

Regular Board Meeting – June 16, 2009

**SUBJECT: END-OF-YEAR PROGRESS ON ANNUAL PRIORITIES: 2008-2009**

With the completion of the 2008-2009 school year, we are pleased to provide you with a summary of achievements in meeting our annual district priorities. These priorities represent the objectives outlined in the 2006 Strategic Plan. The primary focus for the 2008-2009 school year has been the analysis of both formative and summative student assessment data and its application to instruction.

**Strategic Plan Goal Area 1: Curriculum Implementation Priorities**

*The District 68 curriculum will continue to reflect high academic standards in all subject areas and the curriculum will be implemented to optimize student achievement for students at all levels.*

**2008-2009 Annual Priorities:****1. *Develop the role of the grade level problem-solving team as a component of Response to Intervention (RtI)***

- K-5 grade level teams have met monthly throughout the school year to apply the problem-solving model to Tier II and Tier III interventions. The grade-level teams are joined by the psychologist, social worker, special education teacher, speech therapist, and/or the principal as needed.
- Reading and math teachers at Old Orchard Junior High have been introduced this past spring to the problem-solving model using AIMSWEB data, and training will continue during the summer to refine the student identification process and the curriculum in the Reading/Math Intervention Program, which serves as Tier II and Tier III interventions for students in grades six through eight.

**2. *Develop and apply the Standards in Practice (SIP) process to curriculum and instruction as a component of problem-solving and Response to Intervention (RtI)***

- Beginning in January, 2009, K-5 grade-level teams held weekly meetings to apply the Standards in Practice (SIP) model to key lessons within the grade-level literacy curriculum. Aligning key lessons and benchmark classroom-based assessments to state standards, and then re-teaching to those students who did not initially meet the standard, is Tier I intervention. During professional development sessions throughout this past school year, K-5 teachers identified key lessons and benchmark assessments across the literacy curriculum.

- Teachers at Old Orchard Junior High participated in monthly professional development sessions on the SIP model beginning this past December. During the upcoming summer, language arts and math department chairs will meet to identify key lessons at each grade level across their respective content areas, as well as develop benchmark assessments, which will be used to identify students requiring Tier I interventions in the classroom.

**3. *Apply student achievement data to instruction in relation to Tier I, II, and III interventions***

- Decisions to move a student from Tier I to Tier II interventions in reading are now based upon a SIP analysis of a student's response to re-teaching and other classroom modifications and assessments. This analysis has occurred weekly at the K-5 grade-level team meetings since January and will begin at Old Orchard Junior High in the 2009-2010 school year via daily grade-level team meetings. Movement from Tier II to Tier III interventions are based upon an analysis of AIMSWEB student achievement data via screening probes which are administered every two weeks to students receiving intervention services. At Old Orchard Junior High, MAP data is used to identify students for the math intervention program and AIMSWEB screening probes are combined with MAP data to identify students for the reading intervention program.

**4. *Emphasize vocabulary strategies and content-specific words identified by the 2007-2008 Data Teams in daily instruction***

- In January, 2009, K-5 teachers applied the SIP process to general vocabulary lessons and key content-area lessons in order to refine vocabulary instruction and identify students requiring re-teaching.
- During the upcoming summer, OOHJ language arts and math department chairs will identify key vocabulary terms relative to their content area that will be reflected in Tier I interventions during the 2009-2010 school year.

**5. *Incorporate No Excuses University tenets to guide students in prioritizing and setting long-range educational goals***

- This past spring, all three K-5 schools were admitted into the No Excuses University national network. The 2009-2010 K-5 Student/Parent Handbook is being revised to include both student and parent goal setting signature pages, as well as pages to chart student achievement data throughout the school year. The schools' classrooms and common spaces will display college symbolism throughout the school year.
- The Old Orchard Junior High faculty will apply to the No Excuses University network in September, 2009. This past spring, each grade-level team made

- decisions regarding college symbolism displays, which will be present throughout the school during the 2009-2010 school year.

**6. *Institute a K-8 Technology Committee to expand the use of technology in teaching and learning***

- The Technology Committee facilitated a proposal opportunity for teachers to request specific technologies for their classrooms. Additionally, eight teachers piloted the use of interactive whiteboards in order to guide the district in selecting the district standard, and to demonstrate its use and potential for their colleagues. This past April, Smart Technologies was selected as the district standard. Forty-one SmartBoards will be purchased this summer and installed in classrooms across the district in time for the opening of the 2009-2010 school year.
- The Library Media Center directors revised the informational literacy curriculum scope and sequence to include additional student applications for PhotoStory 3 and digital camera/video use. Curriculum development will continue next school year on Web 2.0 tools for student use, digital citizenship, and research and information fluency.

**Strategic Plan Goal Area 2: Multiculturalism and Diversity Priority**

*District 68 will continue to embrace the diverse community within District 68 and increase cultural awareness.*

**2008-2009 Annual Priorities:**

**1. *Guide the services of a full-time School Resource Officer (SRO) to support positive student-to-student interactions***

- The SRO has worked closely with building administrators and school social workers to proactively address student issues. In addition to serving as a liaison between the Skokie Police Department, Old Orchard Junior High, and community-based juvenile support programs, the SRO has provided direct instruction to students through various presentations throughout the school year. The SRO has also been a visible law-enforcement presence at student arrival and dismissal, at lunch, and during the passing periods throughout the school day.

**2. *Continue professional development activities about socio-economic diversity and effective schooling practices***

- The professional development focus this past school year has been on systematic revision of lessons based upon an analysis of state standards and student performance data. This micro-focus on instructional practice related to classroom-based student performance is designed to narrow the achievement gaps between our demographic subgroups and is in line with effective schooling practices related to socio-economic diversity.

**3. *Continue to build a faculty and staff reflective of the District 68 community***

- We continue to be challenged by the need to have our faculty and staff reflect the diversity of our community. Despite advertising our open teaching positions and the diversity of our community in minority-based job site media this past spring, we have experienced limited diversity in our candidate pools. We will continue to highlight the attractiveness of our district to minority candidates at job fairs and on job postings, and will consider having our minority staff members assist in the search process.

**Strategic Plan Goal Area 3: Communications Priority**

*District 68 will continue to demonstrate open communication between all interest groups.*

**2008-2009 Annual Priorities:**

**1. *Continue to refine the District 68 Performance Scorecard to more efficiently document longitudinal district performance data***

- The 2009 District 68 Performance Scorecard is presented as an addendum to this end-of-year report. The Board will have the opportunity to discuss further streamlining of data and simplified reporting formats to more efficiently represent Board goals for overall district performance measures. It is suggested that the next set of refinements include specific, annual achievement targets in the academic areas assessed by ISAT and MAP.

**2. *Continue to develop the capacity of the Power School data base to incorporate additional avenues for home/school communication***

- This past year, junior high parents were given ongoing access to Power School to view their child's homework and test grades. Online district registration and fee-paying capabilities for the 2009-2010 school year are now available. Summer school registration and fee-paying was also available online this spring.

**4. *Market the services and support programs available to parents through the Niles Township ELL Parent Center***

- An external audit and evaluation by Loyola University faculty of the ELL Parent Center has been completed. In all aspects of the program, from marketing services and resources to the number and quality of programs offered, the evaluators found that the ELL Parent Center was successfully meeting its intended goals. In fact, the ELL Parent Center was awarded this past spring with a \$143,000 grant from the federal government. District 68 parents have been frequent participants in ELL Center programs. We expect program offerings to continue to expand next school year and the grant award will allow for program growth without necessitating an increase in the per capita costs to member districts.

## **CONCLUSION**

The 2008-2009 school year has again been very active and productive. The refinement of our instructional practice in relation to student performance data has been a demanding, yet rewarding undertaking, with increased student achievement across all curriculum areas as our ultimate goal. Continued attention to assessment data and its application to instruction, more focused attention to our district's diversity, and enhanced opportunities for communication between all district constituencies continue to drive our professional development and administrative activity. By all measures, the 2008-2009 school year has been a success.