

River Forest District 90 District Improvement Goals 2023-24

2023-2024 ELA Goal(s)		Mid-Year 2023-2024: January 2024 Follow-Up	End of 2023-2024: June 2024 Follow-Up
IAR Growth Goal:	Lincoln 4th grade students will achieve a mean Student Growth Percentile (SGP) at or above 60% on the English Language Arts portion of the Illinois Assessment of Readiness given in the Spring of 2024.	Was the mid-point goal met?	Was the end of year goal met? (partially, yes, or no)
Lincoln School Present Level:	The average SGP in ELA for 2023 was 65.51%	Building Present Level:	Building Present Level:

Action Plan to Achieve Building Reading Goal

				Are you on track for the successful implementation of Goal 1?	Yes			Was Goal 1 successfully implemented?	Yes		
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)								
						<i>Progress Narrative:</i>		<i>Progress Narrative for 2024-2025 School Year:</i>			
						Did you achieve the mid-point goal? Why or why not?		Did you achieve the end-of-year goal? Why or why not?			
						What are the next steps in terms of this strategy?		What are the proposed Next Steps for the 2024-2025 school year?			
August	Conduct an analysis of IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Principals, Leadership Team, Instructional Specialist, Reading Specialist, Classroom Teachers	IAR standard analysis, data review protocols								
Updated Monthly	Students in Grades 1-4 will be benchmarked in the Fall and Spring for oral reading fluency and comprehension utilizing the Fountas and Pinnell Benchmark Assessment System. By spring 2024, 80% of students will meet or exceed the end of year grade level benchmark reading.	Classroom teachers, Instructional Specialists	Fountas and Pinnell Benchmark Reading Assessment results								
November	Students in Grades 3 and 4 will increase their proficiency level on released IAR reading response items for English language arts provided by The Illinois Digital Item Library. Grade level teams will collaboratively score and analyze the written response items using rubric provided.	Instructional Specialists, classroom teachers	Items identified from The Illinois Digital Item Library. Rubric provided for analysis								

FOCUS AREAS

Updated Monthly	Students in Grades K-2 will continue to participate in daily Phonemic Awareness instruction using the Heggerty Program.	Kindergarten-2nd Grade Teachers	Daily class schedules, team planning document, and/or team meeting notes, observations, assessment and benchmark data
Updated Monthly	80% of Kindergarten students will meet end of year benchmarks on the Kindergarten Checklist for foundational reading skills (phonemic awareness, phonics).	Classroom teachers, Instructional Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations, assessment and benchmark data
Updated Monthly	Students in grades K-4 will continue to participate in regular small group reading differentiated by skill groups and/or reading level.	Kindergarten-4th Grade Teachers	Daily class schedules, team planning document, and/or team meeting notes, observations, assessment and benchmark data
Updated Monthly	Teachers will continue to assess students using benchmark literacy assessments for student who are below benchmark.	Classroom Teachers, Reading Specialist, Instructional Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations, end-of-unit assessments & assignments
Updated Monthly	Through the MTSS Process, students will receive targeted instruction to support individual needs in reading.	Reading Specialist, MTSS Aide, Classroom Teachers	Aimsweb progress monitoring data, LLI data, Foundations data, planning documents
Updated Monthly	Students with an IEP in Reading will continue to receive targeted instruction to support their individual needs in reading.	Special Education Teachers, Classroom Teachers	Aimsweb progress monitoring data, LLI data, Wilson data, Foundations data, planning documents
Updated Monthly	EL students will continue to receive targeted instruction to support their individual needs in reading.	EL teacher, Classroom Teacher	Annual ACCESS data, progress monitoring with Aimsweb, the MODEL screener and, LLI data, end-of-unit assessments

	Updated Monthly	Utilize grade level meetings to discuss and share ELA assessments using an item analysis.	Building Administration Classroom Teachers, Instructional Specialists	Team meeting agendas and assessment data	
	Updated Monthly	Identify opportunities for students to read and write in a digital testing environment, so that students will build skills in reading and analyzing longer text on a screen, toggling between media platforms, and responding with details gathered from multiple media.	Building Administration Classroom teachers, Instructional Specialists, Instructional Specialist	Creation and scoring of digital assessments, team planning document, and/or team meeting notes, observations	

River Forest District 90 District Improvement Goals 2023-24

2023-2024 MATH Goal(s)				Mid-Year 2023-2024: January 2024 Follow-Up		End of 2023-2024: June 2024 Follow-Up	
IAR Growth Goal:	2023-24 Lincoln 4th grade students will achieve a mean Student Growth Percentile (SGP) at or above 60% on the math portion of the Illinois Assessment of Readiness given in the Spring of 2024.			Was the mid-point goal met?		Was the end of year goal met? (partially, yes, or no)	
Lincoln School Present Level:	The average SGP in Math for 2023 was 71.03%			Building Present Level:		Building Present Level:	
Action Plan to Achieve Building Math Goal							
				Are you on track for the successful implementation of Goal1?		Yes	
				Was Goal 1 successfully implemented?		Yes	
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	Progress Narrative:		Progress Narrative for 2024-2025 School Year:	
August	Conduct an analysis of IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Principals, Leadership Team, Math Coach, Math Specialist, Classroom Teachers	IAR standard analysis, data review protocols	Did you achieve the mid-point goal? Why or why not?		Did you achieve the end-of-year goal? Why or why not?	
Updated Monthly	Identify grade-level appropriate modeling and reasoning items for each unit. Collaboratively score and analyze the modeling and reasoning items from The Illinois Digital Item Library using the rubric provided.	Instructional specialists, Classroom Teachers	Identification of released IAR items from the Illinois Digital Item Library and analysis of student work	What are the next steps in terms of this strategy?		What are the proposed Next Steps for the 2024-2025 school year?	
Updated Monthly	Utilize grade level meetings to discuss and share Investigations assessments using a benchmark item analysis included in the professional resource guide. Collaboratively score and analyze the end-of-unit assessment using agreed upon criteria and develop next instructional steps.	Principals, Instructional specialists, Classroom Teachers	Analysis of student work				
October	Students in Grade K-2 will be benchmarked in the Fall and Spring utilizing the Numerical Fluency Assessment (NFA). 80% of K-2 students will meet or exceed grade level benchmarks for addition, subtraction, numeracy, and counting by the end of the school year.	Classroom Teachers, Instructional Specialists, Math Specialists	K-2 Numerical Fluency Assessment				

FOCUS AREAS	October	Students in Grade 3 will be benchmarked in the Fall and Spring utilizing the Cognitively Guided Instruction (CGI) for fact fluency with multiplication and subtraction. 80% of students will meet or exceed the benchmark by the end of the school year.	Classroom Teachers, Instructional Specialists, Math Specialists	Cognitively Guided Instruction Assessment results for Grades 3-4
	Updated Monthly	Embed previously taught and/or mastered concepts in math workshops on a routine basis to reinforce and/or maintain mastery.	Instructional specialists, Classroom Teachers	Scope and sequence documents with embedded previously taught content
	Updated Monthly	Analyze NFA, CGI, and MAP data during grade level meetings to identify instructional next steps.	Instructional specialists, Classroom Teachers	GPS/Data review meeting notes, agendas
	Updated Monthly	Students in Grades 3 and 4 will have increased opportunities to solve problems in a digital testing environment to build skills in completing responses to multistep problems using digital tools.	Instructional Specialists, Classroom Teachers	Creation and implementation of digital assessments
	April	Students in Grade 4 will show increased growth with modeling and reasoning tasks on the Illinois Assessment of Readiness (IAR) in Spring 2024.	Classroom Teachers, Instructional Specialists, Math Specialists	Spring 2024 IAR results
	May	In Grade 4, 75% of students will achieve a performance level 3 or 4 on the Silicon Valley Math Initiative tasks scored by Metro Chicago Math Initiative.	Classroom Teachers, Instructional Specialists, Math Specialists	Silicon Valley Math Initiative assessment results
	Updated Monthly	Through the MTSS Process, students will receive targeted instruction to support individual needs in math.	Instructional Specialists, Classroom Teachers	Aimsweb progress monitoring data, LLI data, Foundations data, Student work, planning documents

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	Updated Monthly	Students with an IEP in math will receive targeted instruction to support their individual needs in math.	Instructional Specialists, Classroom Teachers	IEP goal update documents, progress monitoring data, team planning notes		
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River Forest District 90 District Improvement Goals 2023-24

2023-2024 Equity and Belonging Goal(s)				Mid-Year 2023-2024: January 2024 Follow-Up		End of 2023-2024: June 2024 Follow-Up		
Lincoln SEL Goal	Continue to enhance sense of belonging and classroom community for all Lincoln students.			Was the mid-point goal met?			Was the end of year goal met? (partially, yes, or no)	
District Equity and Belonging Goal:	Continue to enhance sense of belonging and classroom community for all District 90 students.			Was the mid-point goal met?	Yes	Was the end of year goal met? (partially, yes, or no)	Yes	
				Building Present Level:		Building Present Level:		
Action Plan to Achieve Building Equity and Belonging Goal								
Focus Areas	Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	Are you on track for the successful implementation of Goal1?	Yes	Was Goal 1 successfully implemented?	Yes
	August	Work with school stakeholders (students, staff and building administration) to create a survey to gather feedback on student belongingness at Lincoln School.	Lincoln Diversity, Equity, and Inclusion Committee, Building Leadership Team and identified students	School Improvement Team will analyze data and develop methods to share the results for students.	Progress Narrative: Did you achieve the mid-point goal? Why or why not? What are the next steps in terms of this strategy?		Progress Narrative for 2024-2025 School Year: Did you achieve the end-of-year goal? Why or why not? What are the proposed Next Steps for the 2024-2025 school year?	
	Updated Monthly	Classroom teachers will implement daily morning meetings based upon the Responsive Classroom model.	K-4 Classroom Teachers	Daily classroom routines and data from SEL surveys				
	Updated Monthly	Continue to incorporate the classroom belongingness survey to K-4 students.	Lincoln Diversity, Equity, and Inclusion	Classroom teachers will administer and review the data from classroom belongingness surveys.				
	Updated Monthly	Members of the Lincoln staff who are on the D90 DEI Committee will share and/or facilitate discussions at Building Meetings	Lincoln Diversity, Equity, and Inclusion Team Members	Building meeting agendas and notes				
	Updated Monthly	Lincoln will partner with West Suburban Special Recreation Association (WSSRA) to pilot a Fall after school club.	WSSRA, Director of Student Services	Lincoln/WSSRA staff				

River Forest District 90 District Improvement Goals 2023-24

2023-2024 ELA Goal(s)		Mid-Year 2023-2024: January 2024 Follow-Up	End of 2023-2024: June 2024 Follow-Up
Willard School Reading Goal:	At Willard School, our 2023-24 cohort of 4th grade students will achieve a mean Student Growth Percentile (SGP) at or above 60% on the English Language Arts (ELA) portion of the Illinois Assessment of Readiness (IAR) given in the Spring of 2024.	Yes	Yes
Willard School Present Level:	In 2023, the mean 4th grade student growth percentile for IAR in English Language Arts was 73.28%.	Building Present Level:	Building Present Level:

Action Plan to Achieve ELA Goal				Are we on track to meet ELA Goal?	Were Action Steps successfully implemented?
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	Yes	Yes
Updated Monthly	Continue to utilize grade level meetings to review IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Principal, Asst. Principal, Classroom Teachers, Special Ed Teachers, Reading Specialist, EL teacher, Instructional Specialist	Notes taken as we analyze data and next steps as identified by the team	<p><i>Progress Narrative:</i></p> <p>Did you achieve the mid-point goal? Why or why not?</p> <p>What are the next steps in terms of this strategy?</p>	<p><i>Progress Narrative for 2024-2025 School Year:</i></p> <p>Did you achieve the end-of-year goal? Why or why not?</p> <p>What are the proposed Next Steps for the 2024-2025 school year?</p>
Updated Monthly	As part of our annual benchmarking, teachers in Grades 1-4 will administer the Fountas and Pinnell Benchmark Assessment to their students in the fall and spring following the D90 Assessment Calendar. Teachers may also administer the F&P during the school year, for students receiving interventions and/or who show strong progress mid-year: 80% of students will meet or exceed the grade level benchmark by the end of the year.	Classroom Teachers, Reading Specialist, EL Teacher, Instructional Specialist	F&P Reading Level Benchmark documented for each student		
Updated Monthly	Teachers in Grades K-4 will administer benchmark reading assessments, in fall, winter and spring, as outlined in D90 Assessment Calendar, and refine instructional plans based on data	Classroom Teachers, Special Ed Teachers, Reading Specialist, EL teacher, Instructional Specialist	Students' data charts reviewed during GPS and Data Review + daily class schedules, team planning document, and/or team meeting notes, observations in GPS & classrooms		
Updated Monthly	Continue to utilize team meetings for 3rd & 4th Grade teachers to analyze MAP data to guide Tier One classroom instruction, and plan for individual students' needs.	Classroom Teachers, Reading Specialist, Integration Specialist	Data reviewed at student and classroom level, during team meetings, team planning document, and/or team meeting notes, observations		

Goal Action Steps	Updated Monthly	Students in Grades K-2 will continue to participate in daily Phonemic Awareness instruction using the Heggerty Program.	Kindergarten-2nd Grade Teachers	Daily class schedules, team planning document, and/or team meeting notes, observations	Goal Action Steps Progress
		80% of Kindergarten students will meet end-of-year benchmarks on the Kindergarten Checklist for foundational reading skills.	Kindergarten Teachers, Instructional Specialists	Completed Kindergarten Checklists	
	October	Students in grades K-4 will continue to participate in daily grade-level phonics instruction and learning activities.	Kindergarten-4th Grade Teachers	Daily class schedules, team planning document, and/or team meeting notes, observations	
	Updated Monthly	Teachers in grades K-4 will continue to teach reading and writing skills and strategies through whole group lessons and through small group instruction, differentiated by skill groups and/or reading level.	Kindergarten-4th Grade Teachers	Daily class schedules, team planning document, and/or team meeting notes, observations, students' work in class, end-of-unit assessments	
	Updated Monthly	Through the ongoing MTSS Process, students will continue to receive targeted instruction to support individual needs in reading.	Reading Specialist, MTSS Aide, EL Teacher, Classroom Teachers	Aimsweb progress monitoring data, LLI data, Foundations data, Students' work in class, planning documents	
	Updated Monthly	Teachers will continue to provide targeted instruction to students with an IEP to support their individual learning needs in reading and writing.	Special Education Teachers, Classroom Teachers	Student IEP goal progress, Aimsweb progress monitoring data, LLI data, Wilson data, Foundations data, Planning documents	
	Updated Monthly	EL students will continue to receive targeted instruction to support their individual needs in reading and writing.	EL Teacher, Classroom Teachers	Annual ACCESS data, progress monitoring data, the MODEL screener, student work in class, end-of-unit assessments	
	Updated Monthly	Teachers working with children in grades K-4 who are below benchmark, will continue to progress monitor reading growth every 6-8 weeks.	Classroom Teachers, Reading Specialist, EL Teacher, Instructional Specialist	Progress monitoring charts & data recorded	
	Updated Monthly	During GPS and Data Review Meetings, every six to eight weeks, teams will analyze progress monitoring data, along with student progress in classroom activities and assessments, and plan next steps regarding reading intervention and classroom instruction.	Classroom Teachers, Reading Specialist, EL Teacher, Instructional Specialist	Progress monitoring charts & data recorded and the team GPS & Data Review notes	

Goal Action Steps Progress

Updated Monthly	Special Education Teachers will continue to monitor progress on students' IEP goals every 6-8 weeks and will continue to collaborate with Gen Ed Teachers and Related Service Providers in support of individual students' needs.	Special Ed Teachers, Classroom Teachers, Related Service Providers, Instructional Specialist	IEP goal update documents, progress monitoring data, team planning notes
Updated Monthly	3rd & 4th grade teachers will increase opportunities for students to read and write in a digital testing environment so that students strengthen skills in reading and analyzing longer text on a screen, toggling between media platforms, and typing responses with details pulled from multiple media.	Classroom Teachers, Special Ed Teachers, Reading Specialist, EL Teacher, Instructional Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations
Updated Monthly	3rd & 4th teachers will increase opportunities for students to read, comprehend and analyze sources (i.e., text and video) in a digital testing environment.	Classroom Teachers, Special Ed Teachers, Reading Specialist, EL Teacher, Instructional Specialist	Daily Class Schedules, Team Planning Document, and/or Team Meeting Notes, Observations, and Student work in class
Updated Monthly	3rd & 4th Grade teachers will increase opportunities for students to write in response to reading in a digital testing environment with a focus on using text-based evidence and considering the elements of a strong response to reading as they type their draft and final copy.	Classroom Teachers, Special Ed Teachers, Reading Specialist, EL Teacher, Instructional Specialist, Technology Integration Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations, student work in class
Updated Monthly	3rd & 4th Grade students will continue to engage in typing practice using a district-approved typing app.	Classroom Teachers, Technology Integration Specialist	Daily Class Schedules, Team Planning Document, and/or Team Meeting Notes, Observations, Student progress in typing app
Updated Monthly	As part of their regular conferring during the literacy block, teachers and students will collaboratively analyze student work (formal and informal) to develop next instructional steps.	Classroom Teachers, Special Ed Teachers, Reading Specialist, EL Teacher, Instructional Specialist, Technology Integration Specialist	Student work, student reflections, teacher and team planning notes, lesson plans, classroom observations.

River Forest District 90 District Improvement Goals 2023-24

2023-2024 MATH Goal(s)				Mid-Year 2023-2024: January 2024 Follow-Up		End of 2023-2024: June 2024 Follow-Up	
Willard School Math Goal:	At Willard School, our 2023-24 cohort of 4th grade students will achieve a mean Student Growth Percentile (SGP) at or above 60% on the Math portion of the Illinois Assessment of Readiness (IAR) given in the Spring of 2024.			Was the mid-point goal met?	Yes	Was the end of year goal met? (partially, yes, or no)	Yes
Willard School Present Level:	In 2023, the mean 4th grade student growth percentile for IAR in Mathematics is 59.65%.			Building Present Level:		Building Present Level:	
Action Plan to Achieve Building Math Goal							
Action Plan to Achieve Math Goal				Is Willard on track to meet Math goal?	Yes	Were Action Steps successfully implemented?	Yes
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	Progress Narrative:		Progress Narrative for 2024-2025 School Year:	
Updated Monthly	Continue to utilize grade level meetings to review IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Principal, Asst. Principal, Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist	Notes taken during the team meeting and next steps as identified by the team	Did you achieve the mid-point goal? Why or why not?		Did you achieve the end-of-year goal? Why or why not?	
Updated Monthly	As part of the annual benchmarking assessments, teachers in Grades K-4 will administer the Numerical Fluency (K-2) and the Cognitively Guided Instruction (3-4) assessments, in fall, winter and spring, as outlined in D90 Assessment Calendar, and adjust instructional plans based on data.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist	Students' data charts reviewed during GPS and Data Review + daily class schedules, team planning document, and/or team meeting notes, observations in GPS & classrooms	What are the next steps in terms of this strategy?		What are the proposed Next Steps for the 2024-2025 school year?	
October	Students in Grade K-2 will be benchmarked in the fall and spring utilizing the Numerical Fluency Assessment (NFA). 80% of K-2 students will meet or exceed grade level benchmarks for addition, subtraction, numeracy, and counting by the end of the school year.	Classroom Teachers, Instructional Specialist, Math Specialist	Numerical Fluency Assessment results				
October	Students in Grade 3 will be benchmarked in the fall and spring utilizing the Cognitively Guided Instruction (CGI) for fact fluency with multiplication and subtraction. 80% of students will meet or exceed the benchmark by the end of the school year.	Classroom Teachers, Instructional Specialist, Math Specialist	Cognitively Guided Instruction assessment results				
Updated Monthly	Teachers in grades K-4 will continue to teach math through whole group and small group math instruction differentiated by skill level in mathematical concepts and application during Math Workshop.	Classroom Teachers, Math Specialist, Instructional Specialist	Teacher and team notes, Math Workshop tasks, student work				

Goal Action Steps	Updated Monthly	Teachers will continue to provide students in grades K-4 learning tasks to extend and enrich their mathematical thinking and application	Classroom Teachers, Math Specialist, Instructional Specialist	Teacher and team notes, Math Workshop tasks, student work
	Updated Monthly	Teachers will continue to embed previously taught and/or mastered concepts in Math Workshop to strengthen, extend, and maintain math skills.	Classroom Teachers, Math Specialist, Instructional Specialist	Teacher and Team Notes, Math Workshop Tasks, Student Work
	Updated Monthly	Through the ongoing MTSS Process, students will continue to receive targeted instruction to support individual needs in mathematical concepts and application.	Math Specialist, MTSS Aide, EL Teacher, Classroom Teachers	Aimsweb Progress Monitoring Data, Student Work, Teacher and Team Planning Documents
	Updated Monthly	Teachers working with children in grades K-4 who are below benchmark in math, will continue to progress monitor students every 6-8 weeks, adjusting and refining instruction based on the data.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist	Student progress monitoring data charts, Daily class schedules, team planning document, and/or team meeting notes, GPS notes, student work
	Updated Monthly	Special Education Teachers will continue to monitor progress on students' IEP goals every 6-8 weeks and will continue to collaborate with Gen Ed Teachers and Related Service Providers in support of individual students' needs.	Special Ed Teachers, Classroom Teachers, Instructional Specialist	IEP documents, goal update documents, progress monitoring data, team planning notes
	Updated Monthly	EL students will continue to receive targeted instruction to support their individual needs with mathematical vocabulary and concepts.	EL teacher, Classroom Teachers	Annual ACCESS data, progress monitoring, the MODEL screener, student work, end-of-unit assessments
	Updated Monthly	Teacher teams will analyze CGI, NFA and MAP data during grade level meetings to identify instructional next steps at Tier One, as well as for individual students' needs.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist	Student data, teacher and team planning documents, and/or team meeting notes
	Updated Monthly	Teachers working with children in grades K-4 who are below benchmark, will continue to progress monitor growth in math every 6-8 weeks.	Classroom Teachers, Math Specialist, EL Teacher, Instructional Specialist	Progress monitoring charts & data recorded
	Updated Monthly	During GPS and Data Review Meetings, every six to eight weeks, teams will analyze progress monitoring data, along with student progress in classroom and plan next steps regarding math intervention and classroom instruction.	Classroom Teachers, Math Specialist, EL Teacher, Instructional Specialist	Progress monitoring charts & student data, notes taken during GPS and data review, teacher and team planning documents

Goal Action Steps Progress

Goal Action Steps Progress

Updated Monthly	3rd and 4th grade teachers will increase opportunities for students to analyze mathematical problems, apply skills and demonstrate mathematical thinking in a digital testing environment.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL teacher, Instructional Specialist, Instructional Technology Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations
Updated Monthly	3rd & 4th teachers will increase opportunities for students to problem-solve multi-step problems, that flow over multiple screens or formats in a digital testing environment.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist, Instructional Technology Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations
Updated Monthly	3rd & 4th Grade teachers will increase opportunities for students to type a mathematical response in a digital testing environment with a focus on explaining their mathematical thinking using text and symbols from draft to final copy.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist, Instructional Technology Specialist	Daily class schedules, team planning document, and/or team meeting notes, observations
Updated Monthly	Teachers and students will collaboratively analyze student work and performance (formal and informal) to develop next instructional steps.	Classroom Teachers, Special Ed Teachers, Math Specialist, EL Teacher, Instructional Specialist	Student work, student reflections, team notes, lesson plans, classroom observations
May	In Grade 4, 75% of students will achieve a performance level of 3 or 4 on the Silicon Valley Math Initiative (SVMI) tasks scored by Metro Chicago Math Initiative.	Metro Chicago Math Initiative	Scored SVMI tasks

River Forest District 90 District Improvement Goals 2023-24

2023-2024 Equity and Belonging Goal(s)				Mid-Year 2023-2024: January 2024 Follow-Up	End of 2023-2024: June 2024 Follow-Up		
Willard Equity and Belonging Goal:	Continue to foster and enhance a sense of belonging for all students, both in their classroom communities and our Willard School community.			Was the mid-point goal met?	Yes	Was the end of year goal met? (partially, yes, or no)	Yes
				Building Present Level:			
Action Plan to Achieve Building Equity and Belonging Goal							
Action Plan to Achieve Equity and Belonging Goal				Is Willard on track to meet the goal on Equity and Belonging?	Yes	Were Action Steps successfully implemented?	Yes
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	<p>Progress Narrative:</p> <p>Did you achieve the mid-point goal? Why or why not?</p> <p>What are the next steps in terms of this strategy?</p>		<p>Progress Narrative for 2024-2025 School Year:</p> <p>Did you achieve the end-of-year goal? Why or why not?</p> <p>What are the proposed Next Steps for the 2024-2025 school year?</p>	
Updated Monthly	Teacher teams and administration will create a tool to gather baseline data on student's feelings of belonging in their classroom and/or our Willard School community.	Building Leadership Team, Classroom Teachers, Social Workers, School Psychologist, and Special Ed Teachers	Final survey tool created				
Updated Monthly	Teachers will continue to teach <i>Second Step</i> lessons with emphasis on SEL and community building	Classroom Teachers	Teacher and team planning documents and/or team meeting notes				
Updated Monthly	Members of the Willard staff who are on the D90 DEI Committee will share information and/or facilitate conversations at Building Meetings related to equity and belonging.	DEI Committee Members, Classroom Teachers	Building meeting slide decks				
Updated Monthly	Classroom teachers will continue their practice of integrating books with DEI elements, diverse people and inclusive themes within their classroom learning environments, both for instructional models and for independent reading.	Classroom Teachers, Librarian, Instructional Specialist	Books in classroom libraries, teacher and team planning notes				
Updated Monthly	Teachers trained in Responsive Classroom in summer of 2023 will share strategies and information at Building Meetings and within grade level team meetings.	Teachers trained in Responsive Classroom	Building meeting slide decks and team notes				

Goal						Goal Progress
	Updated Monthly	Classroom teachers will continue to facilitate daily Class Meetings, focused on building classroom community and increasing SEL competencies, integrating elements of the Morning Meeting structure from Responsive Classroom	Classroom Teachers	Teacher and team planning notes, classroom observations		
	Updated Monthly	Teachers will continue their practice of welcoming parents and family members to share family traditions and cultures during the school year.	Classroom Teachers, Family Members	Teacher planning documents and class schedules		
	Updated Monthly	Willard staff will continue to facilitate lunchroom clubs, building new friendships and strengthening relationships across classrooms and grade-levels for children who want to participate.	Teachers and Staff	Club schedule		
	Updated Monthly	Willard is partnering with West Suburban Special Recreation Association (WSSRA) to pilot a Fall after school club.	WSSRA, Director of Student Services	WSSRA schedule at Willard		
	Updated Monthly	Willard will continue to host Town Hall every Monday, inviting students, staff and visitors to present learning and special topics or updates for our school community.	Willard Students, Teachers, Staff, Sometimes Community Visitors	Town Hall schedule		
	Updated Monthly	Willard PTO Belongingness Committee has created a checklist for PTO Event Committees to help them consider ways to include students with unique needs in events and activities.	Willard PTO	PTO events & activities		
	Updated Monthly	Willard 3rd & 4th grade girls of color are once again invited to participate in the Oak Park Township Program called Girls on the Rise during lunch/recess.	Girls on the Rise Facilitators from Oak Park Township	Program schedule at Willard		

Roosevelt Middle School (ELA)

2023-2024 ELA Goal(s)		Mid-Year 2023-2024: January 2024 Follow-Up	End of 2023-2024: June 2024 Follow-Up
RMS Reading Goal:	At Roosevelt School, the average student growth percentile (SGP) will meet or exceed the 60th percentile on the ELA portion of the IAR during the 2023 -2024 school year.	Was the mid-point goal met?	Yes
RMS Present Level:	Building Present Level: 45.7% of Roosevelt Students meet or exceed 60%ile in growth 5th grade 34% 6th grade 48.9% 7th grade 49% 8th grade 50.9%		Was the end of year goal met? (partially, yes, or no)

Action Plan to Achieve Building Reading Goal						
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)		<i>Progress Narrative:</i>	<i>Progress Narrative for 2024-2025 School Year:</i>
October	Utilize department meeting and professional development time to review IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Principals, Leadership Team, Literacy Coach, Classroom Teachers	Professional development feedback, adjustment to lesson planning, assessment adjustments, teacher feedback		Did you achieve the mid-point goal? Why or why not?	Did you achieve the end-of-year goal? Why or why not?
October	Students in Grades 5 and 6 will be benchmarked in the Fall and Spring utilizing the Fountas and Pinnell Oral Fluency and Comprehension Assessment. 80% of students will meet or exceed the grade level benchmark for reading.	Classroom Teachers, Reading Specialists, Literacy Coach	Benchmark assessment results		What are the next steps in terms of this strategy?	What are the proposed Next Steps for the 2024-2025 school year?
Ongoing	Grade level teams will utilize department meeting and professional development time to develop, review, and revise common assessments and grading rubrics within grade levels.	Literacy Coach, Classroom Teachers	Department meeting time, common assessments, revised rubrics			
Ongoing	Students in Grades 5-8 will increase their proficiency level on released IAR reading response items for English language arts provided by The Illinois Digital Item Library. Grade level teams will collaboratively score and analyze the written response items from using rubric provided.	Literacy Coach, Classroom Teachers	Items identified from the Illinois Digital Library and rubric provided for analysis			

	December	Utilize grade level meetings to discuss and share Reading and Writing Strategies as part of daily use and results from teaching instruction in all content areas.	Principals, Literacy Coach, Classroom Teachers	Performance, formative and summative assessments, IAR growth scores				
	Updated Monthly	Through the MTSS Process, students will receive targeted instruction and progress monitoring to support individual needs in reading as warranted based on standardized assessment scores and classroom assessment performance levels.	Principals, Literacy Coach, MTSS Team, Classroom Teachers	Student planning meetings & documents				
	Updated Monthly	Provide additional opportunities for students to engage with texts in a digital testing environment, so students will fortify reading and writing skills using digital tools.	Principals, Leadership Team, Literacy Coach, Classroom Teachers	Lesson planning, integration of digital resources				

Roosevelt Middle School (Math)

2023-2024 MATH Goal(s)		Mid-Year 2023-2024: January 2024 Follow-Up		End of 2023-2024: June 2024 Follow-Up	
RMS Math Goal:	At Roosevelt School, the average students growth percentile (SGP) will meet or exceed the 60th percentile on the math portion of the IAR during the 2023 -2024 school year. Student in grades 5-8 will increase their proficiency with math modeling and reasoning tasks on the IAR.	Was the mid-point goal met?	Yes	Was the end of year goal met? (partially, yes, or no)	Yes
RMS Present Level:	Building Present Level: 52.26% of Roosevelt Students meet or exceed 60%ile in growth 5th grade ## 53.41 6th grade ## 52.05 7th grade ## 59.75 8th grade ## 43.83				

Action Plan to Achieve Building Math Goal					
Timeline:	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)	Progress Narrative:	Progress Narrative for 2024-2025 School Year:
September	Analyze Grade 5 Cognitively Guided Instruction (CGI) fact fluency data during grade level meetings to identify instructional next steps. 80% of students will acheive fact fluency with subtraction and mulitplication of multi-digit numbers.	Math Coach, Math Department	Analysis of student data and creation of math talks to support flucency needs identified by the CGI assessment	<p>Did you achieve the mid-point goal? Why or why not?</p> <p>What are the next steps in terms of this strategy?</p>	<p>Did you achieve the end-of-year goal? Why or why not?</p> <p>What are the proposed Next Steps for the 2024-2025 school year?</p>
September	Conduct an analysis of IAR performance data to identify instructional opportunities and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level.	Math Coach, Math Department	IAR standard analysis, data review protocols		
October	School Improvement Day: Math Department will utilize the Silicon Valley Math Initiative protocol for analyzing student work	Math Coach, Math Department	Completed analysis of student performance		
October	70% of Students will reach a proficiency level with modeling and reasoning tasks within each unit utilizing existing MARS tasks and released IAR items.	Math Coach, Math Department	Identification of released IAR items from the Illinois Digital Item Library, selected MARS tasks, and analysis of student work		
November	The RMS Math Department will anlyze student work on modeling and reasoning task during department meetings and collaborate on next instructional steps.	Math Coach, Math Department	Item analysis of student work and identification of next instructional steps		

	January	Increase opportunities for students to solve problems in a digital testing environment to enhance student responses to multi-step IAR problems using digital tools.	Math Coach, Math Department	Item analysis of student work and identification of next instructional steps.	
	February	Continue to deliver modeling and reasoning items using the digital format to provide students online modeling and reasoning practice.	Math Coach, Math Department	Item analysis of student work and identification of next instructional steps.	
	March	Continue to deliver modeling and reasoning items using the digital format to provide students online modeling and reasoning practice.	Math Coach, Math Department	Item analysis of student work and identification of next instructional steps.	
	May	In Grade 5, 75% of students will achieve a performance level 3 or 4 on the Silicon Valley Math Initiative tasks scored by Metro Chicago Math Initiative.	Classroom Teachers, Instructional Specialists, Math Specialists	Silicon Valley Math Initiative assessment results	

Roosevelt Middle School (Equity and Belonging)

2023-2024 Equity and Belonging Goal(s)		Mid-Year 2023-2024: January 2024 Follow-Up		End of 2023-2024: June 2024 Follow-Up	
District Equity and Belonging Goal:	Roosevelt Middle School will continue to enhance sense of belonging and classroom community for all District 90 students.	Was the mid-point goal met?	Yes	Was the end of year goal met? (partially, yes, or no)	Yes
RMS Present Level:	<p>5 Essentials Data: Supportive Environment/Student-Teacher Trust</p> <p>47th percentile statewide (neutral) of students report: Students and teachers share a high level of mutual trust and respect.</p> <p>71% of students agree or strongly agree with the statement, "My teachers always keep their promises."</p> <p>91% of students agree or strongly agree with the statement, "My teachers treat me with respect at this school."</p> <p>96% of students agree or strongly agree with the statement, "I feel safe with my teachers at this school."</p> <p>75% of students agree or strongly agree with the statement, "My teachers always listen to students' ideas."</p>				

Action Plan to Achieve Building Equity and Belonging Goal							
	Monthly Action Description and How it helps to Achieve the Goal	Name of Person(s) Responsible	Evidence of Completion: (eg links, documents)				

Progress Narrative:

Did you achieve the mid-point goal? Why or why not?

What are the next steps in terms of this strategy?

Progress Narrative for 2024-2025 School Year:

Did you achieve the end-of-year goal? Why or why not?

What are the proposed Next Steps for the 2024-2025 school year?

	March	Follow-up student survey in advisory class on feelings of belongingness and inclusion.	Larry Garstki, Tina Steketee, Advisory Teachers, Social Work Team	Student Belongingness Survey and Advisory Plans	
	April	Advisory Team and social worker team to evaluate survey data for additional steps.	Larry Garstki, Tina Steketee, Social Work Team	Student Belongingness Survey and Advisory Plans	
	May	Next steps implemented in advisory programming based on survey data.	Larry Garstki, Tina Steketee, Advisory	Advisory Plans	