

# RIVER FOREST DISTRICT 90 SCHOOL IMPROVEMENT PLANS

Board of Education Meeting  
Monday, October 16, 2023





# PRESENTATION OVERVIEW

- PURPOSE OF DISTRICT AND SCHOOL IMPROVEMENT PLANNING
- BOARD OF EDUCATION STRATEGIC GOAL ALIGNMENT TO DIP/SIP
- DISTRICT IMPROVEMENT PLAN GOALS
- SCHOOL REPORT CARD SUMMATIVE DESIGNATION INDICATORS
- WHAT IS A STUDENT GROWTH PERCENTILE?
- SCHOOL IMPROVEMENT PLAN GOALS
- 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

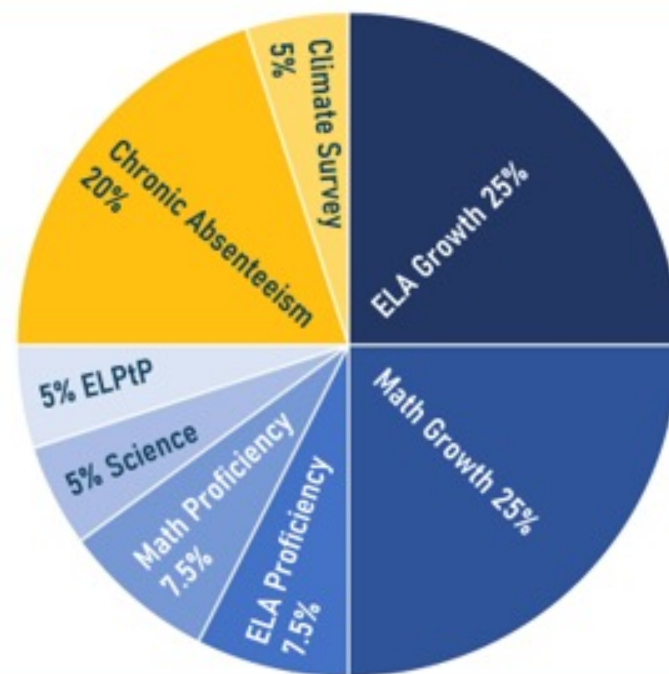
# School Report Card Summative Designation Indicators 2023

## 2023 Indicators and Weights

18

### Elementary/Middle Band (ES)

2023  
Data



(ELPtP)  
English  
Learner  
Progress to  
Proficiency



Illinois  
State Board of  
Education



## WHAT IS A STUDENT GROWTH PERCENTILE (SGP)?

- Compares students that achieve the same baseline score on the Illinois Assessment of Readiness (IAR)
- Tracks the extent to which a student grew the same or more than that percent of their peers in Illinois
- Describes how much a student grew compared to their academic peers that started at the same level
- ISBE considers a SGP of 60% or higher as excellent





# 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: SUMMARY OF ACTION PLANS

- K-2 students will continue to participate in daily phonemic awareness instruction using the Heggerty program
- K-2 students will continue to participate in daily phonics instruction
- Teachers in grades 1-4 will continue to administer benchmark literacy assessments to their students and gather data in September through November 2023 to gain benchmark level
- Students in grades K-4 will continue to participate in small group reading differentiated by skill groups and/or reading level
- Teachers will continue to assess students using benchmark literacy assessments, and more frequently for students who are below benchmark
- Utilize grade level meetings to review IAR performance data and plan instruction to support student progress toward meeting/exceeding growth targets at each grade level
- Utilize grade level meetings to discuss and share assessments using an item analysis

## ENGLISH LANGUAGE ARTS: SUMMARY OF ACTION PLANS (CONTINUED)

- Increase opportunities for 3rd and 4th grade students to read and write in a digital testing environment to build skills in reading and analyzing longer text on a screen, toggling between media platforms, and typing responses with details gathered from multiple media
- Multi-tiered systems of support will provide targeted interventions and progress monitor identified students
- Students with an IEP in reading will continue to receive targeted instruction to support their individual reading needs
- English learners will receive targeted support based on individual needs as identified through screeners
- Teachers who work with children below benchmark will continue to progress monitor students every 6-8 weeks.
- Students will engage in typing practice using a district-approved typing app

# MATHEMATICS: SUMMARY OF ACTION PLANS

- 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
- Teachers in Grades K-4 will administer benchmark math assessments in fall, winter, and spring as outlined in D90 Assessment Calendar and adjust instructional plans based on data
- Students in grades K-4 will participate in regular small group math instruction differentiated by skill level in mathematical concepts and application during Math Workshop
- Teachers will provide students in grades K-4 learning tasks to extend their mathematical thinking and application
- Teacher will continue to previously taught and/or mastered concepts in Math Workshop to strengthen and extend math skills
- Through the MTSS process, students will receive targeted instruction to support individual needs in reading



## MATHEMATICS: SUMMARY OF ACTION PLANS (CONTINUED)

- Utilize grade level meetings to review IAR performance data to identify instructional opportunities and plan
- Teachers working with children in grades 1-4 who are below benchmark will continue to progress monitor reading progress every 6-8 weeks
- Special Education Teachers working with children who have an IEP will plan instruction to align with IEP goals, collaborate with Gen Ed Teachers, and continue to progress monitor IEP goals every 6-8 weeks, making adjustments to instruction as needed
- 3rd and 4th grade teachers will increase opportunities for student to analyze mathematical problems, applying skills and demonstrate mathematical thinking in a digital environment
- 3rd and 4th grade teachers will plan and execute opportunities for students to problem-solve multi-step problems, that flow over multiple screens or formats in a digital environment
- Teachers and students will collaboratively analyze student work and performance (formal and informal) to develop instructional next steps

# STUDENT SENSE OF BELONGING: SUMMARY OF ACTION PLANS

Lincoln and Willard Elementary (shared strategies)

- Develop a tool with school stakeholder to garner feedback related to student belongingness
- Continue Second Step lessons with emphasis on social emotional learning and community building
- Continued integration of books to reflect diversity of school community
- Classroom teachers will implement morning meetings based on the Responsive Classroom model
- School Diversity, Equity, and Inclusion Committee members will share and/or facilitate building-level discussions
- Engage in partnership with West Suburban Special Recreation (WSSRA) to pilot a Fall after school club

# 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: SUMMARY OF ACTION PLANS

- Determine/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
- Utilize department and professional development time to develop, review, and revise common assessments and grading rubrics within grade levels
- 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
- Through the MTSS process, students will receive targeted instruction and support and assessments to support individual needs in reading as warranted based on standardized assessment scores and classroom assessment performance levels
- Increase opportunities for students to engage with texts in a digital environment, so that students will build reading and writing skills using digital tools.



# MATHEMATICS: SUMMARY OF ACTION PLANS

- Continued use and analysis of released Illinois Assessment for Readiness items related to modeling and reasoning
- Utilize Silicon Valley Math Initiative protocol to analyze student work
- Embed previously taught or mastered concepts to reinforce and maintain mastery of skills
- Increased opportunity to solve problems in a digital testing environment
- Multi-tiered systems of support will provide targeted interventions for identified students
- Students with IEP will receive targeted instruction to support their goal areas
- English learners will receive targeted support based on individual needs as identified through screeners

## STUDENT SENSE OF BELONGING: SUMMARY OF ACTION PLANS

- Introduce new *Speak Up at School* curriculum to staff and provide staff development
- Implement *Speak Up at School* curriculum in Grades 5-8
- Engage in ongoing advisory curriculum
- Implement student survey related to belongingness and inclusion
- Analyze survey and determine next steps

# DISTRICT AND SCHOOL IMPROVEMENT PLAN TIMELINE

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

QUESTIONS?

