



A Community of Learners

Informational Memo: 2014-2015 District and School Improvement Plans

TO: School Board
Trisha Kocanda, Superintendent

FROM: Alison Hawley, *Director of Curriculum, Instruction & Assessment*

November 18, 2014

Essential Questions

1. How will the District apply quantitative and qualitative feedback from year one of the curriculum implementations to year two?
2. What additional instructional resources are necessary to support the diverse needs of our learners?
3. Which assessment practices will best support the growth of District instructional programs?

Overview & Background

Each September, the administrative team reviews available District-level data for grades 3-8. This year the administrative team reviewed the Illinois Standards Achievement Test (ISAT), STAR reading and writing, and the District Writing Assessment (DWA).

As a District, it is important for us to review past performance to define a path for continuous growth. Our goal is to simultaneously address past performance with an eye on future growth by implementing a comprehensive District and School Improvement Plan (D/SIP), as well as support our students with the continued transition to Common Core State Standards and the Partnership Assessment for Readiness for College and Careers (PARCC) in March and May of 2015.

It is also important to continuously monitor the implementation of new curricula to assure

we are meeting instructional expectations aligned with grade level content standards. This year's D/SIP goals will continue to address the curricular areas of math and language arts as we support the year two implementation of the math curriculum and the year one implementation for the writing curriculum that was approved by the School Board in Spring 2014. Based on the quantitative and qualitative feedback from the first year of the curriculum implementation, each goal is written using a common template that includes objectives, summary of data reviewed, action plans, and evidence used to support goal attainment (**please click here to see an “at-a-glance” version of the D/SIP**).

District Improvement Plan for Math K-5 and Language Arts K-8

In the area of math the District will improve student achievement in the areas of numerical fluency, the Standards for Mathematical Practice, and monitor the effectiveness of the math curriculum in meeting students' academic needs.

The District will also will improve student access to a broader range of fiction and non-fiction resources in K-8 classrooms and enhance the range of text complexities to support the range of student reading needs.

SIP Goal for Math: Crow Island, Greely, Hubbard Woods, and Skokie Schools

Students grades 1-6 will demonstrate an increased understanding and use of the Standards for Mathematical Practice that are supported by the implementation of the District's math curriculum and materials.

SIP Goal Math: Carleton Washburne

Students will demonstrate an increased understanding and use of mathematical practices that are supported by the implementation of the District's math curriculum and materials. Utilizing the *Illustrative Mathematics* website, the Washburne math team will identify specific problem-solving tasks to supplement the grade 7 Probability and Statistics unit. Lessons will be integrated into the current curricular scope and sequence through the use of classroom Smartboards.

SIP Goal for Language Arts: Crow Island, Greeley, Hubbard Woods, Skokie School, and Carleton Washburne Schools

Students in grades 1-8 will demonstrate growth in opinion/argument writing. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define

skills and understandings that all students must demonstrate.

Next Steps

Updates to the School Board regarding District and school improvement goals will take place at the February 2015 and June 2015 School Board meeting.

The following are attached to this memo:

- 2013-2014 SIP Final Updates, including “evidence of goal attainment,” collected after June 1, 2014.
- 2014-2015 District Action Plan
- 2014-2015 School Improvement Plan collaboratively developed for math grades K-6, writing grades K-8, and 7-8 math.

[Click here to view the presentation.](#)

DISTRICT GOALS AND ACTION PLANS FOR 2014-2015

District Improvement Plan: Mathematics Supporting Objectives:

The District will improve student achievement in the areas of numerical fluency, the *Standards for Mathematical Practice*, and monitor the effectiveness of the math curriculum in meeting students' academic needs.

The District will provide professional development to teachers grades K-5 in order to implement the following: 1) Numerical Fluency Assessment System for grades K-4 and Marilyn Burns assessments for grade 5. 2) Implement *Contexts for Learning* as a supplement to the K-5 math curriculum, and 3) Evaluate the K-8 math curriculum scope and sequence to check for alignment with the State of Illinois recommendations for the Partnership Assessment for Readiness for College and Careers (PARCC).

The District will also utilize the *District Math Program Rubric* produced by the *National Council for the Supervisors of Math (NCSM)*, to develop a District Math Program Implementation Evaluation tool to assess leadership supports, instructional capacity, professional development, student achievement, the curriculum, and assessment systems.

Rationale:

As the District enters year two of the math curriculum implementation, assessing program effectiveness and student growth to ensure that we are meeting established benchmarks is an essential next step. Using the *Numerical Fluency Assessment*, adapted from the *Early Numeracy Research Project Framework*, the District will engage in purposeful sampling of student data to verify that students are meeting established benchmarks. The *Numerical Fluency Assessment* consists of developmental pathways for counting, numeration, addition and subtraction, and multiplication and division for grades K-4. Grade 5 will utilize the Marilyn Burns assessment designed to track student growth with fractions and decimals.

This fluency assessment, administered by teachers using a one-on-one interview format, is aligned to the Common Core State Standards for Math (CCSS-M) and benchmarked by grade level. Each stage of the developmental pathway provides clear next steps for instruction to move students along the established learning trajectories. The criteria for each stage of mathematical mastery enables teachers to differentiate classroom instruction based on the assessment results, as well as identify students in need of intervention and enrichment.

The process of transitioning to new curriculum and materials often requires revision of processes and products based on quantitative and qualitative feedback from the first year of implementation. The 2014 Illinois Standards Achievement Test (ISAT) results for grade 3 were lower than previous years, and believed to be primarily a result of scope

and sequence misalignment with the ISAT. The curriculum scope and sequence, initially revised in spring 2014 based on teacher feedback, was again reviewed in the fall to ensure core concepts were introduced earlier in the school year.

Action Plan

The following table describes the specific steps that the District will take in order to accomplish these goals:

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>a) Teachers will receive professional development to utilize the Numerical Fluency Assessment in grades K-4 and Marilyn Burns Assessment for grade 5.</i>	October 2014 and January 2015	Principals, math facilitators, and teachers
<i>b) Math facilitators will support teachers with the use of the Numerical Fluency Assessment grades K-4 and Marilyn Burns Assessment for grade 5.</i>	Nov/Dec 2014 - April/May 2015	Math facilitators and teachers
<i>c) Teachers grades K-5 will receive training in the use of Contexts for Learning to supplement the District K-5 Math Curriculum</i>	October 2014 and January 2015	Principals, math facilitators, and teachers
<i>d) District Math Committee will evaluate the K-8 scope and sequence of the District math curriculum compared to the State of Illinois suggested scope and sequence to inform PARCC alignment.</i>	November and December 2014	K-8 District Math Committee members
<i>e) The Curriculum Office will review the District Math Program Rubric developed by the National Council for the Supervisors of Mathematics (NCSM) to construct a program evaluation system to evaluate the following: leadership supports, instructional capacity, professional development, student achievement, the curriculum, and assessment systems.</i>	November 2014 - May 2015	Curriculum Office and Admin. team

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>f) Math leadership team will engage in purposeful sampling of Numerical Fluency Assessment and Marilyn Burns Assessment to verify student benchmarks and student growth grades K-5.</i>	Dec 2014 - Jan 2015 and April-May 2015	Math facilitators

Evidence of Goal Attainment:

District

- Develop District Math Program Evaluation

Teachers

- Completion of training for K-5 teachers on the Numerical Fluency and Marilyn Burns Assessment tools and rollout plan for 2015-2016.
- Completion of training for K-5 teachers with *Contexts for Learning* units and integration plan for 2015-2016.
- Revised and aligned scope and sequence for District Math Curriculum

Students

- 85% of assessed students will meet the grade level benchmark on the Numerical Fluency and Marilyn Burns Assessment tools through purposeful sampling in May.
- STAR math winter SGP of at least 50.

Grade 3 Math Response Plan:

Action Steps for 2014-2015	Outcome	Description
<p><i>a) All teachers will be trained in the Numerical Fluency Assessment to track student growth and progress.</i></p>	<p>Provides an assessment system that tracks student progress and supports differentiated instruction.</p>	<p>One-to-one student interview that assesses student facility with number. Benchmarked by grade level and aligned to the Common Core.</p>
<p><i>b) Contexts for Learning will be utilized as supplements to the curriculum to support instruction around early multiplication, multiplication with a ratio table, and multiplication with division with the array.</i></p>	<p>Curriculum materials will be supplemented to support greater depth with instruction around topics of multiplication.</p>	<p>Two week units for each of the following: early multiplication, multiplication with a ratio table, and multiplication and division with the array.</p>
<p><i>c) Math curriculum scope and sequence has been revised, but will be reviewed against the State of Illinois recommended scope and sequence that is aligned to the Partnership Assessment for Readiness for College and Careers (PARCC).</i></p>	<p>Verification or revision of math scope and sequence.</p>	<p>District Math Committee will compare current scope and sequence to suggested sequence established by the State of Illinois to determine discrepancies. To see current grade 3 scope and sequence (Click here). To see an example of a unit plan, please (Click here).</p>

Verification of Action Plan:

- November/December - sample grade 3 students using *Numerical Fluency Assessment* (% meeting grade level benchmark)
- January - STAR winter SGP results (at least SGP of 50)
- April - sample grade 3 students using *Numerical Fluency Assessment* (% meeting grade level benchmark).

District Improvement Goals: Reading
Supporting Objectives:

The District will improve student access to a broader range of fiction and non-fiction resources in K-8 classrooms and enhance the range of text complexities to support the diversity of student reading needs.

Rationale:

The Common Core State Standards for English Language Arts (CCSS-ELA) intend for students to engage in “a broad range of high-quality, increasingly challenging literacy and informational texts.” This expectation requires students to engage in extensive reading both inside and outside of school. Students are expected to acquire knowledge of how different text types are structured, cite textual evidence to support their ideas, and enhance their background knowledge across a range of content areas. Students are also expected to develop habits as independent readers and critical consumers of informational text.

The variety, range of complexity, and volume of books required to support the CCSS-ELA for reading instruction will require a multi-year materials adoption effort. Classrooms must have a balance of fiction and non-fiction resources to support independent reading, mentor texts for the writing curriculum, and the range of instructional purposes as outlined in the CCSS-ELA.

Action Plan

The following table describes the specific steps that the District will take in order to accomplish this goal:

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>a) Literacy facilitators will conduct classroom needs assessments to support the enhancement of non-fiction titles grades K-8.</i>	November 2014 - April 2015	Literacy facilitators and teachers
<i>b) Literacy facilitators will conduct inventories to assess the range of text complexity in K-6 classrooms and differentiated text sets for grades 7 and 8 to support the range of student reading needs.</i>	November 2014 - April 2015	Literacy facilitators and teachers
<i>c) Curriculum Office will order reading materials based on the analysis of the needs assessment.</i>	April and May 2015	Curriculum Office team

Evidence of goal attainment

- Completed inventory of K-8 classrooms
- Needs analysis of reading materials

SCHOOL GOALS AND ACTION PLANS 2014-2015

School Improvement Goal: Math

Schools: Crow Island, Greeley, Hubbard Woods and Skokie School

Supporting Objectives:

Students grades 1-6 will demonstrate an increased understanding and use of the *Standards for Mathematical Practice* that are supported by the implementation of the District's math curriculum and materials.

Using the *Engaging in Mathematical Practices Matrix*, teachers will document the evidence they see of students demonstrating understanding and use of the math practices in their classrooms. This will be benchmarked three times throughout the year, to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M).

Rationale

The Partnership Assessment for Readiness for College and Careers (PARCC) will replace the Illinois Standards Achievement Test (ISAT) in March and May 2015. The March administration of the PARCC, known as the Performance Based Assessment (PBA), will assess the *Standards for Mathematical Practice* with equal weight to the content standards. Assessing student growth in the *Standards for Mathematical Practice* is essential to support the development of students' overall math proficiency and development.

Members of the *National Council for the Teachers of Mathematics (NCTM)* have highlighted math practices *1b. Students' ability to persevere in problem-solving* and *3b. Construct viable arguments and critique the reasoning of others* as critical to emphasize during instruction. In order to support this growth, teachers will utilize questioning strategies to facilitate students' application of the math practices based on strategies outlined in the *Five Practices for Orchestrating Productive Mathematics Discussions*. Students will also be supported to approach problem-solving using multiple strategies, including visual representation to facilitate flexible and fluid math reasoning skills.

Data Analysis

The administrative team met in early September to carefully analyze data available to them. This included the following information sources:

- Reviewed 2014 ISAT data by strand and grade level

- Common Core State Standards for Mathematics (CCSS-M) and the *Standards for Mathematical Practices*
- *Engaging in Mathematical Practices Matrix*

Action Plan

The following table describes the specific steps that Crow Island, Greeley, Hubbard Woods, and Skokie Schools will take in order to accomplish this goal. Each “Action Step” is accompanied with a reference to the themes of consistency, communication, and/or transition as our learning community identified them as areas for targeted improvement during the District’s Strategic Planning Process.

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>a) Math facilitators will meet with grade level teams once a month to review Common Core Standards for math as it relates to the current units they are teaching and support a consistent integration of the Standards for Mathematical Practice: 1a. Making sense of problems; 1b. Persevere in solving problems; 2. Reason abstractly and quantitatively; 3a. Construct viable arguments; 3b. Construct viable arguments and critique the reasoning of others (consistency, communication).</i>	September 2014- May 2015	Math facilitators and grade level math teams
<i>b) Teachers will work with facilitators to determine appropriate evidence and benchmark student understanding of the mathematical practices in their classrooms through the use of the Engaging in Mathematical Practices Matrix in the context of the District math curriculum (consistency, communication).</i>	Oct/Nov 2014	Math facilitators and grade level math teams
<i>c) Students will apply use of the math practices during daily math problem-solving (consistency and communication).</i>	Fall 2014 - Spring 2015	Math facilitators and grade level math teams

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
d) Teachers will work with facilitators to obtain a mid-year benchmark for student application of the Mathematical Practices based on gathered evidence (consistency, communication).	January 2015	Math facilitators and grade level math teams
e) Students will continue application of practices during daily math investigations and across the curriculum units. Teachers will use data from mid-year benchmark to guide instruction (consistency, communication).	January - May 2015	Math facilitators and grade level math teams.
f) Teachers will work with facilitators to engage in an end-of-the-year analysis of student understanding and use of the mathematical practices to review the benchmarks for student growth (consistency, communication).	May 2015	Math facilitators and grade level math teams.

Evidence of goal attainment:

- Instructional review of student assessment data across math units in grades 1-6 will reflect an increase in students' ability to retain and apply the *Standards for Mathematical Practice*.
- Evidence of student growth regarding the mathematical practices using the Mathematical Practices Matrix will reflect at least 85% of the students in the "beginning application" (center) column of the rubric for their grade level.
- Students will show growth on the common assessment for Probability and Statistics.

**School Improvement Goal: Math
Carleton Washburne School**

Supporting Objective:

Within this unit of study, students will demonstrate an increased understanding and use of mathematical practices that are supported by the implementation of the District's math curriculum and materials. Utilizing the *Illustrative Mathematics* website, the Washburne math team will identify specific problem-solving tasks to supplement the

grade 7 Probability and Statistics unit. Lessons will be integrated into the current curricular scope and sequence through the use of classroom Smartboards.

Students will be assessed prior to instruction and after the unit is completed to determine growing proficiency in the students' use of the mathematical practices as defined by the Common Core State Standards for Math (CCSS-M). Teachers will document the evidence they see of students demonstrating understanding and use of math practices *3a. Construct viable arguments; and 3b. Construct viable arguments and critique the reasoning of others* in the context of the seventh grade Probability and Statistics unit.

Rationale

The Partnership Assessment for Readiness for College and Careers (PARCC) will replace the ISAT in March and May 2015. The March administration of the PARCC, known as the Performance Based Assessment (PBA), will assess the *Standards for Mathematical Practice* with equal weight to the content standards. Assessing student growth in the *Standards for Mathematical Practice* is essential to support the development of students' overall math proficiency and the development.

Members of the *National Council for the Teachers of Mathematics (NCTM)* have highlighted math practices *1b. Students' ability to persevere in problem-solving* and *3b. Construct viable arguments and critique the reasoning of others* as critical to emphasize during instruction. In order to support this growth, teachers will utilize questioning strategies to facilitate students' application of the math practices based on strategies outlined in the *Five Practices for Orchestrating Productive Mathematics Discussions*.

Data Analysis

The administrative team met in early September to carefully analyze data available to them. This included the following information sources:

- Reviewed 2014 ISAT data by strand and grade level
- Common Core State Standards for Mathematics (CCSS-M) and the *Standards for Mathematical Practices*
- *Engaging in Mathematical Practices Matrix*

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<p><i>a) Math facilitators meet weekly with the grade level team during the Probability and Statistics unit to review Common Core Standards for math as it relates to the current units they are teaching and support a consistent integration of Standards for Mathematical Practice: 1b. Persevere in solving problems; 3a. Construct viable arguments; 3b. Construct viable arguments and critique the reasoning of others (consistency, communication).</i></p>	<p>Fall 2014 - Spring 2015</p>	<p>Math facilitator and grade level math team</p>
<p><i>b) Grade level math team will review Illustrative Mathematics website, select relevant tasks, and provide a rationale for incorporating the task into the Probability and Statistics unit.</i></p>	<p>November 2014</p>	<p>Math facilitator and grade level math team</p>
<p><i>c) Selected tasks will be integrated with the current classroom resource, sequenced, and uploaded into the Smartboard instructional deck across the grade level.</i></p>	<p>November 2014</p>	<p>Math facilitator and grade level math team</p>
<p><i>d) Teachers will work with facilitators to determine appropriate evidence of student understanding of the mathematical practices in their classrooms through the use of the Engaging in Mathematical Practices Matrix in the context of the District math curriculum (consistency, communication).</i></p>	<p>April/May 2015</p>	<p>Math facilitator and grade level math team</p>
<p><i>e) Students will apply use of the practices during the Probability and Statistics unit (consistency and communication).</i></p>	<p>April/May 2015</p>	<p>Math facilitator and grade level math team</p>
<p><i>g) Teachers will use student formative evidence from unit lessons to guide instruction (consistency, communication).</i></p>	<p>April/May 2015</p>	<p>Math facilitator and grade level math team.</p>

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>h) Teachers will work with facilitators to engage in an end-of-the-unit analysis of student understanding and use of the mathematical practices. (consistency, communication).</i>	April/May 2015	Math facilitator and grade level math team.

Evidence of goal attainment:

- Instructional review of student work during the Probability and Statistics unit in grade 7 will reflect an increase in students’ ability to retain and apply the *Standards for Mathematical Practice: 1b. Persevere in solving problems; 3a. Construct viable arguments; 3b. Construct viable arguments and critique the reasoning of others*
- Evidence of student growth regarding the math practices will reflect at least 85% of the students in the “beginning application” (center) column of the rubric.

**School Improvement Goal : Language Arts
Crow Island, Greeley, Hubbard Woods, Skokie and Washburne Schools**

Supporting Objective

Students in grades 1-8 will demonstrate growth in opinion/argument writing.

Rationale

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying claims about real events with reasons and supporting evidence. Students learn that a key purpose of writing is to communicate clearly to an external audience, and they learn to adapt their writing to accomplish a certain task and purpose. College and Career Readiness (CCR) standards help to define skills and understandings that all students must demonstrate.

With that in mind, students will focus on the following Common Core Anchor Standards for writing: 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence; 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; 6. Use

technology, including the internet, to produce and publish writing; and, 10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

The Teachers College opinion and argument writing checklists are aligned to the new Common Core State Standards and our District curriculum. They offer us a common vehicle to collect student information to help guide differentiated instruction, provide targeted feedback to students through conferring, and to monitor individual student growth, and progress by text type.

Data Analysis

The analysis of the 2014 District Writing Assessment for grades 3-8 revealed that students are on track with the grade level benchmarks in the areas of focus, organization, elaboration, and conventions. However, when comparing the relative strength of student performance across the four strands, it was clear that all grades would benefit from greater support in the area of elaboration. Using the CCR anchor standards (1, 4, 5, 6, and 10) as a guide, we determined that the selected opinion and argument units would support further skill development with elaboration, while continuing to also support the other three strands of focus organization, and conventions.

Action Plan

The following table describes the specific steps that Crow Island, Greeley, Hubbard Woods, Skokie, and Washburne schools will take to accomplish this goal. Each “Action Step” is accompanied with a reference to the themes of consistency, communication, and/or transition, as our learning community identified these areas for targeted improvement during the District’s Strategic Planning Process.

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>a) The literacy facilitators will meet with grade level language arts teachers monthly (K-4) and weekly (5-8) to guide targeted implementation and consistency of practice of writing instruction across the grade levels (consistency and communication).</i>	Fall 2014-May 2015	Literacy facilitators and grade level teams

Action Steps for 2014-2015	Initiation Date/ Completion Date	Notes
<i>b) Teachers review and apply the instructional criteria expected for the text type being assessed: lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation (consistency and communication).</i>	7/8: Oct/Nov 5/6: April/May K-4: January	Literacy facilitators and grade level teams
<i>c) Students will participate in an on-demand writing assessment (to serve as a pre-assessment) from the chosen opinion/argument writing unit to be assessed (consistency).</i>	7/8: September 5/6: April/May K-4: January	Literacy facilitators and grade level teams
<i>e) Teachers will use benchmark data on lead, transitions, ending, organization, elaboration, craft, spelling, and punctuation to help guide differentiated instruction and provide differentiated feedback to students through mini-lessons and individual and small group conferences (consistency, transition, communication).</i>	7/8: Oct/Nov 5/6: April/May K-4: Jan/Feb	Literacy facilitators grade level teams
<i>f) Students will participate in an end-of-unit on-demand writing assessment (to serve as a post-assessment) (consistency, transition, communication).</i>	7/8: November 5/6: April K-4: February	Literacy facilitators and grade level teams
<i>g) Teachers will assess each student's progress using the Teachers College assessment tool which focuses on lead, transitions, endings, organization, elaboration, craft, spelling, and punctuation (consistency, transition, communication).</i>	7/8: December 5/6: April K-4: February	Literacy facilitators and grade level teams

Evidence of goal attainment:

- 80% of Students will demonstrate growth between the pre- and post-assessment within the writing text type as evidenced by the assessment tool criteria.
- Teams will review student data to determine student learning patterns to further inform differentiation strategies.



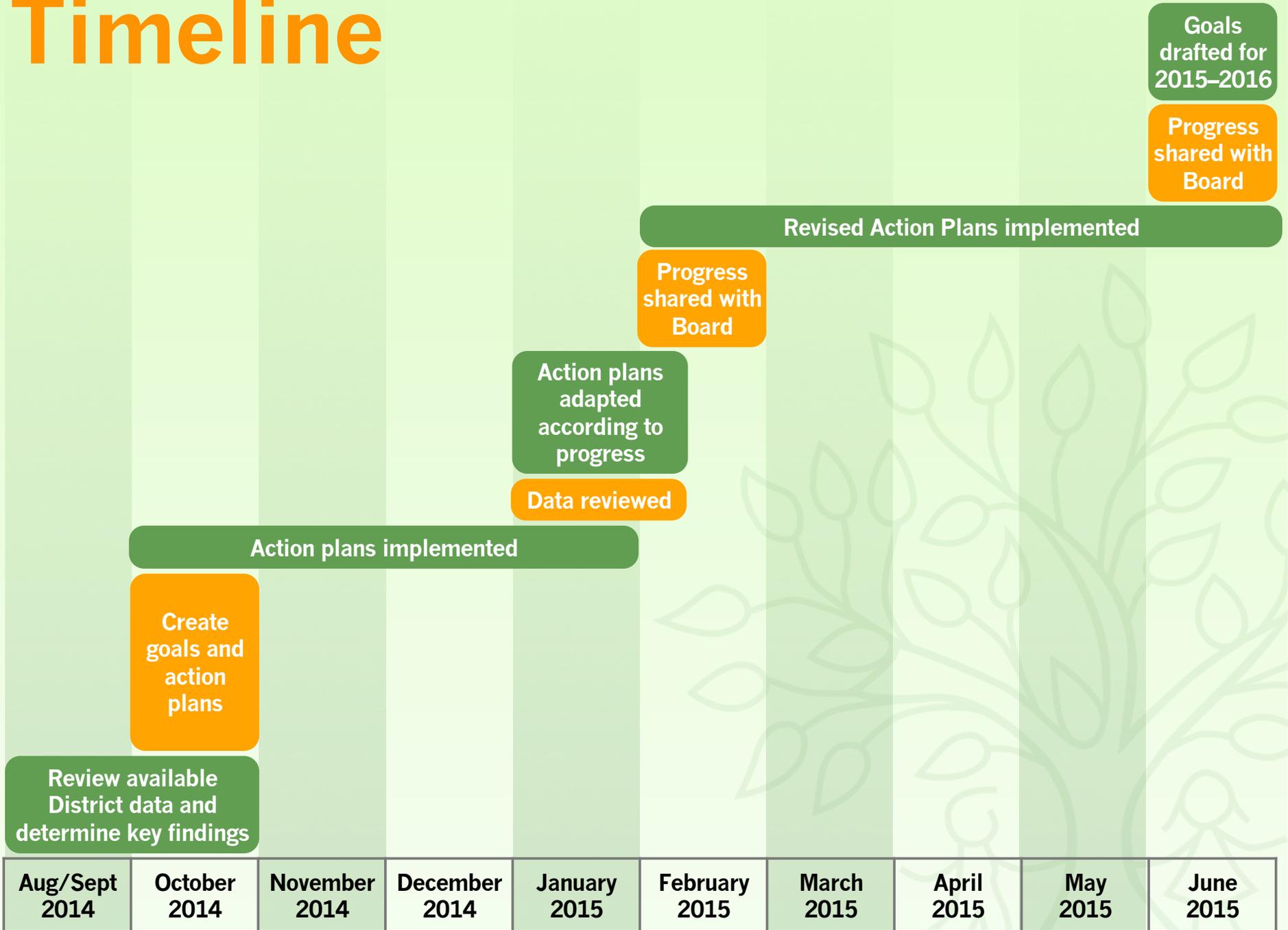
District & School Improvement Plans

November 18, 2014

Essential Questions

- ▶ How is the District applying feedback from quantitative and qualitative data from year one of the curriculum implementations to year two?
- ▶ What additional instructional resources are necessary to support the diverse needs of our learners?
- ▶ Which assessment practices will best support the growth of District instructional programs?

Timeline



District and School Improvement Plan 2014-2015:

Overview of Supporting Objectives:

District:

Develop District math program evaluation

Teachers:

Complete training for numerical fluency assessments and *Context for Learning* for grades K-5

Review math scope and sequences grades K-8

Students:

Demonstrate growth within the *Standards for Mathematical Practice* grades 1-8 and the opinion/argument writing rubric developed by Teachers College grades K-8

**District Improvement Goal 1:
Mathematics**

*Goal Area: Curriculum, Instruction,
& Assessment*

District Improvement Goal 1: Mathematics

Goal Area: Curriculum, Instruction, & Assessment

Supporting Objective:

The District will improve student math achievement in the areas of numerical fluency, the *Standards for Mathematical Practice*, and develop a tool to evaluate the District math implementation

Transition From Year One to Year Two of Math Implementation

- ▶ Establish K-5 assessment system to track numerical fluency
 - ▶ Implement supplementary materials for grades K-5
 - ▶ Assess math curriculum implementation across all domains
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District Improvement Goal 2: Reading
*Goal Area: Curriculum, Instruction,
& Assessment*

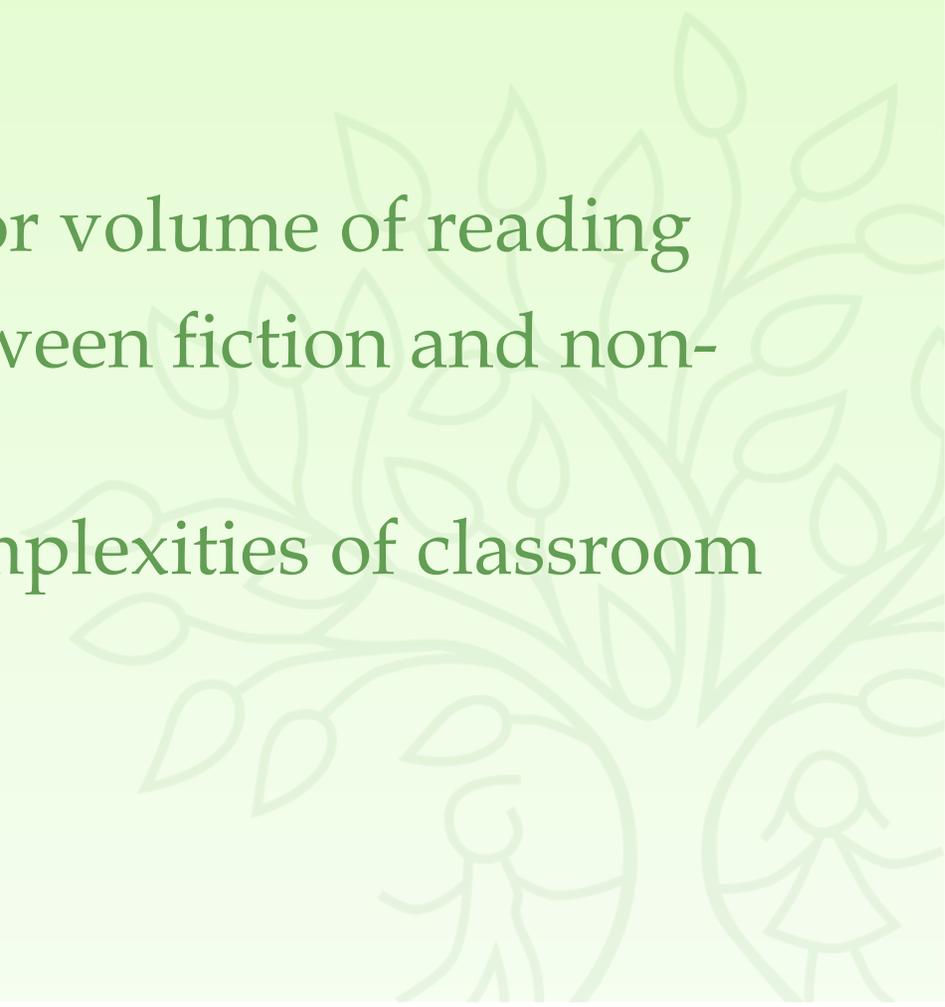
District Improvement Goal 2: Language Arts

Goal Area: Curriculum, Instruction, & Assessment

Supporting Objective:

The District will increase student access to broader range of fiction and non-fiction resources in K-8 classrooms, and enhance the range of text complexities to support the diversity of student needs.

Transition to Common Core Reading Expectations

- ▶ Increased expectations for volume of reading
 - ▶ Enhance the balance between fiction and non-fiction texts
 - ▶ Expand range of text complexities of classroom libraries
- 

School Improvement Goal 1: Mathematics
*Goal Area: Curriculum, Instruction,
& Assessment*

School Improvement Goal 1: Mathematics

Goal Area: Curriculum, Instruction, & Assessment

Supporting Objective:

Crow Island, Greeley, Hubbard Woods, Skokie, and Carleton Washburne Schools

Students will demonstrate an increased understanding and application of *The Standards of Mathematical Practices*: 1a. *Making sense of problems*; 1b. *persevere in solving problems*; 2. *reason abstractly*; 3a. *construct viable arguments*; 3b. *critique the reasoning of others* as outlined in the Common Core State Standards for Math.

Engaging in Mathematical Practices

Standards for Mathematical Practice	Evidence of Practices Examples and Student Questions that I can ask myself and others	Fall = F Winter = W Spring = S		
		Beginning Awareness	Beginning Application	Consistent Application
1a. Makes sense of problems	Thinks about the meaning of the problem and determines the important information. Decides on an entry point. Uses more than one strategy. Practices patience, persistence, and flexibility. <i>Possible Student Questions:</i> What is this problem about? What do I know? What do I need to find out?	Needs guidance to determine important information in a problem.	Determines important information and uses strategies to determine an entry point to begin solving a problem.	Plans a solution pathway rather than jumping into a solution attempt, and monitors strategy to ensure it makes sense throughout all of the steps of solving the problem.
1b. Perseveres in solving problems	What strategies would help me solve this problem? When I'm stuck, what else can I try? Does my solution make sense?	Needs encouragement to stick with solving a challenging problem.	Modifies approach in finding a solution to a problem based on effectiveness of first attempt.	Persists with various approaches over time, and learns from previous solution attempts.
2. Reasons abstractly and quantitatively	Uses models or pictures to make sense of quantities and their relationships in problem situations. Understands that mathematical expressions can be converted to real-world situations and visa versa. <i>Possible Student Questions:</i> What's the meaning of the numbers I'm using? How can I use numbers, symbols, and models to represent real-world situations? How can I represent real-world situations using numbers, symbols and models?	Uses one of the following representations to make sense of quantitative relationships: <ul style="list-style-type: none"> • manipulatives/pictures • numbers and symbols • real world situations 	Moves between various representations of quantitative relationships with guidance using: <ul style="list-style-type: none"> • manipulatives/pictures • numbers and symbols • real world situations 	Flexibly uses varied representations and approaches when contextualizing and decontextualizing quantitative relationships independently with: <ul style="list-style-type: none"> • manipulatives/pictures • numbers and symbols • real world situations
3a. Constructs viable arguments	Uses effective written and verbal communication to explain, defend, or critique mathematical understanding. <i>Possible Student Questions:</i> Why does that work? Why is that true? How did you get that? What is missing or flawed about this explanation? How can you clarify and/or explain your thinking?	Explains what he/she did, but is unable to articulate why.	Explains what he/she did and why, but is still developing how to clearly communicate reasoning to others.	Justifies why his/her solution is mathematically correct using precise language so that reasoning is clear to others.
3b. Critiques the reasoning of others		Discusses others' ideas and approaches.	Explains other students' solutions and begins to identify strengths and weaknesses of the solution.	Uses mathematical arguments to evaluate various solution strategies and reasoning of others.

Name: _____

Grade: _____ Year: _____

School Improvement Goal 1: Mathematics

Goal Area: Curriculum, Instruction, & Assessment

Supporting Objective:

Carleton Washburne School

Students in grade 7 will demonstrate growth on the grade-level common assessment for Probability and Statistics.

**School Improvement Goal 2:
Language Arts**

*Goal Area: Curriculum, Instruction,
& Assessment*

Anchor Standards for Writing

- ▶ Produce clear and coherent reasoning and relevant and sufficient evidence
- ▶ Develop and strengthen writing by planning, revising, editing, and rewriting
- ▶ Use technology to produce and publish writing
- ▶ Write routinely over extended and shorter time frame

School Improvement Goal 2: Language Arts

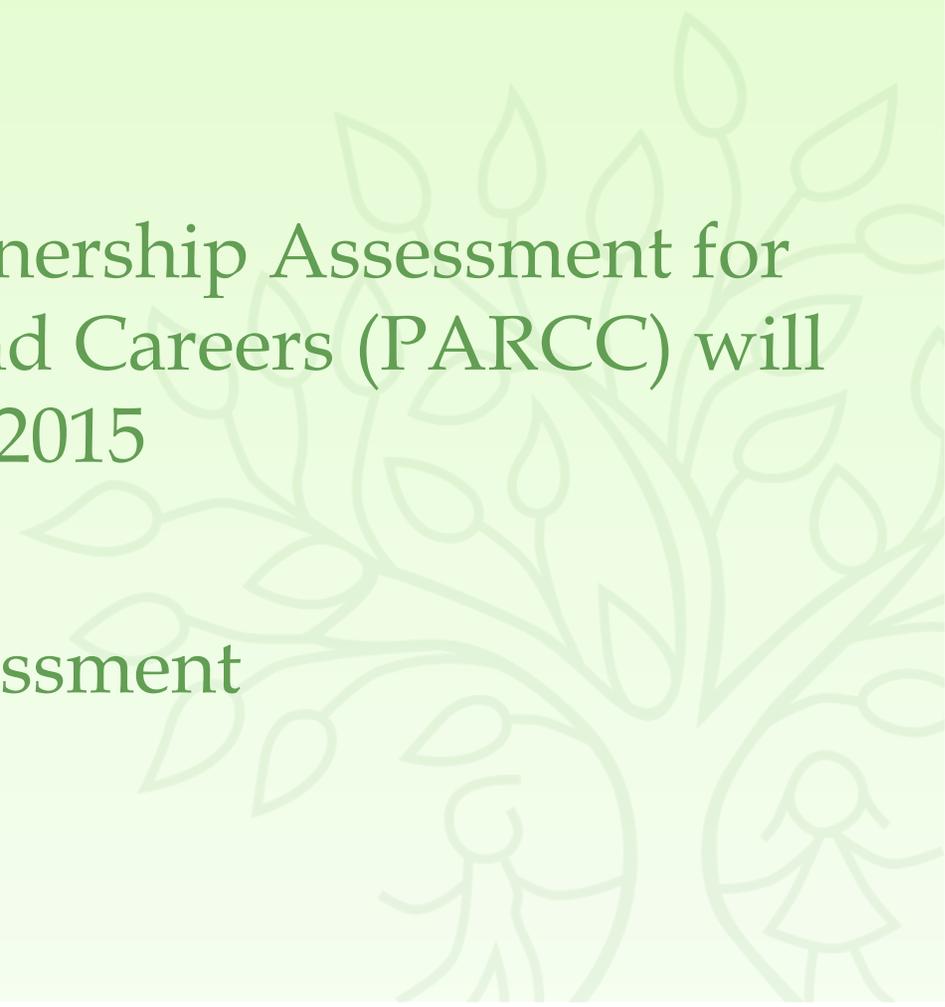
Goal Area: Curriculum, Instruction, & Assessment

Supporting Objectives:

Crow Island, Greeley, Hubbard Woods, Skokie, and Washburne Schools

Students in grades 1-8 will demonstrate growth in opinion/argument writing.

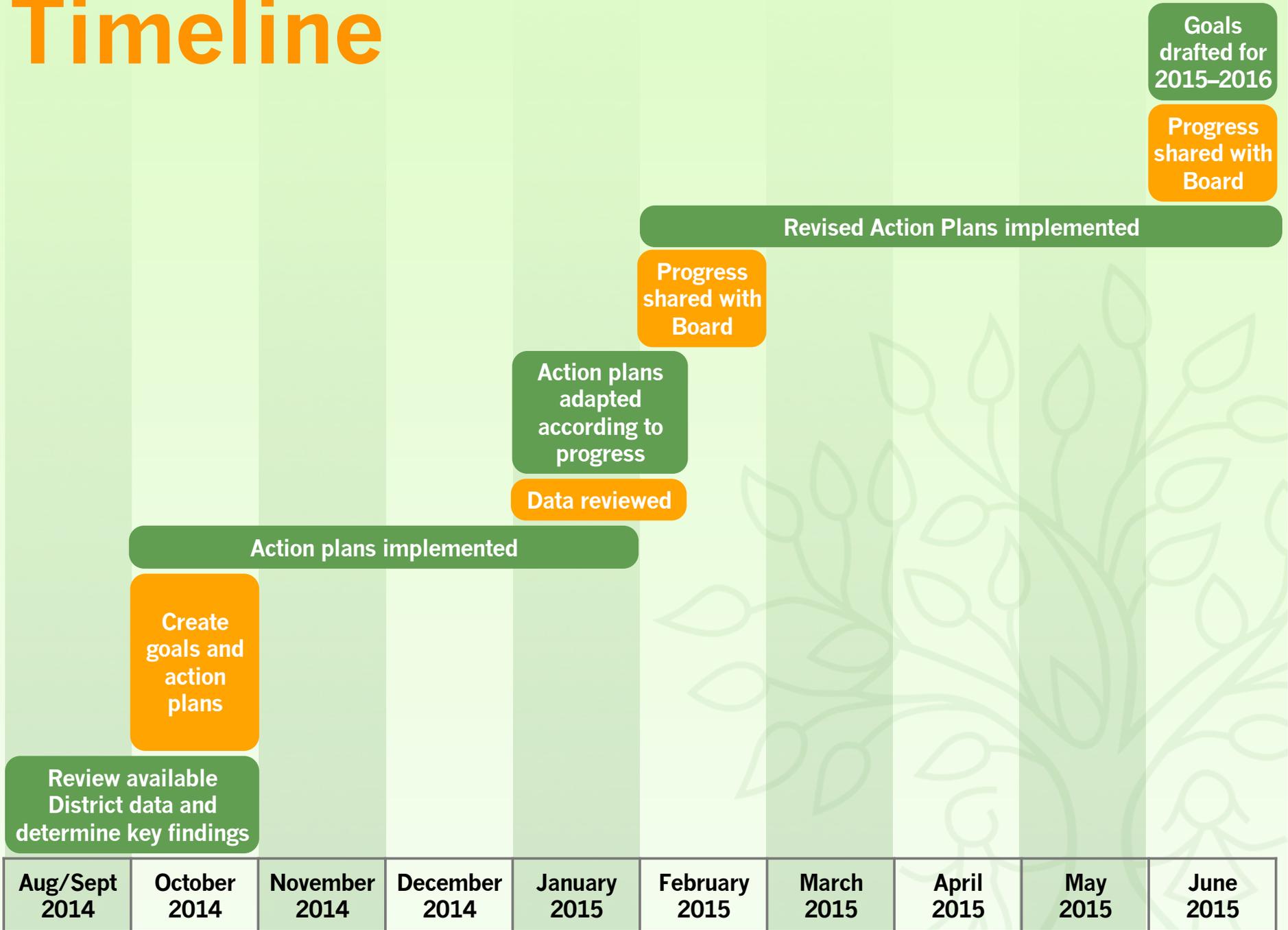
Assessing Our Growth and Progress: Opportunities and Challenges

- ▶ Benchmarks for the Partnership Assessment for Readiness for College and Careers (PARCC) will not be set until summer 2015
 - ▶ Winter STAR testing
 - ▶ Numerical Fluency Assessment
- 

Next Steps

Action	Date
Provide District and School Improvement Plan updates	February School Board meeting
Provide summary of data if applicable	February School Board meeting
Provide rationale for District program evaluation	February School Board meeting

Timeline





Q & A