U46
ACADEMIC
SUCCESS
FOR ALL

U-46 Board of Education
Continuous School Improvement Plans
February 4, 2019

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Continuous Improvement Process

U46 STRATEGIC PLAN

Student Achievement

Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Effective & Engaged Staff

Aspiration: We will value, develop, and recruit a forward-thinking, highly qualified, and diverse workforce.

Community Engagement

Aspiration: We will engage in meaningful and effective relationships with all families and the greater community.

Excellence, Efficiency & Accountabilty

Aspiration: We will advocate for and utilize systems and resources that promote operational excellence, efficiency and accountability.

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Student Achievement

Priority 1: *We will implement and support a challenging, standards based curriculum across all content areas.*

Priority 2: *We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social, and emotional needs of each student.*

Metrics

Priority 1: *Increase the percentage of students who are prepared for kindergarten.*

Increase the percentage of students who are college and career ready.

Priority 2:
Increase the percentage of students who feel safe at school.

Effective & Engaged Staff

Priority 3: *We will value our collective differences and develop and recruit a high quality workforce that honors and reflects the diversity of our students.*

Priority 4: *We will encourage collaboration and provide differentiated support to all staff members to grow as professionals throughout their career.*

Metrics

Priority 3:
Increase retention rate for employees who rate proficient or higher on their employee evaluations.

Increase the percentage of staff who rate principals as highly effective in creating a strong school culture.

Priority 4: *Increase the percentage of teachers who agree that their professional development is rigorous and focused on student learning.*

Increase the percentage of teachers and school leaders who perceive the evaluation process as improving their professional practice.

Community Engagement

Priority 5: *We will partner with families and the greater community to foster shared ownership and aligned support for our priorities.*

Priority 6: *We will support and empower schools to be welcoming centers of family and community engagement.*

Metrics

Priority 5: *Develop and promote additional opportunities each year for community members to meet with Board members and provide feedback on district initiatives and issues.*

Increase family and community member participation and volunteerism in school and district sponsored activities and events.

Priority 6:
Increase parents' satisfaction rates on how welcome and respected they feel within the district.

Excellence, Efficiency & Accountabilty

Priority 7: *We will advocate for and utilize systems and resources that promote operational excellence, efficiency and accountability.*

Priority 8: *We will clearly and effectively communicate our use of resources to the greater community.*

Metrics

Priority 7:
Increase the number of programs analyzed for instructional cost-effectiveness (ROI).

Increase the percentage of budget dedicated to instruction.

Priority 8: *Increase participation in collaborative efforts to improve the school funding system in Illinois.*

School Level Accountability Plan aligned to District Strategic Plan

Student Achievement				
Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduate to be competitive members of the global society				
Priority 1: We will implement and support a challenging, standards based curriculum across all content areas.				
High School Definition		Middle School Definition		Elementary School Definition
Goal A:Standards-Based Learning Our school will ensure that each student has access to standards-based core instruction that is differentiated, that uses their strengths, and in which formative assessments support student growth.				**Goal B: Early Childhood Learning** Our school will ensure developmentally, culturally and linguistically appropriate practices in Tier I, Tier II and Tier III for early childhood students
Increase unique high school students enrolled in AP courses by 2% annually or attain 30% enrollment overall	Increase the percent of students who are college and career ready as measured by PSAT(9,10,11) in both reading and mathematics	Increase the percent of students who are college and career ready as measured by PSAT8 in both reading and mathematics	Increase the percent of students who are college and career ready as measured by PARCC in both reading and mathematics	Increase the percent of students who are at or above the benchmark on all KIDS' domains
Increase students graduating within 5 years by 3% annually or obtain 99% overall	Increase the percent of students passing Freshman mathematics courses with a C or better	Increase the percent of students Algebra ready as measured by a score of 235+ during 8th grade as measured by NWEA MAP mathematics	Increase the percent of students Algebra ready as measured by a score of 227 during 6th grade as measured by NWEA MAP mathematics	Increase the percent of students at the 50%ile (RIT 191) in mathematics during 2nd grade as measured by NWEA MAP
Increase unique high school students receiving industry credentials by 5% annually or attain 25% overall	Increase the percent of students who engage in career exploration (2018-)			

Student Achievement				
Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduate to be competitive members of the global society				
Priority 2: We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social, and emotional needs of each student.				
High School Definition		Middle School Definition		Elementary School Definition
Goal B: Safety Our school will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social and emotional needs of each student.				Safety Our school will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social and emotional needs of each student.
Increase annually the scale points earned on the 5Essentials score as reported by students on multiple questions related to safety		Increase annually the scale points earned on the 5Essentials score as reported by students on multiple questions related to safety		Increase annually the scale points earned on the 5Essentials score as reported by students on multiple questions related to safety

Community Engagement				
Aspiration: We will engage in meaningful and effective relationships with all families and the greater community.				
Priority 6: We will support and empower schools to be welcoming centers of family and community engagement.				
High School Definition		Middle School Definition		Elementary School Definition
Goal C: Family and Community Engagement Our school will increase our families' understanding of what their child/children are expected to learn at school and how they can support their child/children's learning at home.				
Increase annually family and community member participation and volunteerism in school and district sponsored activities and events as measured by responses of "To a Great Extent" to Parent Connectedness questions on the Parent Survey within the 5Essentials,		Increase annually family and community member participation and volunteerism in school and district sponsored activities and events as measured by responses of "To a Great Extent" to Parent Connectedness questions on the Parent Survey within the 5Essentials,		Increase annually family and community member participation and volunteerism in school and district sponsored activities and events as measured by responses of "To a Great Extent" to Parent Connectedness questions on the Parent Survey within the 5Essentials,
Increase annually how welcomed and respected family and community members feel within the district as measured by responses of "Usually" and "Always" to Parent Assessment of Involvement questions on the Parent Survey within the 5Essentials		Increase annually how welcomed and respected family and community members feel within the district as measured by responses of "Usually" and "Always" to Parent Assessment of Involvement questions on the Parent Survey within the 5Essentials		Increase annually how welcomed and respected family and community members feel within the district as measured by responses of "Usually" and "Always" to Parent Assessment of Involvement questions on the Parent Survey within the 5Essentials

Elementary Continuous School Improvement Review Protocol

U-46 ACADEMIC SUCCESS FOR ALL

Suggested Time	Activity	School's Outcome	Cabinet's Stance
		Norms • Start on time and end on time • Respect equity of voice • Keep students, teachers and communities we serve at the center of the discussion • Challenge the issues, not the person - and a culture in which we value thoughtful debate and colleagues who raise critical perspectives	
5 minutes	Welcome and Purpose	Welcome visitors	The goal of the 18-19 Cabinet Data Review Visits is to create alignment between U-46 central office and school sites in our efforts to support shared understanding, increased collaboration, equitable opportunity, and improved student learning results in our district.
	Introductions	School Team Names & Roles	Central Office Support Team Names & Roles
	Expectations	Given the *Mindsets Are Key to Effective Data Use* article that we all read before this meeting, what is one hope your team has for our time together today?	

Pre-reading for
School Improvement
Data Reviews

Research Says / Mindsets Are Key to Effective Data Use

Bryan Goodwin

Better data drive better decisions—or so we think. Yet all around us are examples of people and organizations with good information making bad decisions. Consider the case of Blockbuster. Less than a decade ago, Blockbuster had 8,000 stores in 17 countries and millions of customers. It was awash in data, including customer surveys that said people disliked going to video stores and hated late fees. Company leaders were also well aware of the rapid growth of Netflix, having turned down offers to acquire it. Despite all this telling information, Blockbuster failed to change with the times—and went bankrupt in 2010 (Satell, 2014).

Accounts of what happened inside Blockbuster reveal striking parallels to observations of school data teams. These observations show that putting data in teachers' hands doesn't guarantee better student performance. Many obstacles thwart the effective use of data in schools, including aspects of the data themselves and the mindsets of those expected to act on the data.

		Convey with conviction	Listen to understand
15 minutes	Share School Goal Statement: **Standards-Based Learning, Goal A:** Our school will ensure that each student has access to *standards-based core instruction* that is differentiated, that uses their strengths, and in which assessments support student growth. **and/or** **Early Childhood Learning, Goal B:** Our school will ensure developmentally, culturally and linguistically appropriate practices in *Tier I, Tier II and Tier III* for early childhood students **and/or** **Family and Community Engagement, Goal C:** Our school will increase family and community member participation and volunteerism in school and district sponsored activities and events	• Unpack the School Goal Statement. • Articulate Your Why: Explain "why" this important to your school community and to the work that you are doing.	Ask clarifying & probing questions.
30 minutes	Growth Mindset Analysis	*Gutsy Revelations & Realizations!* Describe how your data reflects your strengths of practice. Describe areas in which your practice is relatively not yet as strong, as per your data. / Framing Questions • How might you be using systems to create continuous school improvement? • What is your school's culture regarding the use of data for continuous school improvement? • How is a culture for learning being establish within your school community? • How might educators within your building describe their roles in impacting continuous school improvement? • What might be some ways you are capitalizing upon challenges/obstacles/successes that you encounter within your	*Listen to understand* Ask clarifying & probing questions.

				school community? • As we consider our district's commitment to equity and to serving ALL students, what is one **courageous question** your SIP team is asking about practice at your school?	
				Describe what you are learning from your data.	
20 minutes		Resource Allocation		*Share honestly and transparently* • Describe how you are optimizing your school resources to support school improvement. • Describe the type of central office action/resources that would support your success. Are there ESC team members you would like to request to join your SIP team for future meetings?	*Listen to understand* Ask clarifying & probing questions
10 minutes		Closing Reflections		• Describe your feelings on the data review process and how you might use it enhance school improvement in your community. • Leave us with one final celebration that you would like to share.	*Listen to understand* Ask clarifying questions.
10 minutes		Feedback		*Listen to understand* Ask clarifying questions.	Continuous School Improvement Data Review Feedback Rubric Describe next steps

U-46 Continuous School Improvement Review Feedback Rubric		
Category	Proficient	Framing Question
Evidence of Cohesive and Comprehensive Plan	• The plan is complete, widely communicated, contains clear goals and an action plan based on identified needs. • The results are systematically evaluated and revised, and clearly communicated to all representative stakeholder groups. • The process of improvement is ongoing and cyclical.	• How might you be using systems to create continuous school improvement? • How is a culture for learning been established within your school community?

U-46 Continuous School Improvement Review Feedback Rubric

Category	Proficient	Framing Question
Ability to Stay in a Reflective Stance	• The plan shows evidence that the team operates exclusively in a reflective stance. • The plan shows evidence that the team almost always uses new understandings and new learnings to inform their plan of action and improve the way they work. • There is evidence that the plan has been developed collaboratively through thoughtful discussions, brainstorming sessions, and revisions based in research and data.	• What might be some ways you are capitalizing upon challenges/obstacles/successes that you encounter within your school community? • As we consider our district's commitment to equity and to serving ALL students, what is one courageous question your SIP team is asking about practice at your school?

U-46 Continuous School Improvement Review Feedback Rubric		
Category	Proficient	Framing Question
Efficiency of Resource Allocation (the plan)	• All resources directly align to the school's goals, mission, and vision. • The plan describes how resources significantly impact adult behaviors, and therefore student outcomes. • Resources are explicitly chosen and continuously monitored to impact student outcomes.	• Describe how you are optimizing your school resources to support school improvement. • Describe the type of central office action/resources that would support your success. Are there ESC team members you would like to join your SIP team for future meetings?

U-46 Continuous School Improvement Review Feedback Rubric		
Category	Proficient	Framing Question
Level of Analysis	• The data are correctly analyzed. • The presentation includes both reporting out data and analysis of data. • Analysis includes a look at multiple dimensions (school, grade level, sub-groups), focusing on the areas of greatest strength, as well as on areas of greatest challenge. • Data analysis is directly aligned to increasing student learning with explicit action steps to address weaknesses and maintain strengths.	• Articulate Your Why: Explain "why" this important to your school community and to the work that you are doing. • What is your school's culture regarding the use of data for continuous school improvement?

U-46 Continuous School Improvement Review Feedback Rubric		
Category	Proficient	Framing Question
Clarity of the Presentation	• The presentation addresses all components of the plan. • All data and analysis are presented clearly. • The presentation clearly describes a plan to increase student learning.	• Describe your feelings on the data review process and how you might use it to enhance school improvement in your community. • Leave us with one final celebration that you would like to share.

School Improvement Data Reviews Completed
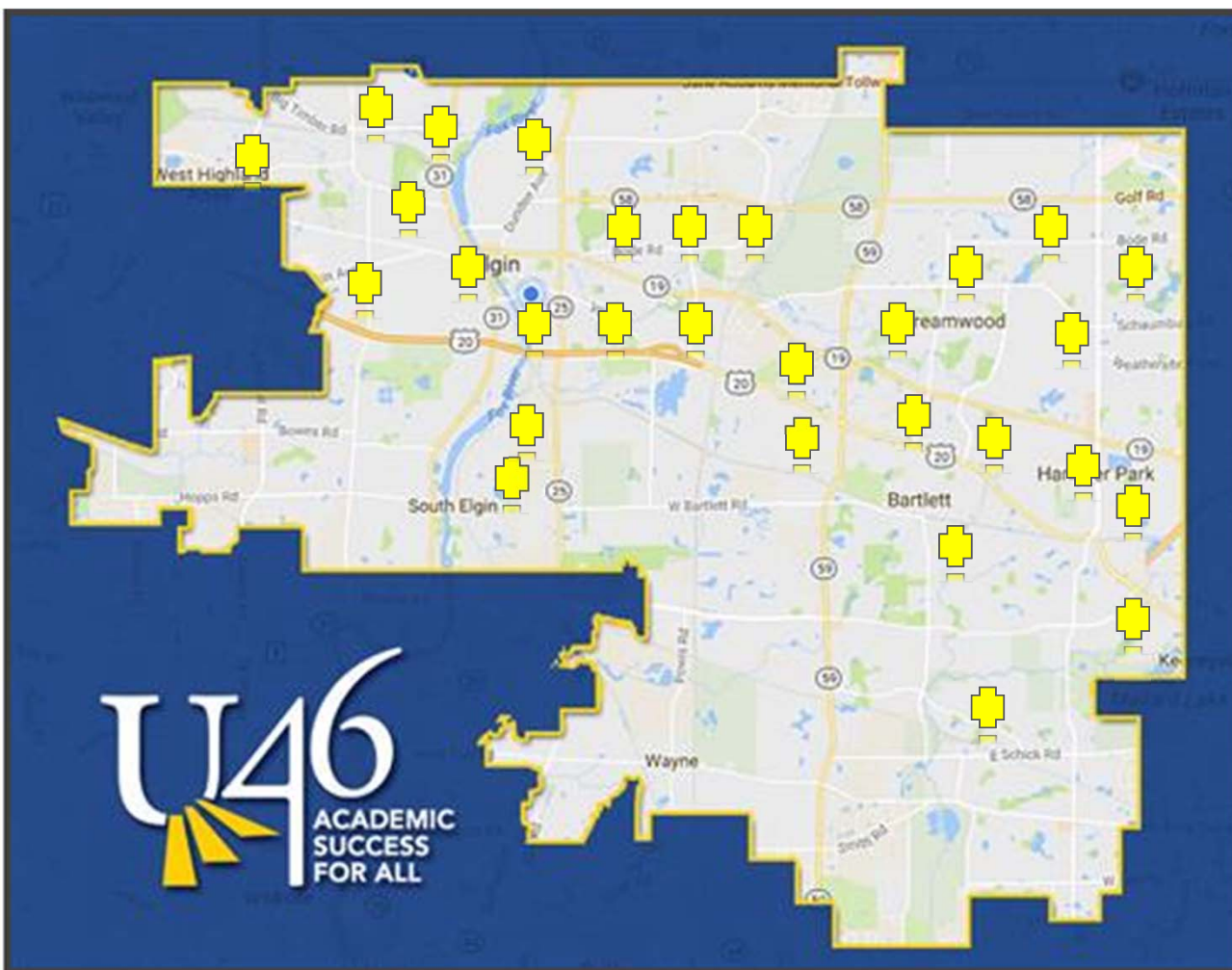
Elementary Schools:
Century Oaks
Prairieview
Garfield
Liberty
Creekside
Harriet Gifford
Ronald D. O'Neal
Highland
McKinley
Huff
Heritage
Lords Park
Sunnydale
Parkwood
Washington
Laurel Hill
Hanover Countryside

Middle Schools:
Larsen
Kimball
Canton
Tefft
Abbott
Kenyon Woods
Ellis

High Schools:
Streamwood
South Elgin
Elgin

Click here to
see all
components
of the SIP

Garfield Elementary
Where ALL Children Learn

2017-2020

Principal: Dr. Kyle Bunker

School Website

Illinois Report Card

Garfield Elementary

Continuous School Improvement Plan

Vision Statement

Our vision is to create a K-6 school that is highly regarded for it's academic excellence, and for it's contribution in actively serving and improving the community in which we operate. Garfield Elementary school will inspire students to want to learn, develop their talents and support them as they become productive members of the community in which they live. Garfield is a great place for all students grow academically and all staff to develop professionally. All means all.

Mission Statement

At Garfield, our school's mission is to educate, support and empower kindergarten through sixth grade children to unfold their potential as whole and unique persons, and through them create a peaceful world community. We strive to provide a community environment that fosters high expectations, appreciation of differences and strengths in a peaceful and collaborative climate where all are productive in a changing and diverse society.

We educate the whole student by providing an enriched, high quality experience, that empowers and inspires students to reach their full potential. We will value, develop and recruit a forward thinking, highly qualified, and diverse staff. We will value our collective

Garfield Elementary

Continuous School Improvement Plan

Engage

Design

Implement

- Who are the stakeholders involved in our decision making? How will we gather data and how will the work be shared?

- What does our data tell us? How will it guide our work for students? What can we be doing and what format is most effective?

Listen   Learn

Planning Protocol

Hopes   Growth

•What do we want for students? How do we support staff and how do we include parents and the community?

What do we currently have in place to engage students, staff and parents? What are our opportunities for growth?

Engage

School

The core of our work - students
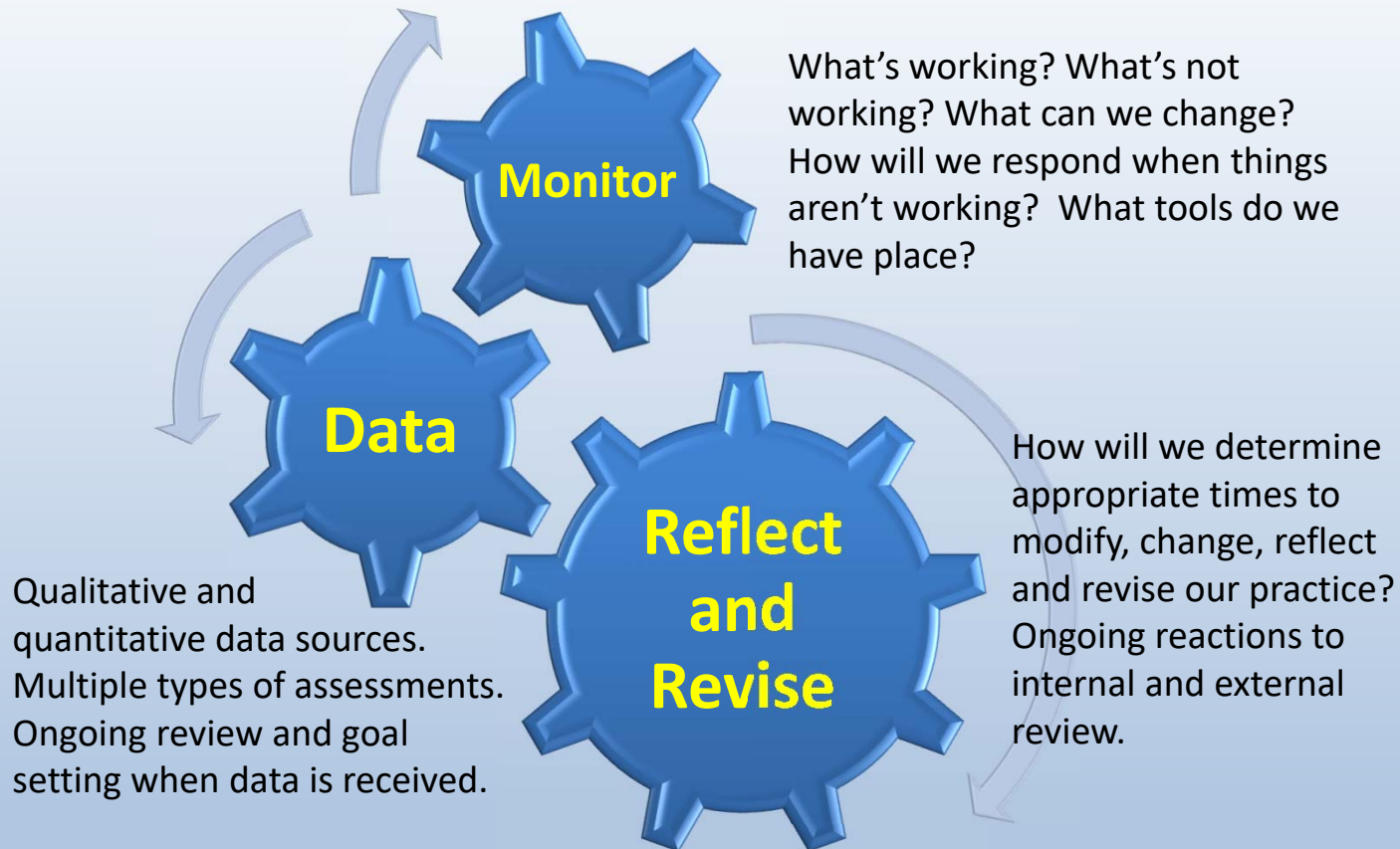
Staff

Implement, review, revise, refine

Parents

Support, suggest, invest

Central Office

Support, guide, develop, mentor

Design

Next Steps

- Illinois Quality Frameworks Rubric completed as of January 31 for schools identified as "underperforming" and posted to SIP plans in the Resources tab.

- Synthesize the school feedback and determine district action plan and future resource allocation.

- Evaluate School Data Review process with the intent of refining and continuing annually.