

2016-17 Carl Sandburg High School Improvement Goals

OBJECTIVE #1

To improve student reading achievement through delivery of professional development that will enhance staff understanding and ability to implement a viable curriculum using sound instructional strategies that are linked to literacy standards.

RATIONALE

- Assumptions about school improvement plans:
 - Must be In service to the district plan
 - Must believe we have room to grow
 - Must be united in effort
 - Must “Focus relentlessly on matters related to student achievement” (Wiliam article)
- One of the most important keys to success of any initiative is adult learning. Over the last two years, 100% of Sandburg certified staff have participated in advanced PLC training and differentiated Assessment Literacy training. As a result, PLCs now have a formal “menu” of PLC principles and design elements that are used to inform SMART Goal development.
- District curriculum protocol and curriculum development work associates 34 literacy standards to content areas and course clusters. Sandburg has analyzed the cross-over standards and course cluster standards by department to derive 12 “power” standards that are universal to all departments and most often aligned to department work as a focal point for the next phase of our internal training program.
- Research data (Schmoker and Shanahan and Shanahan (2008)) evidences that a consistent focus on “authentic literacy” and disciplinary literacy will advance student learning and achievement.

S4 Plan Alignment:

D230 will guarantee a viable curriculum and sound instructional strategies that ensure college and career readiness for all students.

- **Professional Development will be provided to enhance staff understanding and ability to implement a viable curriculum using sound instructional strategies.**

D230 will ensure all students master the viable curriculum and college and career readiness skills.

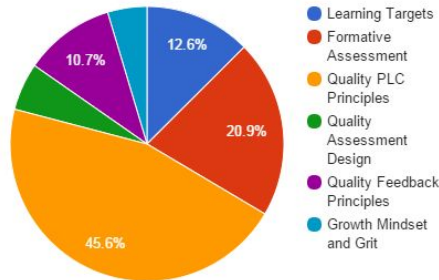
- **Students in D230 will master the Essential Learning Targets in each of their courses.**

SMART Goal(s)	Action Plans
<p>80% of all current juniors will meet or exceed college readiness benchmarks on the Evidence-Based Reading & Writing Score of the SAT.</p> <p>80% of all current juniors will meet or exceed college readiness benchmarks in the following Evidence-Based Reading & Writing subscores of the SAT:</p> <ul style="list-style-type: none"> ● Command of Evidence ● Words in Context <p>Student efficacy in selected literacy skills will improve by 20% as monitored through locally developed assessments.</p>	<ul style="list-style-type: none"> ● Leadership team will develop differentiated literacy training sessions to be delivered to content PLCs. ● Leadership team will develop Staff Literacy Survey; leadership team will develop coordinate Student Literacy Survey. ● Staff will complete a text audit. ● PLC teams will begin and/or complete training in half-day sessions by April, 2017. ● Leadership Team will analyze training principles and Power Standards that are integrated into PLC SMART Goals. ● PLC Teams will collaborate with Leadership Team to analyze student performance data and training feedback to identify and strengthen areas for future training. ● Administer literacy efficacy survey to all students and targeted staff (English and Social Studies). ● Staff “Think Tank” will convene to develop internal short- and long-term professional development plan. ● Leadership Team will develop and deliver Teacher Toolkit to strengthen understanding of new SAT Suite test genre.

Evidence of Progress - October, 2016

2015-16 Summary Highlights:

Training Component Action Steps ALL PLCs



SMART GOAL:

The number of average propensity students at the freshman, sophomore, and junior levels exceeding ECRA growth projections on Type I Tests (EXPLORE, PLAN, P-ACT), will increase by **20%**.

**The middle 68% - 84th to 16th percentile
Composite Score Analysis**

Class	Same "cohort" comparison from previous grade	Comparison from previous cohort
2017 ACT	+41% <i>(from 10th to 11th grade)</i>	+29% <i>(compared to Class of '16)</i>
2018 P-ACT	+155% <i>(from 9th to 10th grade)</i>	+25% <i>(compared to Class of '17)</i>
2019 PLAN	Cohort has only one data point so far	+70% <i>(compared to Class of '18)</i>

2016-17 Progress to Date:

- Year 2 PLC/AL Training for PE, SpEd, EL, and Fine Arts electives scheduled for September, January, February, and April
- Literacy Training Session 1 delivered to SS/English
- Literacy Surveys developed; administration has begun
- Staff "Think Tank" membership determined

OBJECTIVE #2

To enhance and expand RtI continuum of interventions and supports to optimize social and emotional growth

RATIONALE

- As a result of the passage of Senate Bill 100 that is intended to reduce exclusionary discipline, collaboration of PPS teams across the district resulted in the implementation of what is called the "Intervention Room." Two strands of referral protocol are in place to assist students. The first strand refers students through the PPS process for a wide range of need - from credit recovery to school phobia. The second strand refers students in need through the Deans' Office for a range of need - from chronic truancy to transition from out-of-school suspension.
- Period 2 is firmly established as a critical tier one opportunity that is both preventative and proactive. Advisory resources are organized by grade level and readily accessible by all staff to support peer-to-peer and student-to-teacher relationship building.
- In support of the expansion of D230 digital learning initiatives, additional resources will be developed to help students and staff understand the norms of appropriate, responsible behavior with regard to technology usage.

S4 Plan Alignment:

D230 will guarantee a viable curriculum and sound instructional strategies that ensure college and career readiness for all students:

- Instructional technology tools and resources used in D230 will be identified, evaluated, modified, and expanded.

D230 will guarantee a viable social and emotional curriculum and sound instructional strategies that ensure college and career readiness for all students.

- A continuum of interventions and supports to optimize social and emotional growth will be developed and implemented.

SMART Goal(s)

Action Plans

- 100% of 9th and 10th graders will complete Canvas-based Digital Citizenship modules through Advisory class.
- 100% of students will report through the Advisory Student Survey that they are aware of academic and emotional support services available to them.
- Implement Intervention Room
- Students’ sense of belonging will increase by 25%
- Improve student performance through quality lunchtime intervention programs

Subject	2015-16 Average of Total “D”	2015-16 Average of Total “F”
English	7.75%	2.3%
Math	11.5%	4.3%
Science	8.1%	1.75%
Social Studies	7%	<1%

- Reduce tardy and truancy infractions by 7%
- Reduce the percentage of exclusionary discipline by 35%
- Reduce the number of referrals related to aggressive behavior/fighting by 7%

- Develop roles and responsibilities of all Intervention Room staff
- Intervention Room staff will receive behavioral management training
- Develop a coding system and evaluation tool to measure student progress and intervention effectiveness in Intervention Room
- Staff SIP Committee will explore the concept of “Motivation” to better understand how to use it to students’ best social-emotional and academic advantage
- Identify and implement strategies that address non-motivated students referred to Period 2/Tier 2 Intervention Room
- Collaborate with staff representatives to develop cultural competency continuum that strengthens student sense of belonging
- Develop lessons and prevention strategies to raise self-awareness of students referred to Intervention Room for truancy and tardies
- Leadership Team will collaborate with Staff SIP Committee to determine influence of Canvas on the effectiveness of lunchtime interventions
- DAP (Developmental Asset Profile) will be administered to all students; results will be analyzed to design or implement more global SEL interventions
- Strengthen communication tools to raise student awareness of available academic and emotional supports
- Develop and implement referral codes that staff will use to more efficiently communicate more exact information about skill/content deficiency to Lunchtime Interventionists
- Develop evaluation criteria to determine Tier 1 intervention effectiveness

Evidence of Progress - October, 2016

[2015-16 Summary Highlights:](#)

Advisory SMART GOALS:

100% of students will report through Advisory Survey that they can access teachers through period 2 intervention.

100% of students will report through Advisory Survey that they are aware of academic and emotional supports available to them.

Topic	Spring, 2015	Spring, 2016
P2 Access to my teacher	82%	82%
P2 helped me academically	65%	70%
Awareness of academic supports	52%	60%
Positive relationship w/advisory teacher	48%	68%
Aware of emotional supports	52%	73%
Advisory activities increased awareness of my online identify and responsibilities as a digital citizen.	31%	51%

Period 2/Tier 2 Intervention:

SMART GOALS:

- **The combined multiple failure rate (2 or more fs) of all grade level students will decrease by 50%.**

Passed All	Passed at least one class	No Change
32% (21)	38% (25)	29% (19)
9 - Motivation 4 - SEL 4 - Academic 3 - ExecFunc 1 - Discipline	11 - Motivation 4 - SEL 8 - Academic 1 - ExecFunc 1 - Discipline	10 -Motivation 2 - SEL 5 - Academic 1 - ExecFunc 1 - Discipline

- **Tardy referrals will decrease by 10%.**

	2014-15	2015-16	%age +/-
5th Tardy	944	862	-9%
6th/7th Tardy	1216	1062	-13%
8th/9th Tardy	641	564	-12%
10th Tardy	710	739	+4%

- Period 2/Tier 2 Referral Coding System developed and implemented (Academic, School Anxiety, Avoidance, Discipline, Social-Emotional, Motivation, Executive Functioning)
- Added/Emphasized communication to students through Advisory lessons, classroom brochures that are posted, and delivery of Student Assistance Coordinator grade level presentations

2016-17 Progress to date:

- Parent University - Digital Learning - "Screenagers" Documentary Event, August, 2016
- Intervention Room Staff trained and oriented on June 23, 2016 and July 16, 2016
- Advisory implementation of TIF created Digital Citizenship Modules
- Administrative/Staff Committee created; participated in workshop to frame out cultural competency continuum
- EL Student Advisory Committee created; monthly meeting calendar determined
- Parent University - Freshmen/Sophomore presentation included Dean and Student speakers

OBJECTIVE #3

To improve school connectedness among and between all school community stakeholders, including staff, students, parents, alumni, and community members

RATIONALE

- Research (including an article titled “A Case For School Connectedness” – *Educational Leadership*) argues that school climate and student belief that “adults in school care about their learning and about them as individuals” will result in improved academic and social-emotional well-being.

S4 Plan Alignment:

D230 will foster two-way communication including the use of a wide-range of tools to engage stakeholders and provide accurate and timely information.

- **Maximize dissemination of school and district news through the utilization of websites, social media, video, and print publications.**

D230 will guarantee a viable social and emotional curriculum and sound instructional strategies that ensure college and career readiness for all students.

- **Students in D230 will increase their participation in co-curricular activities**

SMART Goal(s)	Action Plans
<ul style="list-style-type: none"> ● To update and expand student and staff recognition opportunities ● To project a strong and positive Sandburg identity in all high traffic areas of the building ● To leverage social media and other technology tools to improve school connectedness ● To foster/nurture collegial relationships ● To increase co-curricular participation levels by 10% in special population groups as follows: <ul style="list-style-type: none"> a. EL b. Special Education c. Low SES ● To build connections with our Alumni 	<p>Phase 1:</p> <ul style="list-style-type: none"> ● Upgrade Wall of Fame aesthetic; expand Wall of Fame ● Coordinate appreciation events that focus on whole individual (not just in their time of need) ● Implement interactive Digital Hall of Fame ● Create/Convene Hall of Fame Committee (formalize induction criteria) <p>Phase 2:</p> <ul style="list-style-type: none"> ● Identify co-curricular non-participants ● Develop targeted communication plan to connect co-curricular non-participants ● Continue to build relationships with partner schools and community organizations ● Continue to build student leadership capacity (“Winter Week” Event) <p>Phase 3:</p> <ul style="list-style-type: none"> ● Continue implementation and expansion of SuperfanU App (external sponsorship) ● Create Recognition of Notable Alumni (“30 Under 30”) ● Develop Alumni Database ● Convene Alumni Association Meetings ● Continue to collaborate with stakeholder groups, including Beautification Committee to generate ideas to improve aesthetics of entry points to the building. ● Coordinate IDSA Student Section Showdown Participation

Evidence of Progress - October, 2016

2015-16 Summary Highlights:

- 17% increase of SuperfanU App users
- 600 events posted to app; over 4,000 check-ins at events
- Over 60% of push notifications opened up in fall season along
- Twitter Following:
 - September 2015 - 2097
 - January 2016 - 2448
 - May 2016 - 2710
- Increase from 69% (14-15) to 72% (15-16) in co-curricular participation levels

2016-17 Progress to date:

Phase 1:

- Sandburgfest Tradition begun
- EL Student Advisory created; meeting schedule developed
- Wall of Fame upgrade - in process
- Digital Hall of Fame - completed



- Hall of Fame Committee -in process
- Created “Birthday Song” staff recognition
- “Who Has Eagled Up For You?” staff recognition

Phase 2:

- Superfanz created and implemented Spirit Training (Frosh First Day)
- Superfanz Twitter - responsibility released to Superfanz Exec Board
- Hosted D135 Softball Series
- Coordinated Community Soccer Night (in support of Pediatric Cancer Awareness)
- Blue & Gold Student Recognition Breakfasts begun

Phase 3:

- All Advisory “Treeagle Project” - in process
- Student Design - Veteran’s Wall - in process