

RIVER FOREST DISTRICT 90 SCHOOL IMPROVEMENT PLAN UPDATE

Board of Education Meeting
Tuesday, February 6, 2024



PRESENTATION OVERVIEW

- PURPOSE OF DISTRICT AND SCHOOL IMPROVEMENT PLANNING
- BOARD OF EDUCATION STRATEGIC GOAL ALIGNMENT TO DIP/SIP
- DISTRICT IMPROVEMENT PLAN GOALS
- SCHOOL IMPROVEMENT PLAN GOAL UPDATES
- REVIEW OF TIMELINE



PURPOSE OF DISTRICT AND SCHOOL IMPROVEMENT PLANS



Align with Board of Education annual strategic objectives



Create systemic alignment for district and school improvement



Provide shared accountability for student growth and achievement



Engage in iterative process that responds to student needs



Allow for building-specific action plans

BOARD OF EDUCATION STRATEGIC GOALS 23-24

School Improvement Planning

- Develop and launch school improvement planning process 2023-24 school year
Objective: Obtain ISBE summative designation of "Exemplary" for all three D90 schools

Launch D90 Literacy Curriculum Program Review Process

- Launch comprehensive D90 Literacy Curriculum Review
Objective: Improve student performance as measured by MAP and IAR assessment results

Develop Equity Action Plan

- Develop Equity Action Plan (EAP) to ensure alignment of action and commitment to identified Board of Education equity goals
Objective: Finalize and prepare to implement plan



DISTRICT IMPROVEMENT PLAN GOALS



Increase K-8 growth and achievement in reading



Increase K-8 growth and achievement in math and continue to focus on additional math challenge for all students



Continue to enhance classroom communities and sense of student belonging



Continue to assess and enhance District 90 organizational culture

DISTRICT IMPROVEMENT PLAN GOALS

Measures of Academic Progress - Math and Reading

- Achievement Goal: Grades 3-8 will maintain or increase their aggregate Fall benchmark score on the Spring assessment.
- Growth Goal: Grades 3-8 will achieve a median Student Growth Percentile (SGP) of 55th or greater

Illinois Assessment for Readiness - Math and Reading

- Achievement Goal: 70% of students will meet or exceed standards
- Growth Goal: Grades 3-8 will meet or exceed the mean Student Growth Percentile (SGP) of 60th or greater

Lincoln and Willard Elementary School Improvement Plan Goals

Goal 1

Grade 4 students will achieve a mean Student Growth Percentile (SGP) at or above 60th percentile on the English language arts portion of the Illinois Assessment for Readiness (IAR)

Goal 2

Grade 4 students will achieve a mean Student Growth Percentile (SGP) at or above 60th percentile on the math portion of the Illinois Assessment for Readiness (IAR)

Goal 3

Lincoln and Willard Elementary Schools will continue to enhance a sense of belonging and classroom community for all students.

ENGLISH LANGUAGE ARTS UPDATE

- K-2 students continue to participate in phonics and phonemic awareness instruction daily during their literacy block.
- Students in grade K-4 are currently undergoing winter benchmarking. GPS is scheduled for early February. At that time, teams will plan for students' needs in the classroom, through MTSS and EL.
- During GPS, teams will evaluate data and revise plans as needed to support students receiving intervention.
- Classroom teachers continue to collaborate with special education teachers to support students' IEP goals while also growing in their grade-level skills.

ENGLISH LANGUAGE ARTS UPDATE (CONTINUED)

- Following fall meetings to review IAR data, teachers have planned instructional activities to support students' progress toward meeting or exceeding growth targets at each grade.
- 3rd & 4th graders have been building skills as readers and writers in a digital environment. They are practicing toggling between media platforms and typing extended responses with details gathered from multiple media. Classroom teachers and the Instructional Tech Specialists are collaborating in this instruction.
- Students are strengthening typing skills through a typing App, as well as their work on the Edcite activities.

MATHEMATICS UPDATE

- Teachers continue to tailor math instruction to the needs of students. During Math Workshop, activities are presented to allow for both reinforcement and application of skills, as well as extension and enrichment.
- Students in grade K-4 are currently undergoing winter benchmarking. GPS is scheduled for early February. At that time, teams will plan for students' needs in the classroom, through Multi-Tiered Systems of Support and English Language support.
- During GPS, teams will evaluate data and revise plans as needed to support students receiving intervention.
- Classroom teachers continue to collaborate with special education teachers to support students' IEP goals while also growing in their grade-level skills.

MATHEMATICS UPDATE (CONTINUED)

- Following fall meetings to review IAR data, teachers have planned instructional activities to support students' progress toward meeting or exceeding growth targets at each grade.
- 3rd & 4th graders are strengthening their skills in demonstrating their mathematical thinking in a digital environment. Activities focus on multi-step problem solving with problems that flow across multiple screens and integrate different formats and tools. Like the ELA practice, these activities are curated on Edcite, through a partnership with classroom teachers and the Instructional Tech Specialist.

STUDENT SENSE OF BELONGING UPDATE

- K-4 teachers continue to implement *Second Step* lessons with an emphasis on SEL and community building. Each class also continues to host *Morning Meeting*, based on the Responsive Classroom model.
- Special Area teachers received Responsive Classroom training, targeted to their learning environments, during the January 16th PD day.
- Both schools are continuing their partnership with WSSRA for an afterschool club this spring.
- Teachers continue to integrate books and resources from our work related to diversity and inclusion into their classroom instruction and environments.
- Work has not yet begun on the development on a tool to garner feedback on student belongingness. We hope to start this project in the spring.

Roosevelt Middle School Improvement Plan Goals

Goal 1

Students in Grades 5-8 will achieve a mean Student Growth Percentile (SGP) at or above 60th percentile on the English language arts portion of the Illinois Assessment for Readiness (IAR)

Goal 2

Students in Grades 5-8 will achieve a mean Student Growth Percentile (SGP) at or above 60th percentile on the math portion of the Illinois Assessment for Readiness (IAR)

Goal 3

Roosevelt Middle School will continue to enhance a sense of belonging and classroom community for all students.

ENGLISH LANGUAGE ARTS UPDATE

- Department meetings and professional development time have been utilized to develop, review, and revise common assessments and grading rubrics within grade levels.
- Using ELA department meetings, Best Practices in Reading and Writing Strategies have been discussed and are driving the vetting process for new ELA materials
- Students are receiving targeted instruction and assessments to support individual needs in reading as warranted based on standardized assessment scores and classroom assessment performance levels through our weekly student planning meetings and MTSS process.
- Teachers have been using Edcite tool to increase opportunities for students to engage with texts in a digital environment, so that students will build reading and writing skills using digital tool.

MATHEMATICS UPDATE

- Grade 5 team analyzed Cognitively Guided Instruction (CGI) fact fluency data to identify instructional next steps. 80% of students achieved fact fluency with subtraction and multiplication of multi-digit numbers.
- The RMS Math Department analyzed student work related to modeling and reasoning tasks. The team collaborated on next instructional steps. Students participated in a self-analysis using a IAR rubric.
- The RMS Math Department has been using the Edcite tool to increase opportunities for students to engage in IAR released problems on the Edcite platform to enhance student responses to a multi-step IAR problems using digital tools.

STUDENT SENSE OF BELONGING UPDATE

- Introduced SEL unit (*Speak Up at School*) to staff and provided resource materials related to equity and inclusiveness.
- *Speak up at School* lessons implemented in November/December Advisory classes
- Survey developed for students in advisory classes on feelings of belongingness and community: sharing scheduled for Early February
- Ongoing Advisory instruction using *Second Step* curriculum

DISTRICT AND SCHOOL IMPROVEMENT PLAN TIMELINE

Timeline	Objective
August	Administrative Team School Improvement Plan Retreat
September	<ul style="list-style-type: none"> Schools establish School Improvement Plan Teams Teams review data and develop draft goals and action plans
October	October Board of Education meeting School Improvement Plan presentation
Oct - Jan	<ul style="list-style-type: none"> Plan implementation Teams meet monthly to review progress toward goals
February	February COW School Improvement Plan mid-year update
Feb - May	<ul style="list-style-type: none"> Continue plan implementation Teams meet monthly to review progress toward goals
June	<ul style="list-style-type: none"> June COW School Improvement Plan end-of-year update

QUESTIONS?

