



2018-2019 DLR SIP Overview Cover Page

As you review the overall update to our 2018-2019 SIP (attached), I would like to bring three items to your attention:

- 1) **Goal 1:** I would consider our overall performance on the Illinois Assessment of Readiness (IAR) a success. Please remember IAR is the state assessment that replaced the PARCC exam. Specifically, the percentage of meets/exceeds for the 8th grade math is misleading. Since the inception of implementing the new Illinois Learning Standards (Common Core) several years ago, the DLR 8th grade math curriculum has been aligned to Algebra, and we were afforded the opportunity to take the Algebra PARCC exam. This year, however, the federal agency made the decision in December that all state assessments would be given at grade level. What that meant for us was the IAR Algebra exam was not an option for our students, instead they were subject to the Math 8 test. This meant they were being tested on completely different standards than what they were being exposed to in their Algebra curriculum. This was one of the causes for us to switch our 8th grade math curriculum from Algebra to Math 8.
- 2) **Goal 2:** We do not have the data necessary yet to measure this goal. It should become ready in the near future at which time Adam Larsen can crunch the numbers.
- 3) **Goal 3:** Being new to google Forms, the survey was not set up correctly to measure individual results – my fault. However, the survey did provide useful insight to each cohort surveyed (7th & 8th grades.) We need to do some work with the way we go about conducting our daily affirmations, especially looking at the 8th grade numbers from the survey. A big positive from the survey is that 89% of our 7th graders feel as though at least one adult cares about them in our building and 94% of 8th graders feel that way. Another positive is that about 86% of both cohorts indicate they feel they know why learning is important.

Mission: Educate students to be lifelong learners who are productive, responsible citizens.

PEERS Action Plan

School: David L. Rahn Junior High School

Year: 2018-2019

SIP Goal 1: DLR PARCC attainment scores for meeting and exceeding in Math and ELA will double from 2017-18 results.

Rationale: Our current performance on PARCC testing is below average as compared to surrounding districts with similar demographics, classroom grades & MAP growth data.

SIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness
Current Reality (2018): PARCC meet/exceed % 6 th ELA – 29.50% 6 th Math – 11.60% 7 th ELA – 23.30% 7 th Math – 31.00%	In an effort to provide more rigorous classroom experiences for their students, teachers will commit to the use of the ICLE rigor rubric when planning unit and daily lessons.	All teachers	All year	Rigor tallies are completed for this year due to new form being implemented – ongoing. Comparison to last spring's ICLE report and our DLR teacher/walk through comparison:
2019 Goal: PARCC meet/exceed % 7 th ELA – 59% 7 th Math – 23.2% 8 th ELA – 46.6% 8 th Math – 62%	Teachers will seek other teachers to observe their class for a minimum of twenty minutes using the rigor rubric, specifically academic discussion and/or high level questioning, for the purpose of watching what students are doing. A follow up conversation regarding the visit will take place.	All teachers	Once per quarter, 2 nd – 4 th quarters	All 14 core teachers, and Gretchen, observed a classroom during each quarter of the school year. Some were shared out during staff meetings, not all.
2019 Actual: 7 th ELA – 33.9% 7 th Math – 22.3% 8 th ELA – 22.3% 8 th Math – 21.4%	All teachers will post the fifteen identified critical academic vocabulary words in their room and discuss with students. Additionally, all teachers will display and discuss 2 identified content specific vocabulary words per month.	All teachers	Emphasis during 1 st quarter, continued through year.	All critical academic vocabulary words are posted. All vocabulary assessments have been issued. Although all teachers identified and covered content vocabulary, only 7 of 14 core teachers kept a

Commented [CK2]: Have not received ICLE IPA feedback from this spring to measure from year to year.

Commented [CK3]:

	ICLE	DLR
Questioning		
Beginning	33%	39%
Emerging	58%	32%
Developed	8%	14%
Well Develop	0%	3%
Not observed	0%	10%
Discussion		
Beginning	16%	32%
Emerging	58%	27%
Developed	0%	29%
Well Develop	0%	3%
Not observed	25%	9%

Commented [CK4]: Staff indicates they value this effort.

Commented [CK1]: Subject to Math 8 test, not Algebra which was contrary to curriculum delivered.

Commented [CK5]: 4 of the 7 classrooms were math and science.

	Implementation of Math reteach/enrich period using Freckle and/or other means when appropriate.	Math teachers	All year	running vocabulary visual in their room. BT data suggests reteach had a positive impact for growth on BT math formatives.
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Commented [CK6]: Please refer to shared Google Sheet.

PEERS Action Plan

School: David L. Rahn Junior High School

Year: 2018-2019

SIP Goal 2: 80% of DLR students will stay consistent or improve at least one PARCC attainment level on their 2019 test scores in ELA & Math as compared to their 2018 scores.

Rationale: All students need positive motivation to do well, specifically those not traditionally achieving high attainment scores on PARCC.

SIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness
<u>Current Reality:</u> No Baseline	Students will be taught, through an informational literacy lesson in the library, how to download and utilize the PS app on their devices.	Mrs. Nelson and selected classrooms.	1 st qtr.	Lessons complete.
<u>Actual:</u> 2019 data not available yet to evaluate this goal.	Students will be familiar with their trend assessment data through the use of their Power School "Test Scores". To be reviewed after each testing cycle (fall, winter & spring.)	Art/Health and computer teachers.	Testing intervals	Fall Scores sent home with student report cards, met with teachers responsible to complete. 7 th and 8 th students completed activity designed to accomplish this goal. Alert now to parents remind them to review scores with students.

Commented [CK8]: Lessons were completed but no follow up data to suggest prevalence of student use.

Commented [CK9]: Conversations with teachers elicit students being more concerned with MAP scores than IAR scores. Again, no data to suggest to what degree beyond most students understanding goal needed to meet growth.

	Identify initial data using fall MAP results compared to PARCC results from FY18.	ELA & Math Teachers with Sue Braden support	MAP testing intervals	Support has changed to discussions of data with principal and teachers. Winter MAP test indicate potential 7 th ELA concern.
	With reference to winter MAP results, what do we do with the students that are not on track to improve?	Math and ELA teachers	January 2019	With ELA concern, currently nothing in schedule allows for formal intervention.

PEERS Action Plan

School: David L. Rahn Junior High School

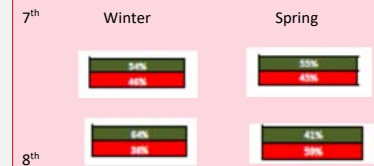
Year: 2018-2019

SIP Goal 3: 80% of DLR students will have a positive outlook on school and themselves as measured from fall of 2018 to spring of 2019 through an organically developed survey.

Rationale: Prior years have focused on attendance, service hours, activity participation, and I Am an Eagle awards. This will allow a more focused approach to supporting the district's four pillars.

SIP GOAL	Specific Activities and Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness
<u>Current Reality:</u> No baseline data	Affirmations – end of period 2 and beginning of 9. Focus on four pillars of district logo.	Student lead through announcements	Fall deadline – October 1 st . Spring deadline – April 25 th	Affirmations continue to be read during 2 nd and 9 th periods.
<u>Actual:</u> Did not set up survey correctly to measure goal as stated. New to Google Forms and learned.	Parent communication will increase?? At the least, 2 positive emails home per week.	Teachers to cc principal on positive emails.	All year	13 of 14 teachers have cc'd me. 140 positive emails cced out of an expected 756 (3qtrs. X 14 teachers x 2 emails) 18.5% of what was expected per goal;
	Teachers will post positive student artifacts outside their classroom no less than once a month.	All teachers	Monthly	Every teacher posted positive artifacts at least once, many for prolonged periods of time.

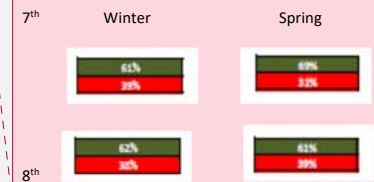
Commented [CK10]: Reading MAP growth for winter and Spring:



Commented [CK11]: Reading linkage study results for meet/exceed:

	MAP projection	IAR
7 th	20.6%	33.9%
8 th	19.8%	22.3%

Commented [CK7]: Math MAP growth for winter and spring:



Commented [CK12]: Math linkage study results for meet/exceed:

	MAP projection	IAR 21
7 th	13.4%	22.3%

... [1]

Commented [CK13]: Shared a Google Sheet with you summarizing fall and spring survey results. It is interesting that kids feel as though adults care about them but only 62% ish feel to be an important part of the school. Also illustrates need o work with affirmations.

Commented [CK16]: Percentage of students reporting stating affirmations:

	7 th	8 th
Fall Survey		
Morning	83.5%	63.9%

... [2]

Commented [CK17]: Received staff feedback that emails were going out, a cc was forgotten.

Commented [CK14]: Michelle Bothe posted positive artifacts monthly.

	All staff (I Am an Eagle Fan) will commit to attending at least one event in each of the extracurriculars offered at DLR. I Am an Eagle Fan shirts will be made available to staff.	All staff	Seasonally	25/25 staff have attended some type of extracurricular event, many have attended multiple events.
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Commented [CK15]: Percentage of staff attending one event per season:

Fall	Winter	Spring
76%	80%	56%

Math linkage study results for meet/exceed:

7 th	MAP projection	IAR 21
	13.4%	22.3%
8 th	21.0%	21.4%

Percentage of students reporting stating affirmations:

Fall Survey	7 th	8 th
Morning	83.5%	63.9%
Afternoon	77.1%	62.0%

Spring Survey

Morning	76.8%	42.5%
Afternoon	72.6%	27.6%