



District Improvement Plan 2016-2017

The Winnetka Public Schools community empowers every student to flourish in an innovative, experiential environment. We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.

2016-2017 Goals

Reading

- *2 outcomes*
- *4 measures**
- *2 growth targets and 4 achievement targets*

Math

- *3 outcomes*
- *7 measures**
- *3 growth targets and 5 achievement targets*

**PARCC and SVMI Math assessment data available for fall 2017 reporting*

Reading: Goals

Outcome 1

Students will demonstrate growth and grade level mastery in reading of developmentally appropriate and challenging literary and informational texts.

Outcome 2

Students will demonstrate growth in the reading strand of “Building a Reading Life.”

Reading Goal 1: MAP Targets and Measures

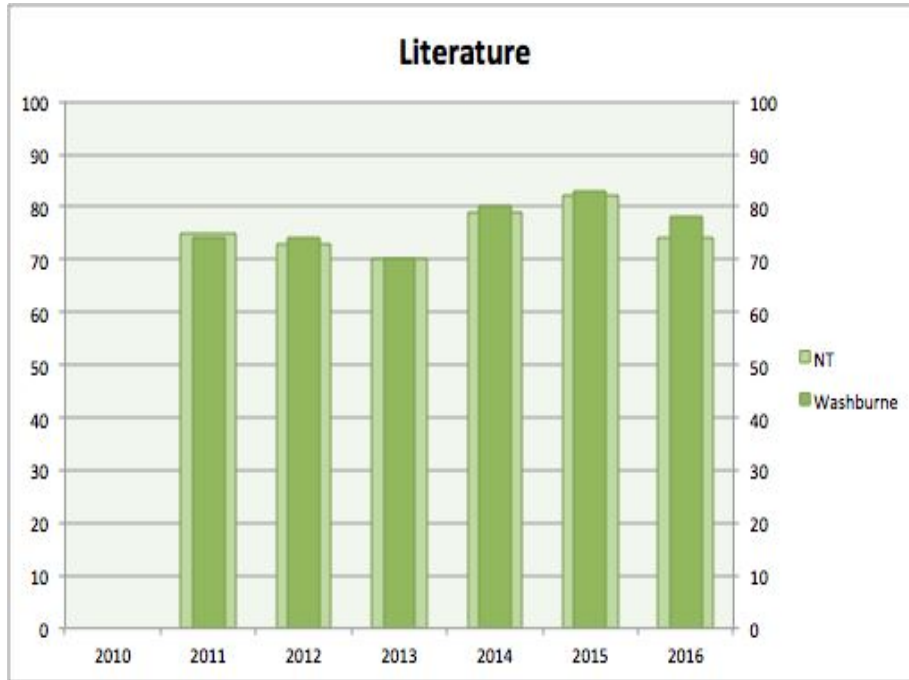
| Grade | Growth Target: <i>Percent of students meet/exceed growth projection in reading</i> <u>Goal = 50%</u> | Growth Target Met | Achievement Target: <i>Each cohort maintains or improves its current national percentile in reading.</i> <u>Fall to Winter National Percentile</u> | Achievement Target Met |
|--------------|---|--------------------------|--|-------------------------------|
| Third | 56% | Yes | 95% to 94% | Yes* |
| Fourth | 59% | Yes | 93% to 93% | Yes |
| Fifth | 52% | Yes | 97% to 96% | Yes* |
| Sixth | 61% | Yes | 95% to 94% | Yes* |
| Seventh | 53% | Yes | 96% to 95% | Yes* |
| Eighth | 64% | Yes | 97% to 97% | Yes |

* 1% difference between fall and winter achievement - considered maintained

Reading Goal 1: Teachers College Measures and Targets

| Grade | Growth Target: % of students that met growth target <u>Goal = 80%</u> | Growth Target Met? | Achievement Target: % of students that met the Independent Reading Target for the Grade Level <u>Goal = 80%</u> | Achievement Target Met? |
|--------|---|-----------------------------------|--|--|
| First | 97% | Yes | 73% | No |
| Second | 93% | Yes | 90% | Yes |
| Third | 88% | Yes | 90% | Yes |
| Fourth | 70% | No | 84% | Yes |
| Fifth | 66% | No | 81% | Yes |
| Sixth | 84% | Yes | 84% | Yes |

Reading Goal 2: Students will demonstrate growth in the reading strand of “Building a Reading Life.”



Target = 75% of freshman reporting that they are prepared or well prepared for New Trier Literature.

Graph represents data from previous years. Data from 2017 will be shared in the Fall and included in the Fall Assessment Report

Reading Highlights

❑ Achievement

- ❑ All grades achieving at 93-97%ile nationally on MAP
- ❑ 5 of 6 Grade level reading targets met for 80% of learners in Teacher College benchmarked grades

❑ Growth

- ❑ All grades met growth goal on MAP
- ❑ 4 of 6 Grade level reading growth targets met for 80% of learners in Teacher College benchmarked grades

❑ Other

- ❑ Grade level learning outcomes for *Word Study and Vocabulary Acquisition and Use* completed and approved by the School Board.
- ❑ Expanded classroom libraries with more nonfiction and science text at elementary schools.

Reading Highlights (Continued)

- ❑ Ongoing professional development for reading and writing with Teachers College of Columbia University, Jennifer Serravallo (reading strategies) , PD focussed on Balanced Literacy
- ❑ Launch of ELA District website to strengthen home-school partnerships.
- ❑ Teachers College Homegrown Advanced Reading Institute planned for August 2017 (75 Teachers)

Math: Goals

Student Outcome #1 (content focus)

Students will demonstrate mastery of and fluency with grade-level content that supports the following:

- *Conceptual Understanding and Mastery of Content*
- *Computational Fluency*
- *Application of Problem Solving and Critical Thinking Skills*

Student Outcome #2 (behavior focus)

Students will understand, apply, and demonstrate competency with the Standards for Mathematical Practice.

Student Outcome #3 (disposition focus)

Students will demonstrate a positive disposition toward mathematics

Math Goal 1 and 2: Additional Measures

- ❑ PARCC exam results will be provided in the fall and included in the 2017 Fall Assessment Report (Goal 1 & 2)
- ❑ SVMII Scores are anticipated in the summer and will be shared in the Fall Assessment Report (Goal 2)

Math Goal 1: Numerical Fluency Assessment (NFA)

Students Meeting/Exceeding End of 1st grade Benchmarks

| Grade | COUNTING <i>% of students that met the Grade Level Benchmark</i> <u>Goal = 80%</u> | | | NUMERATION <i>% of students that met the Grade Level Benchmark</i> <u>Goal = 80%</u> | | | ADDITION/SUBTRACTION <i>% of students that met the Grade Level Benchmark</i> <u>Goal = 80%</u> | | |
|---------|--|--------|-----|--|--------|-----|--|--------|-----|
| | Fall | Spring | Met | Fall | Spring | Met | Fall | Spring | Met |
| Grade 1 | 26% | 89% | Yes | 20% | 86% | Yes | 13% | 79%* | Yes |

* 1% difference - considered attained

Math Goal 1: MAP Targets and Measures

| Grade | Growth Target: <i>Percent of students meet/exceed growth projection in math</i> <u>Goal = 50%</u> | Growth Target Met | Achievement Target: <i>Each cohort maintains or improves its current national percentile in math.</i> <u>Fall to Winter National Percentile</u> | Achievement Target Met |
|--------------|--|--------------------------|--|-------------------------------|
| Third | 64% | Yes | 90% to 91% | Yes* |
| Fourth | 48% (requires 3-4 more students to meet target) | No | 93% to 89% | No |
| Fifth | 52% | Yes | 93% to 89% | No |
| Sixth | 48% (requires 3-4 more students to meet target) | No | 81% to 76% | No |
| Seventh | 74% | Yes | 93% to 96% | Yes |
| Eighth | 69% | Yes | 98% to 98% | Yes |

* 1% difference between fall and winter achievement - considered maintained

Math Goal 3: 5-Essentials Student Survey

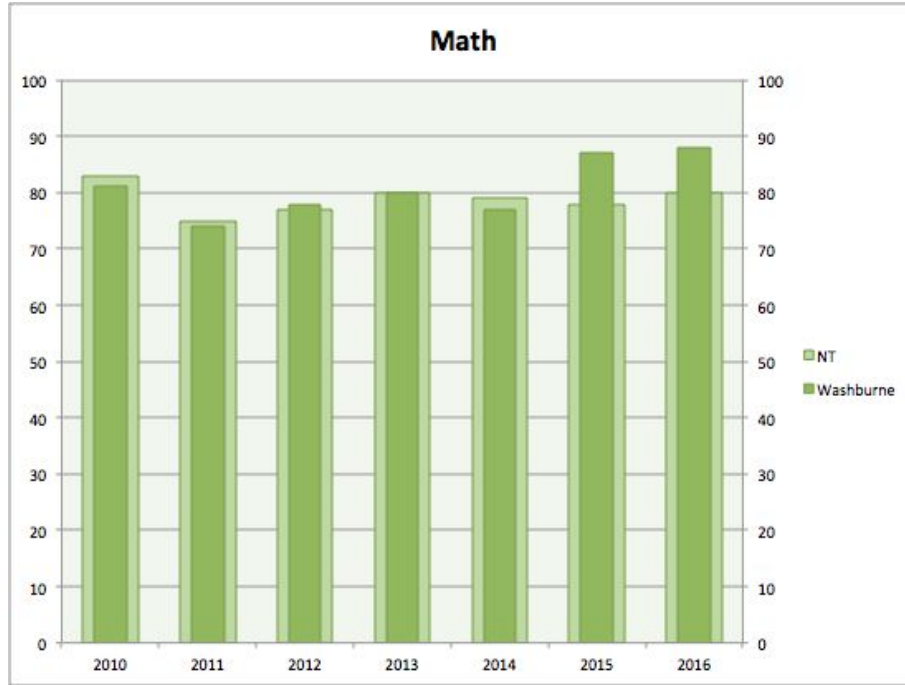
Math Instruction, Disposition and Practices

Winnetka District 36 (6th - 8th grade)

Target = Maintain Most Implementation Status (MET)



Math Goal 3: Students will demonstrate a positive disposition toward mathematics



Target = 85% of freshman reporting that they are prepared or well prepared for New Trier Mathematics.

Graph represents data from previous years. Data from 2017 will be shared in the Fall and included in the Fall Assessment Report

Math Goal 3: Student Disposition Survey

Grade Levels: 4,5,8

Survey Instrument 2x/year (pilot year)

380 student sample

Key Takeaways

- 2017 fall and spring assessment data showed an overall positive disposition regarding math in all categories (attribution, general, effort, interest & excitement, confidence, communication, and usefulness).
- District 36 students indicated and improved disposition in the spring in the areas of: attribution, general, confidence, and usefulness
- District 36 students indicated lower disposition in the spring in the areas of: effort, interest/excitement, communication, and other
- Relatively, students indicated the highest positive disposition in the area of attribution and lowest in the area of interest and excitement.

Next Steps

- Continue to develop mathematical practices that promote growth mindset and engage students at a high level
- Review and revise Disposition Instrument

Math Highlights

Achievement

- ❑ 5 of 6 grades achieving at 89-98%ile nationally on MAP
- ❑ 6th grade cohort performance continues to be an outlier
- ❑ Grade 1 met all 3 achievement benchmarks on NFA

Growth

- ❑ 4 of 6 grades met growth goal on MAP
 - ❑ Grade 4 & 6 need three to four more students to meet growth goal to meet District goal
- ❑ Grade 1 - 66% more students met benchmarks in spring when compared to fall in all categories on NFA

Disposition

- ❑ Relatively, students indicated the highest positive disposition in the area of attribution and lowest in the area of interest and excitement.
- ❑ Students in grades 6-8 continue to report strong math instruction and engagement per research-based State 5-Essentials survey tool (Most Implementation - highest level)

Math Highlights (Continued)

Other

- ❑ Improved math intervention and developing a model for student support that will provide more time for facilitators to serve as instructional coaches
- ❑ Emphasized procedural fluency utilizing Number Talks, ST Math, and fact strategies
- ❑ Improved communication with parents regarding differentiation, classroom practices and student data. Conference surveys indicated a significant uptick in parent satisfaction
- ❑ Broadened pathways to Algebra through curriculum alignment and greater flexibility for mid-year placement changes
- ❑ Math differentiation activities including Math Forum, Skokie Math Counts Team, Skokie “Play it Now” math games club

Q & A

