

WOODRIDGE SCHOOL DISTRICT 68

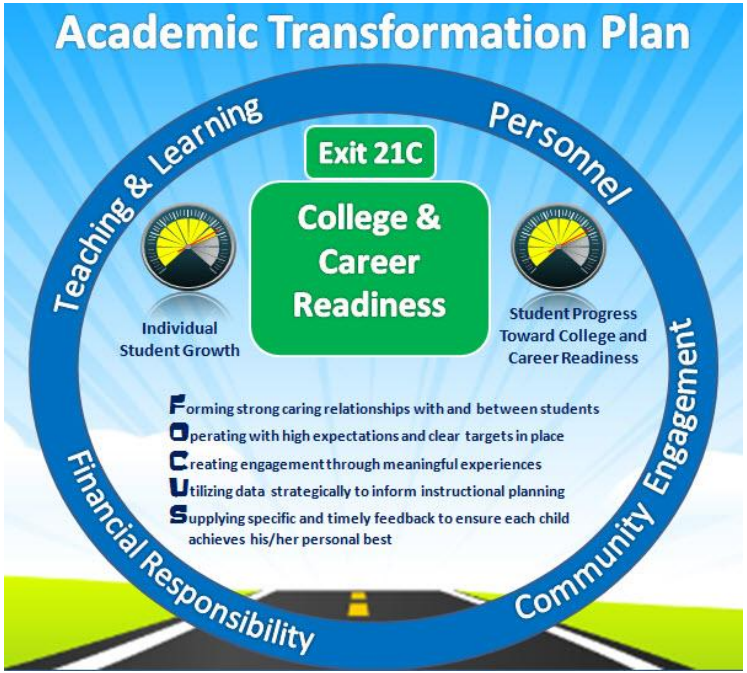
Goodrich School Improvement Plan

2026-27

Our mission & vision

INSPIRING EDUCATION AND INNOVATION

In partnership with family and community, Woodridge School District 68 will provide a comprehensive educational foundation for all children in a safe, caring environment, preparing them to be productive, responsible, and successful members of society.



Feedback in Writing

- Wide range of readiness
- Regular written & verbal feedback
- Across all subjects
- Pre-writing done on paper
  - Publication on computer
  - Revising writing builds deeper learning pathways

Looking at IAR scores

Grade	IAR Area of Greatest Need	Recommended Instructional Focus
3rd	Written Expression 59.2% Conventions 57.1%	Complete sentences Organization supporting details with evidence using Conventions
4th	Written Expression 40.4%	Developing well-organized paragraphs, supporting ideas with evidence, and explaining reasoning in written responses
5th	Language Conventions 50.0%	Grammar sentence structure combining sentences conventions
6th	Written Expression 19.0%	Strengthening evidence-based responses, elaboration, organization, and more sophisticated sentence structures

Rationale

- Students struggling with conventions
- Sentence structure inconsistent
- Written expression lacks detail and elaboration
- Responses on IAR often scored as ‘underdeveloped’

Measurement

- IAR (2025-26 vs 2026-27)
  - Comparative assessment to track year-over-year cohort growth & overall proficiency gains
- Single-point rubrics
  - Developed by grade levels
- Grade-level prompts developed
  - Scored against rubrics
  - Readministered in the spring

Rubrics

- Single point
  - Meeting
- Developed during September SIP day
  - Focused/targeted
  - IAR rubrics helped guide
  - Writing/grammar standards
- Used to score unit writing & grade level prompts

Rubric example

Areas for Improvement	Criteria for Success	Next Steps
	Capitalization Capitalize the first word in a sentence and the pronoun I.	
	Punctuation Use correct end punctuation.	
	Organization Use appropriate spaces between words.	
	Spelling Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
	Elaboration Use illustrations to add details to writing.	

Monitoring

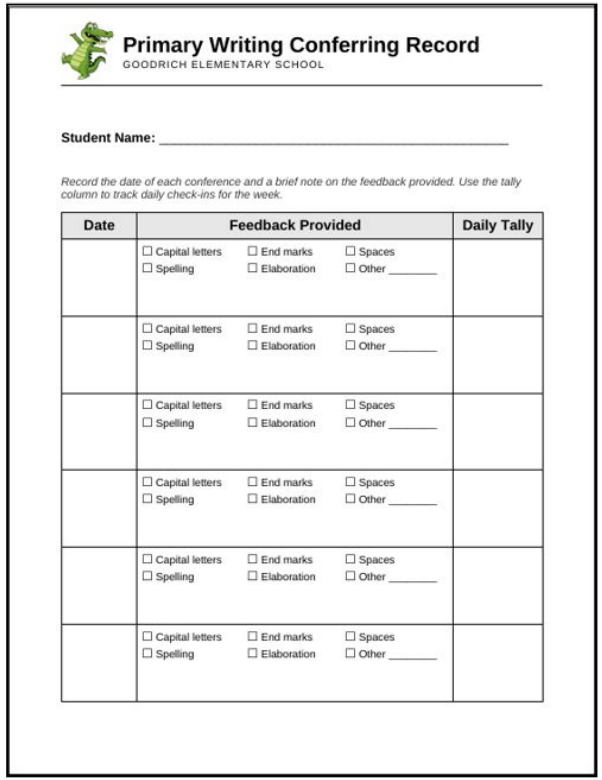
Students should receive individual feedback on ALL writing

- Continuous written annotations across all student drafts
- Targeted rubrics (3 writing pieces)
- Actionable guidance for each students next ‘brick’

1:1 in person

- Teachers set monthly goals with students.
- Dedicated weekly individual student conferences
- Form tracking daily; as needed, in all subject areas
- Conferring on student progress, goals, and writing reflection

Writing feedback

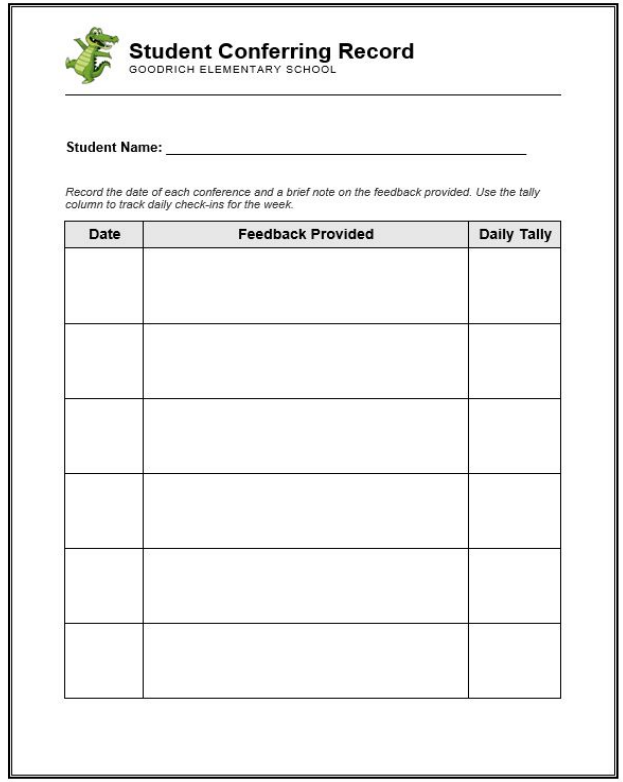


Primary Writing Conferring Record
GOODRICH ELEMENTARY SCHOOL

Student Name: _____

Record the date of each conference and a brief note on the feedback provided. Use the tally column to track daily check-ins for the week.

Date	Feedback Provided	Daily Tally
	☐ Capital letters ☐ End marks ☐ Spaces ☐ Spelling ☐ Elaboration ☐ Other _____	
	☐ Capital letters ☐ End marks ☐ Spaces ☐ Spelling ☐ Elaboration ☐ Other _____	
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Student Conferring Record
GOODRICH ELEMENTARY SCHOOL

Student Name: _____

Record the date of each conference and a brief note on the feedback provided. Use the tally column to track daily check-ins for the week.

Date	Feedback Provided	Daily Tally

Microteaching

- High effect size strategy
- Dr. Wojtowicz & Ms. McGovern
- 10/19 & 11/2 videos shared

Microteaching

TEACHER FEEDBACK

- Viewing colleagues teaching is difficult during school day
- Videotaping allows non-traditional reflective opportunities
  - Models risk-taking for students
- Feedback from colleagues is different & less intimidating than formal observations

Microteaching experience

MS. McGOVERN

The Big Shift

- **Before**: *Fixing* the paper (correcting spelling & mechanics)
- **After**: Teaching the writer (giving live, targeted feedback)

The Impact

- **Fewer repeat errors**: Direct feedback during the writing process
- **Better daily data**: Real-time understanding of student needs
- **Challenging students**: Pushing students thinking further when they have the basics
- **Student ownership**: First graders taking pride in their narrative stories

Kagan Tune-up

- Staff-led Kagan review
- Partners model structures during professional development
- ALL teachers expected to use structure before next meeting
- Staff debrief

Gator Game-changers

- “Be Nice, Be Safe, Be Ready to Learn”
- Positive reinforcement
- Written by staff & students
- Celebrated over the announcements
- Student-designed stickers
- Gator of the Month celebrations


Be Ready to Learn
Be Safe
Be Safe
Be Goodrich Game Changers
Goodrich
gators!!
I Love
GOODRICH!!!
Goodrich
Gators!
Be Respectful, Responsible and Safe!
Congrats! You're a Goodrich Game Changer!

Service Learning

How can we make the world/community a better place?

- All grades
- Student driven with guidance
- Directly connected to district curriculum

Questions?

