# Part II: Understanding School Improvement

Illinois State Board of Education (ISBE)

Illinois Association of School Boards (IASB)

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# Upon completion of this module, participants will...

Understand that continuous school improvement is about changing adult practices to improve student outcomes.

Learn how school boards play an important role in monitoring and supporting the work of school improvement.

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# Why are boards of education being trained?

Board members of districts with schools that do not exit status will complete training provided by the Illinois Association of School Boards (IASB) and the Illinois State Board of Education (ISBE) on effectively supporting school improvement.

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# Understanding your designation

Exemplary

Commendable

Targeted

Comprehensive

Intensive

# Illinois Report Card
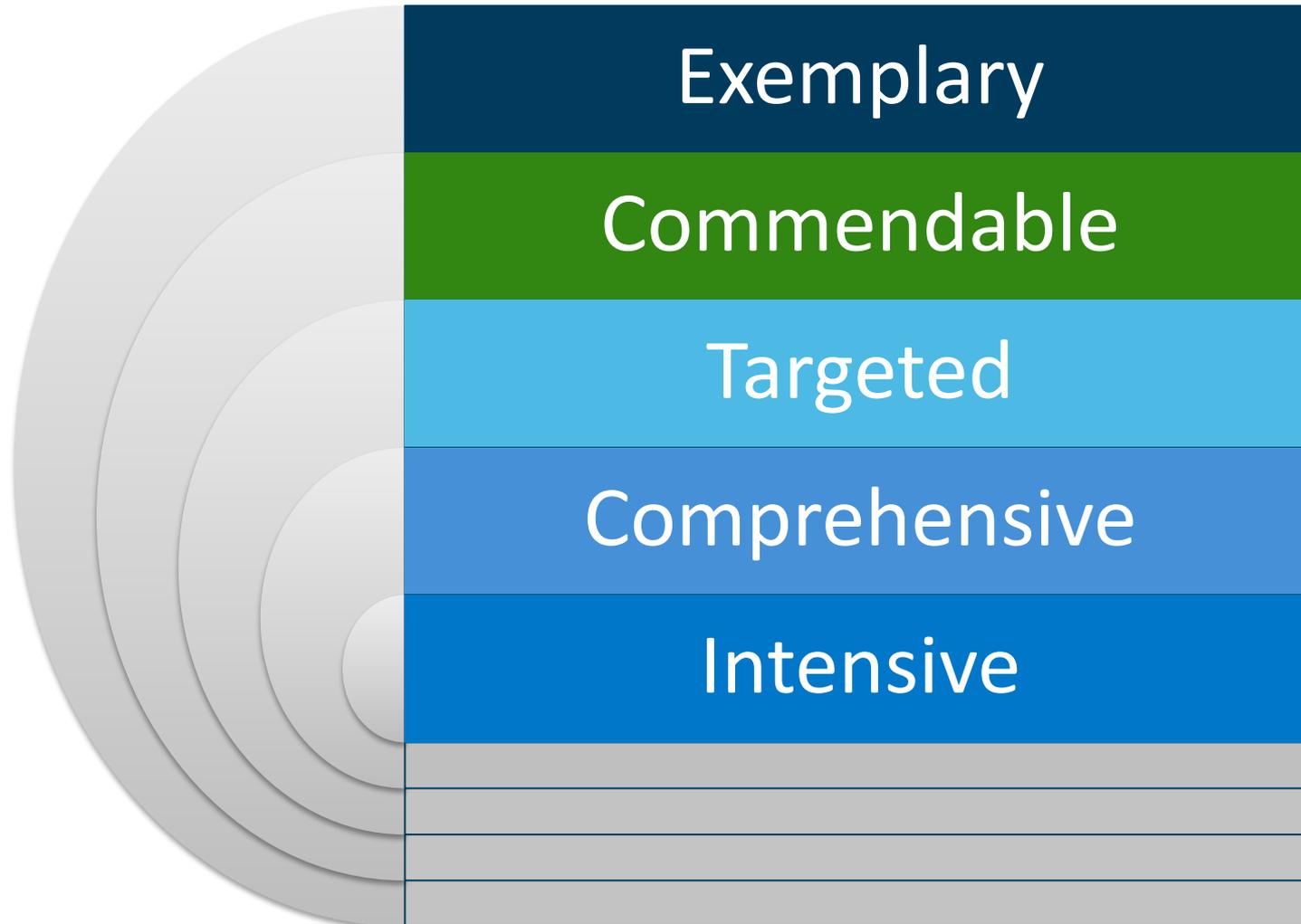
# Intensive Support and Improvement

Title I, Part A, Section 1003 School Improvement Grant Funds

More Rigorous Needs Assessment

Root Cause Analysis

On-Demand Learning Series

School Improvement Website

Support from the School Improvement Department Supervisor and Lead

Technical Assistance from School Improvement Helpline

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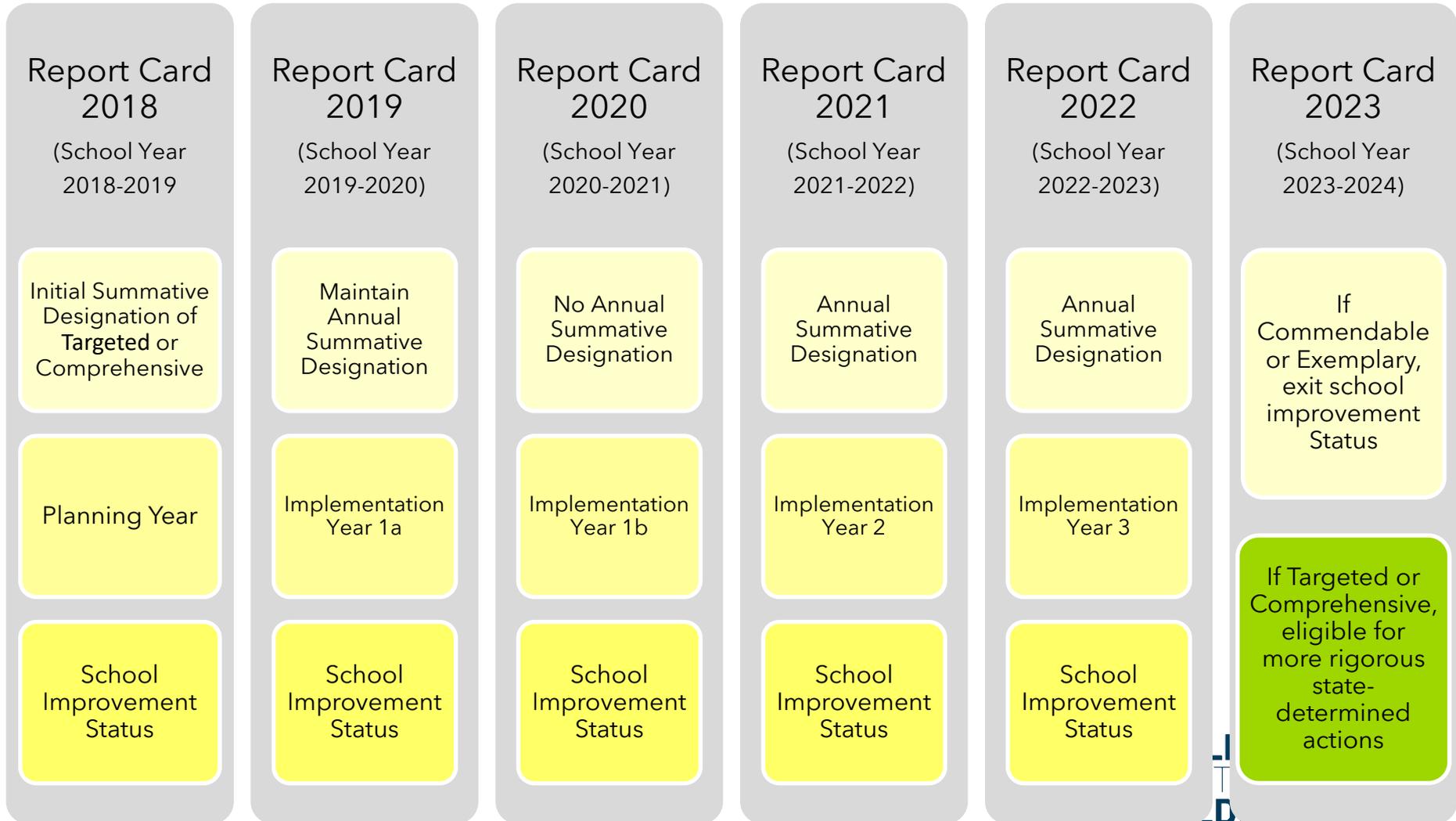# Intensive Schools in Chicago Public Schools 299

## RC23 Intensive Schools - 41

Ashe Elementary
Austin College and Career HS
Bogan HS
Bowen HS
Burke Elementary
Cather Elementary
Chopin Elementary
Depriest Elementary
Dett Elementary
Farragut Career HS
Fenger Academy HS
Fiske Elementary
Foreman HS
Gage Park HS

Harlan Community HS
Hirsch Metropolitan HS
IJLA Charter HS
James R Doolittle Academy
Kellman Elementary
Kelvyn Park HS
Leland Elementary
Manierre Elementary
Manley Career HS
Marshall Metropolitan HS
Mollison Elementary
Multicultural Arts HS
Orr Academy HS
Phillips Academy HS

Revere Elementary
Richards Career HS
Tilden Career HS
Ward L Elementary
Woodson South Elementary
YCCS – Chatham
YCCS – Albizu Campos
YCCS – Innovations of Arts
YCCS – Latino Youth
YCCS – Progressive
YCCS – Scholastic
YCCS – Turman Middle
YCCS – Youth Connections

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# What is designation status?

| Report Card 2018 (School Year 2018-2019 | Report Card 2019 (School Year 2019-2020) | Report Card 2020 (School Year 2020-2021) | Report Card 2021 (School Year 2021-2022) | Report Card 2022 (School Year 2022-2023) | Report Card 2023 (School Year 2023-2024) |
|---|---|---|---|---|---|
| Initial Summative Designation of **Targeted** or Comprehensive | Maintain Annual Summative Designation | No Annual Summative Designation | Annual Summative Designation | Annual Summative Designation | If Commendable or Exemplary, exit school improvement Status |
| Planning Year | Implementation Year 1a | Implementation Year 1b | Implementation Year 2 | Implementation Year 3 | If Targeted or Comprehensive, eligible for more rigorous state-determined actions |
| School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | |

# Report Card 23: Newly Designated School

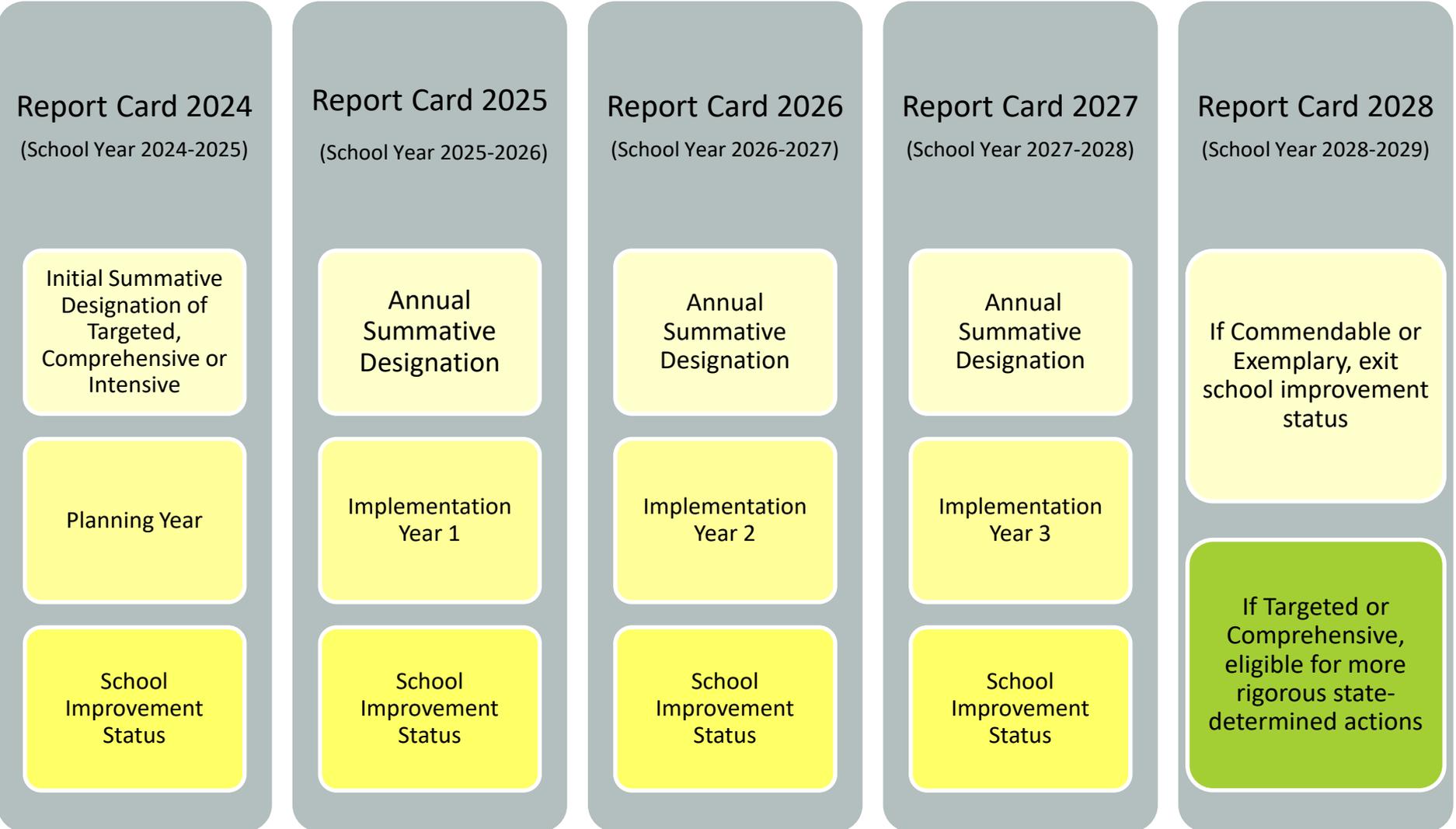| Report Card 2023 | Report Card 2024 | Report Card 2025 | Report Card 2026 | Report Card 2027 |
|---|---|---|---|---|
| (School Year 2023-24) | (School Year 2024-2025) | (School Year 2025-2026) | (School Year 2026-2027) | (School Year 2027-2028) |
| Initial Summative Designation of Targeted, Comprehensive or Intensive | Annual Summative Designation | Annual Summative Designation | Annual Summative Designation | If Commendable or Exemplary, exit school improvement status |
| Planning Year | Implementation Year 1 | Implementation Year 2 | Implementation Year 3 | If Targeted or Comprehensive, eligible for more rigorous state-determined actions |
| School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | |

# Intensive Schools in Chicago Public Schools 299

## RC24 Intensive Schools - 6

YCCS – West
YCCS – ASPIRA Pantoja
YCCS – Association House
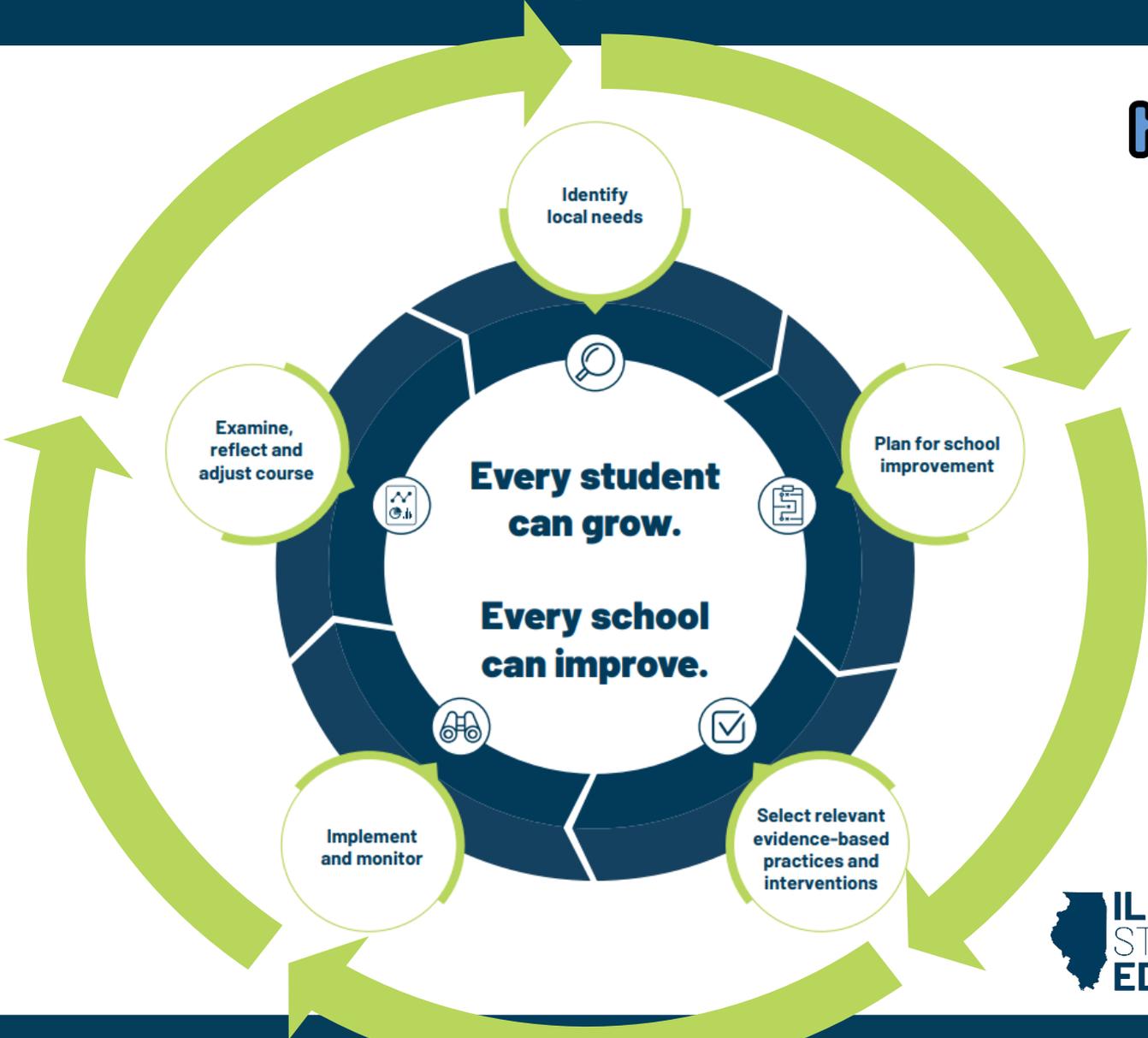YCCS – CCA Academy
YCCS – Olive Harvey
YCCS – West Town

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# What is designation status?

| Report Card 2019 (School Year 2019-2020) | Report Card 2020 (School Year 2020-2021) | Report Card 2021 (School Year 2021-2022) | Report Card 2022 (School Year 2022-2023) | Report Card 2023 (School Year 2023-2024) | Report Card 2024 (School Year 2024-2025) |
|---|---|---|---|---|---|
| Initial Summative Designation of **Targeted** or Comprehensive | Maintain Annual Summative Designation | No Annual Summative Designation | Annual Summative Designation | Annual Summative Designation | If Commendable or Exemplary, exit school improvement Status |
| Planning Year | Implementation Year 1a | Implementation Year 1b | Implementation Year 2 | Implementation Year 3 | If Targeted or Comprehensive, eligible for more rigorous state-determined actions |
| School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | |

# Report Card 24: Newly Designated School

| Report Card 2024 (School Year 2024-2025) | Report Card 2025 (School Year 2025-2026) | Report Card 2026 (School Year 2026-2027) | Report Card 2027 (School Year 2027-2028) | Report Card 2028 (School Year 2028-2029) |
|---|---|---|---|---|
| Initial Summative Designation of Targeted, Comprehensive or Intensive | Annual Summative Designation | Annual Summative Designation | Annual Summative Designation | If Commendable or Exemplary, exit school improvement status |
| Planning Year | Implementation Year 1 | Implementation Year 2 | Implementation Year 3 | If Targeted or Comprehensive, eligible for more rigorous state-determined actions |
| School Improvement Status | School Improvement Status | School Improvement Status | School Improvement Status | |

# Continuous School Improvement Model

# Identify Local Needs



Identify a School Leadership Team

Build a stakeholder advisory group

Conduct a school level needs assessment

Conduct a root cause analysis

# What is the difference between a School Leadership Team and a Stakeholder Advisory Group?

LET'S TALK

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# School Leadership Team

A group of school-level staff whose focus is to develop, implement, monitor, and evaluate the School Improvement Plan.

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**Individuals may include**

- Grade or Grade Band
- Department Chair
- Special Area Teacher
- Special Education Teacher
- Teacher Union Representation
- Paraprofessional
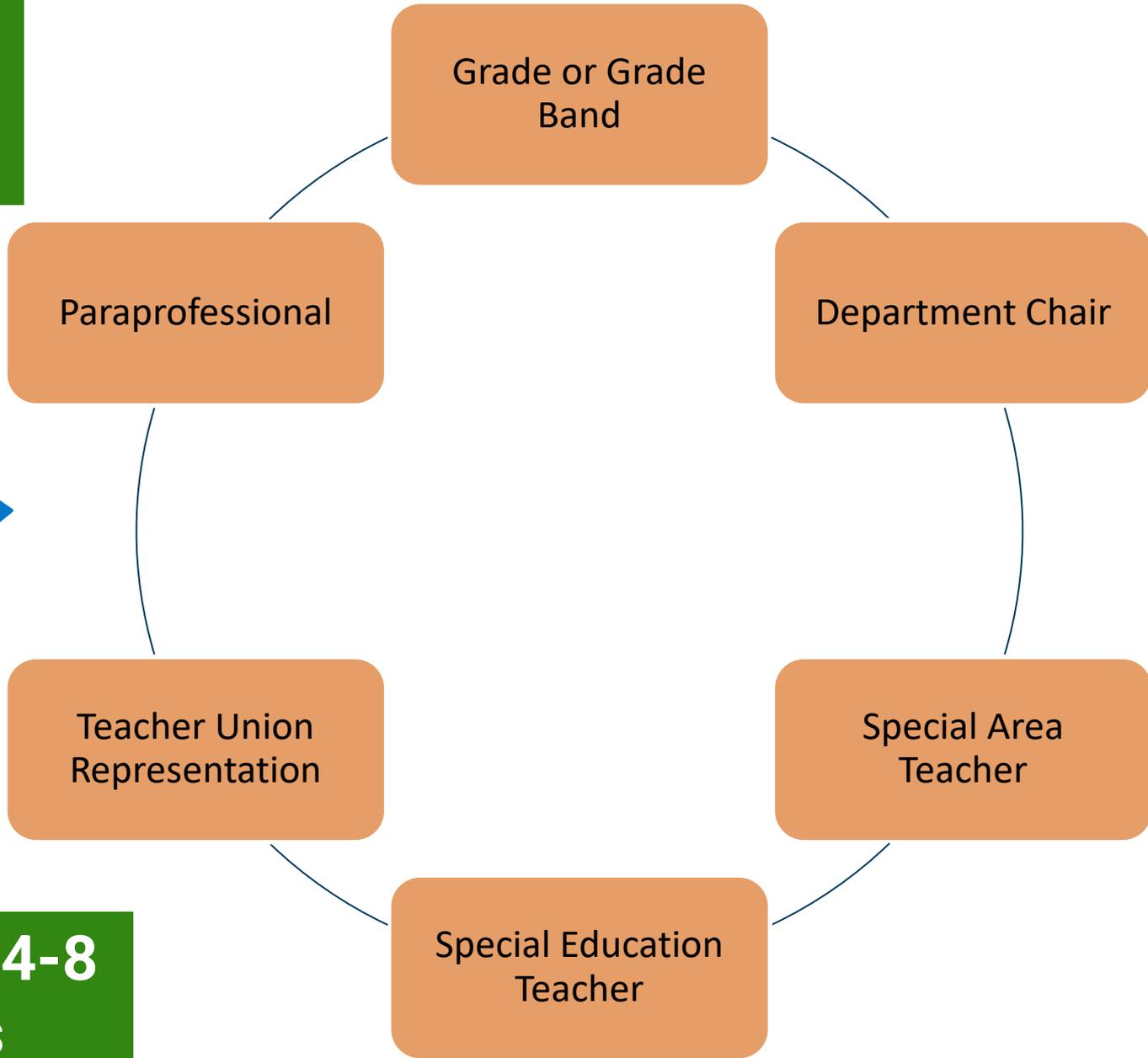
**A team size of 4-8 members is recommended**

# Year in the Life of School Improvement

## A Year in the Life of School Improvement Planning Year | Intensive Schools

| | Key Activities | School Improvement Coordinators | ISBE | Board of Education | District Staff | Intensive School Principal | School Leadership Team | School Level Needs Assessment Vendor |
|---|---|---|---|---|---|---|---|---|
| OCTOBER | Summative designations released by ISBE. | After district receives communication from director, send communication to principal and district representative to schedule a meeting. | • Release summative designations.<br>• Send initial notification letter to superintendent.<br><br>Annual Summative Designation | | • Receive designation letter.<br>• Schedule time to meet with assigned School Improvement Coordinator. | • Receive designation letter.<br>• Schedule time to meet with assigned School Improvement Coordinator. | | Make initial contact with districts and schools. |

## Monthly Topics and Tasks Planning Year | Intensive Schools

District and school leaders should use these topics, tasks, and essential questions to guide school improvement activities.

| | Topics and tasks | Essential questions |
|---|---|---|
| October | • Receive summative designation letter.<br>• Respond to checklist in letter. | • How will you interpret and communicate your summative designation to stakeholders? |

# Stakeholder Advisory Group (SAG)

The SAG is a group of all stakeholders impacted by the success of the school community.

# Who should be included in the Stakeholder Advisory Group?

Local School Council

Teachers & School Staff

School Leaders

Parents/ Guardians

Stakeholder Advisory Group

Local Businesses

Students

Community Members

# What is the purpose of the Stakeholder Advisory Group?

Engages the community to build understanding about the needs and the improvement processes of the school.

Provides an avenue for varied perspectives and concerns impacting the school and community.

Acts in an advisory capacity.

# How often should the Stakeholder Advisory Group meet?

FREQUENCY MAY VARY          THREE TIMES PER YEAR

# Identify Local Needs

**Identify local needs (PLANNING YEAR)**

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

## School Board Essential Questions

- What data has the school leadership team found valuable in assessing the school's strengths?

- What priorities were identified during the needs assessment and root cause analysis?

# Pause & Reflect

# What is a School Level Needs Assessment?

Conducted during the planning year

Ensures that initial school improvement plans are developed based on high-quality data

The American Institute for Research (AIR) conducts the school level needs assessment for schools designated intensive and comprehensive

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# Analyzed in the School Level Needs Assessment

SCHOOL IMPROVEMENT AREAS

1. LEADERSHIP AND VISION

2. CURRICULUM, INSTRUCTION AND ASSESSMENT

3. CULTURE AND CLIMATE

4. TARGETED INSTRUCTION AND SUPPORT

# Needs Assessment Report

| Needs Assessment Indicator | Initial | Emerging | Established | Robust |
|---|---|---|---|---|
| **1. Leadership and Vision** | | | | |
| 1.A Focused, Shared Vision and Goals | | X | | |
| 1.B Distributed Leadership and Sustainability | X | | | |
| 1.C Culture of Continuous Improvement | X | | | |
| 1.D Aligned, Consistent Professional Development | X | | | |
| **2. Curriculum, Instruction and Assessment** | | | | |
| 2.A High-Quality, Defined Curriculum | X | | | |
| 2.B Collaborative Planning | | | X | |
| 2.C High Expectations, Rigorous Instruction | X | | | |
| 2.D Teacher Observation and Feedback | | X | | |
| 2.E Data Collection and Collaborative Data Use | | X | | |

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# Which data source would be appropriate to use with the needs assessment?

| | |
|---|---|
| Standardized Assessments (e.g., IAR, PSAT, SAT) | Benchmark Assessments |
| School Surveys | Behavioral Data |
| Attendance | Progress Monitoring |
| 5 Essentials | Classroom Data |

# District Data Dive

## Benchmark

- As a noun, it means "a standard by which something can be measured or judged."
- As a verb, it means "to measure according to a specified standard to compare and improve student outcomes."

## Progress Monitoring

- Progress Monitoring involves regularly collecting and analyzing data to track progress against targets and goals.
- Progress monitoring can help identify whether an intervention is meeting interim goals and milestones and suggests ways the intervention could be changed for continuous improvement.

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# What is a Root Cause Analysis?

A root cause analysis is an approach to problem solving through discussion to dig deeper than the surface symptoms and uncover the underlying causes.

# Pause & Reflect

# Plan for School Improvement



| SMART Goals | Key activities, timelines, funding sources that address resource inequities, along with people responsible for implementation | Local assessment(s) to measure academic progress | Monitoring plan that includes all SMART goals |

# SMART Goals

## The Importance of SMART Goals

### What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes – measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

|  | SPECIFIC | MEASURABLE | ACHIEVABLE | RELEVANT | TIMEBOUND |
|---|---|---|---|---|---|
| **Definition** | When setting a goal, be specific, focused, and clear. | Use metrics to keep your plan on track and measure results. | Know how you will accomplish the goal and if you have the tools/skills needed. | Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals. | Set a timeline for action items, benchmarks and deliverables. |

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# Are these good or bad SMART Goals?

By the spring of 2025, 48% of African American students will score at or above the 60th percentile on the iReady Reading benchmark assessment

All student will show improvement in their benchmark assessments.

38% of students will increase their RIT score in the NWEA MAP assessment.

By May of 2025, 38% of all 3rd-5th graders will score at or above the 60th percentile on the STAR360 math benchmark assessment.

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# The School Improvement Plan



| SMART Goals | Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation | Local assessment(s) to measure academic progress | Monitoring plan that includes all SMART goals |
|---|---|---|---|

# What is a CIWP?

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## Continuous Improvement Work Plan (CIWP)

A three-year strategic plan that outlines the school's biggest projects to improve student experiences and outcomes.

People Also Search: SY24-26 CIWP Process Highlights ▼

## CIWP Team & Schedule

The CIWP team includes: staff, parents, LSC members, community members, or any others who reflect the work of the school

## Reflections on Foundations

Using evidence like student data and community feedback, teams reflect on these foundations:

- Curriculum & Instruction
- Inclusive & Supportive Learning
- Connectedness & Wellbeing
- Postsecondary Success
- Partnerships & Engagement

After reflecting, schools determine which foundations they want to focus on (priorities).

## Priorities

Each priority undergoes a process:

- 1) Determine a student-centered problem
- 2) Determine the root cause of this problem
- 3) Create a method to address this root cause – theory of action
- 4) Create an implementation plan with action steps for this method
- 5) Set goals to measure progress

## Approval

Most CIWPs are approved by Network Chiefs and Local School Councils.

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# Plan for School Improvement

**Plan for school improvement**

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

## School Board Essential Questions

- What support beyond the school leadership team does the school need to implement the School Improvement Plan?
- Can you share how the resources are being allocated equitably to support the improvement of student outcomes?
- How will the school and district monitor the school improvement plan?

# Select Relevant Evidence-Based Practices
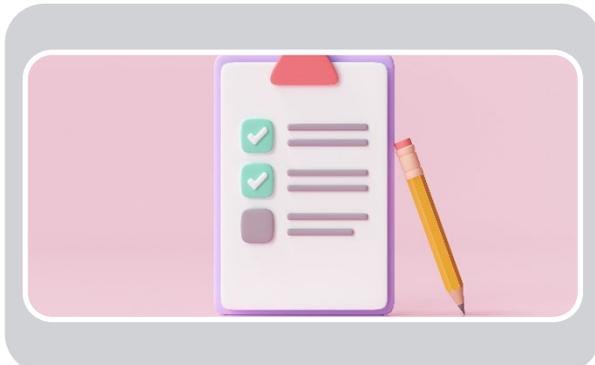
Confirm evidence-based practices align with ESSA

## School Board Essential Questions

- What process was utilized to review and select evidence-based practices?
- Do the selected evidence-based practices address the root causes identified?

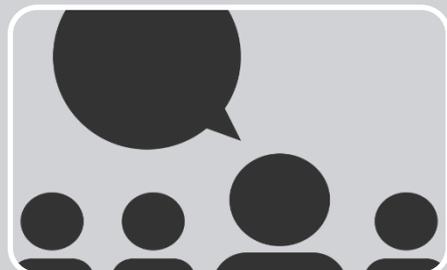# Select Relevant Evidence-Based Practices
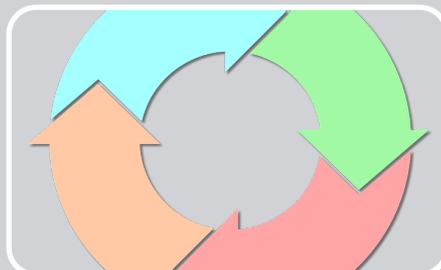


**Identify Approved Learning Partner(s)**

**School Board Essential Questions**

- What process was used to rigorously review and select an approved learning partner(s)?

-  What key activities will the selected approved learning partner help address?

# Implement and Monitor



Communicate the school improvement plan to all stakeholders

Implement the school improvement plan

Monitor implementation and progress toward SMART goals

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# Implement and Monitor



**Implement and monitor**

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

## School Board Essential Questions

- What data sources were selected to monitor progress of the implementation of key activities?

- Who is responsible for collecting the data?

- How often are those data sources reviewed?

- What professional development did staff participate in due to the implementation of the school improvement plan?

# Examine, Reflect and Adjust Course



| SMART Goals | Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation | Local assessment(s) to measure academic progress | Monitoring plan that includes all SMART goals |
|---|---|---|---|

# Examine, Reflect and Adjust Course

**Examine, reflect and adjust course**

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

## School Board Essential Questions

- What (if any) additions/updates/adjustments have been made to key activities throughout the school year?

- How will feedback be received from all stakeholders on the implementation of the SIP?

- What future professional development needs have been identified?

# Continuous School Improvement Model
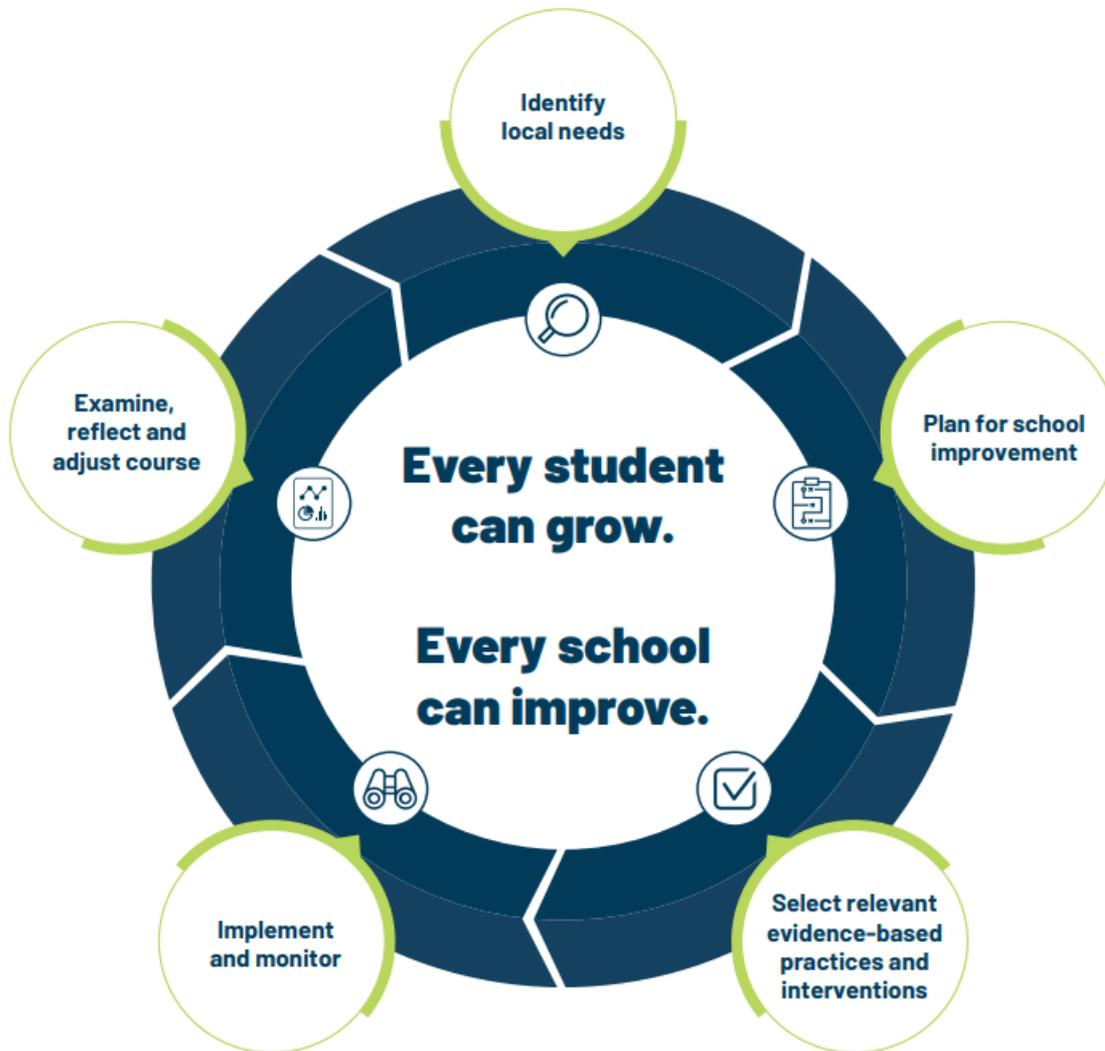
# The School Improvement Plan

## School Board Essential Questions

- What are the needs of the staff and how do they need to be supported for success with the SMART goals?

- How can the Board support the SMART goals?

- What additional resources could be allocated to these schools to help support school improvement efforts?

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# School Improvement Website
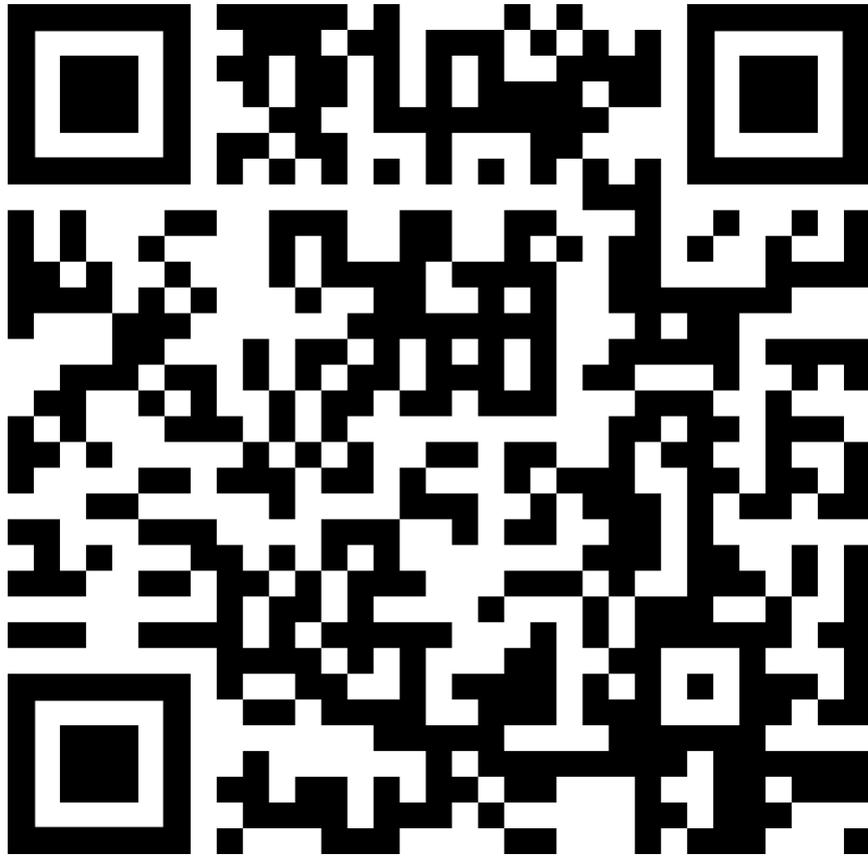
# Contact Information

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# Training Feedback