completed.
<i>b. Grade level math team will review Illustrative Mathematics website, select relevant tasks, and provide a rationale for incorporating the task into the Probability and Statistics unit.</i>	November 2014	Completed
<i>c. Selected tasks will be integrated with the current classroom resource, sequenced, and uploaded into the Smartboard instructional deck across the grade level.</i>	November 2014	Completed
<i>d. Teachers will work with facilitators to determine appropriate evidence of student understanding of the mathematical practices in their classrooms through the use of the Engaging in Mathematical Practices Matrix in the context of the District math curriculum (consistency, communication).</i>	April/May 2015	
<i>e. Students will apply use of the practices during the Probability and Statistics unit (consistency and communication).</i>	April/May 2015	
<i>f. Teachers will use student formative evidence from unit lessons to guide instruction (consistency, communication).</i>	April/May 2015	

<i>g. Teachers will work with facilitators to engage in an end-of-the-unit analysis of student understanding and use of the mathematical practices. (consistency, communication).</i>	April/May 2015	
---	----------------	--

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 solving problems; 3a. Construct viable arguments; 3b. Construct viable arguments and critique the reasoning of others*
 - **Will be presented in June 2015.**
- Evidence of student growth regarding the math practices will reflect at least 85% of the students in the "beginning application" (center) column of the rubric.
 - **Will be presented in June 2015.**
- **STAR Winter SGP Results (at least SGP of 50)**
 - **Winter 2015 7th Grade = 57**
 - **Winter 2015 8th Grade = 62**

School Goals and Action Plans: Language Arts Update

Supporting Objective:

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

Action Steps for 2014-2015	Initiation Date/ Completion Date	Update (2/2015)
<i>a. The literacy facilitators will meet with grade level language arts teachers monthly (K-4) and weekly (5-8) to guide targeted implementation and consistency of practice of writing instruction across the grade levels (consistency and communication).</i>	7/8: Oct/Nov 5/6: April/May K-4: January	7/8: Completed K-4: Completed
<i>b. Teachers review and apply the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).</i>	7/8: September 5/6: April/May K-4: January	7/8: Completed K-4: Completed

<i>c. Students will participate in an on-demand writing assessment (to serve as a pre-assessment) from the chosen opinion/argument writing unit to be assessed (consistency).</i>	7/8: September 5/6: April/May K-4: January	7/8:Completed K-4: Completed
<i>d. Teachers will use 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).</i>	7/8: Oct/Nov 5/6: April/May K-4: Jan/Feb	7/8:Completed K-4: In process
<i>e. Students will participate in an end-of-unit on- demand writing assessment (to serve as a post- assessment) (consistency, transition, communication).</i>	7/8: November 5/6: April K-4: February	7/8:Completed K-4: In process
<i>f. Teachers will assess 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).</i>	7/8: December 5/6: April K-4: February	7/8:Completed K-4: In process

Evidence of goal attainment:

- 80% of Students will demonstrate growth between the pre- and post- assessment within the writing text type as evidenced by the assessment tool criteria.
 - **Will be presented June 2015.**
- Teams will review student data to determine student-learning patterns to further inform differentiation strategies.
 - **Will be presented June 2015.**