



A Community of Learners

Informational Memo: District Improvement Plan 2018-19

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
Director of Innovation, Teaching and Learning
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Background

The 2018-19 District Improvement Plan focuses on the key academic areas of math and reading. The plan is developed through high degrees of professional collaboration and informed by a comprehensive [data review process](#) as indicated in the October 23, 2018, assessment presentation. In developing the plan, data is shared and analyzed with teachers, building leaders, and facilitators through collaborative team, committee, and leadership meetings.

District-level and building-level discussions regarding the implementation of our mathematics and English Language Arts curriculum and our annual goals provide context for our improvement efforts. We work closely with each school to ensure progress towards the District objectives. This includes establishing clear reading and math targets with the input of our Math and ELA Committees. Our overall efforts continue as our teachers work closely with Principals to set individual goals with a direct impact on classroom instruction.

District Improvement Plan - Overview

[The District Improvement Plan](#) document is organized into three areas to provide clarity and accountability as defined:

- Goals
- Action Steps
- Targets and Measures

The overarching goals for 2018 carry over from the 2017-18 school year. These goals represent the implementation phases of curriculum reviews in the area of math and English Language Arts.

Goals: Math

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.

Goals: Reading

Student Outcome #1

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

Student Outcome #2

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

Action Steps

In order to advance our practices and support the student achievement of all students, action steps are indicated in the areas of math and reading. Additional detail for each action step is indicated in the District Improvement Plan.

Action Steps: Math

- Augment the use of complex problem-solving and differentiation practices
- Increase opportunities and challenge for all learners through inquiry based learning practices
- Further develop and implement K-2 MTSS supports
- Disrupt pattern of relative lower performance in grades 4 and 5
- Implement strategies to promote a positive math identity
- Strengthen home school partnership

Action Steps: Reading

- ❑ Review and modify reading unit learning plans in the KUDs at each grade level
- ❑ Continue to use the TC Reading Assessment to measure reading growth and achievement
- ❑ Provide communication and feedback loop with teachers to implement, review, and reflect upon the unit learning plans
- ❑ Utilize reading assessment data in grade level teams through CLTs and data review meetings to inform instruction
- ❑ Evaluate resources for “Vocabulary Acquisition and Use” and “Grammar and Mechanics”
- ❑ Investigate and pilot new online reading resources for grades 5-8 (ongoing)
- ❑ Implement *Words their Way* program and support 3-5 teachers using the program
- ❑ Expand instructional resources for improvements in reading

Key Highlights-Action Steps:

The District Improvement plan provides intentional strategies to add additional rigor and challenge for all students. In mathematics, this is accomplished through the integration of complex problem solving tasks and inquiry based learning practices. These practices promote classrooms which facilitate a high level of mathematical discourse and increased student engagement.

At the elementary level, we begin year two of established math clubs at each school to provide experiences for students who seek additional challenge and enrichment. In order to provide high quality instruction and interventions matched to student needs, we are continuing to develop and implement (MTSS) Multiple Tiered Systems of Support in grades K-2. It is our aim to provide early intervention to build the skills and confidence for future success and appreciation of mathematics.

Data from the most recent administration of MAP and PARCC indicated an opportunity for growth in grades 4 and 5 mathematics as these cohorts have demonstrated lower relative performance compared to other D36 grade levels and to other New Trier Township schools. In the spirit of continuous improvement, teacher teams will use data to inform curriculum revisions and ensure alignment with major assessments. This work is in concert with the overall District efforts to integrate complex problem solving and inquiry based learning practices.

In the area of reading, our efforts focus on ensuring fidelity in the implementation of curriculum in the area of word study which includes vocabulary acquisition, grammar, and mechanics. The curricula in these focus areas are supported with new bundled instructional resources (Patterns of Power, Mechanically Inclined, and The Writing Strategies Book), instructional programs (Words their Way and Wordly Wise), and digital student resources (IXL and Wordly Wise). Teachers and literacy facilitators collaborate to weave instructional and digital resources together in order to reach student learning outcomes. Word study curriculum implementation continues through the integration of skills and strategies into reading workshop.

To strengthen the area of informational reading, language arts, science and social studies teams will continue to explore the integration of literacy skills and inquiry based learning across disciplines utilizing new digital tools including Amplify Science, ThinkCERCA, and Newsela Pro.

In order to further strengthen informational reading, the District will target inquiry integration points that align with ELA student outcomes in the reading and writing units at each grade level. To support this work, facilitators will work with teachers to focus on “Claim-Evidence-Reasoning” to support argument driven inquiry. Learning plans will be updated with revised Essential Questions that promote inquiry where applicable.

Recent data showed a decrease in Spring MAP Reading scores. Given multiple data points including the most recent Fall MAP assessment, there is evidence that this data was anomalous. Nonetheless, we will further examine this phenomena to ensure the effectiveness of our curriculum implementation and that we are providing optimum testing conditions for all students.

Measures

Multiple Measures and targets are indicated in the District Improvement Plan document. Detailed reporting on outcomes observed during the 2018-19 school year will be shared at the June 2019 assessment report presentation and at the November 2019 assessment report as noted in the document.

Alignment with the District 36 Shared Vision

Our Shared Vision holds that we support and challenge all learners to actively engage in continual growth and achievement. The District Improvement Plan will serve to ensure that all students continue to grow and achieve in the areas of math and reading.

Next Steps

School staff and District Administration will conduct action steps and assessments as indicated in the DIP document. A mid year update will be shared in the February 2019 Board packet followed by an end of year District Improvement Plan Review in June 2019.