

Inspire every child to



**Board of Education  
Park Ridge – Niles School District 64**

**Committee-of-the-Whole: Curriculum and Technology  
Tuesday, October 9, 2018  
Jefferson School – Multipurpose Room  
8200 N. Greendale Avenue  
Niles, IL 60714**

*On some occasions the order of business may be adjusted as the meetings progresses to accommodate Board members' schedules, the length of session, breaks and other needs.*

**TIME**

**APPENDIX**

- 7:00 p.m.      1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Public Comments
4. Student Learning and Technology Update
5. Adjournment

**A-1**

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

To: District 64 Board of Education  
Dr. Laurie Heinz, Superintendent  
From: Dr. Lori Lopez, Assistant Superintendent for Student Learning  
Mrs. Mary Jane Warden, Director of Innovation & Instructional Technology  
Date: October 9, 2018  
Re: Student Learning & Technology: *2020 Vision* Strategic Plan Update

### **Overview**

The first four objectives of the District 64 *2020 Vision* Strategic Plan address the rigor of our educational program, including curriculum, assessments, resources, and communication surrounding teaching and learning as well as student growth.

At this meeting, we will present an update on the Middle School Review Committee activities, which was rescheduled from the September 24, 2018 meeting.

We will also highlight several key topics related to the first four Strategic Plan objectives:

- Strategic Objective #1: Develop Students Who Master the 4 Cs
- Strategic Objective #2: Provide a Rigorous Education for All Students
- Strategic Objective #3: Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students
- Strategic Objective #4: Foster Effective Communities of Practice Through Professional Development/Staff Support

### **Responsive Teaching**

The focus of our report will be on the instructional practice that has the most significant impact on student learning, called “*responsive teaching*.” Effective teachers use feedback from students to monitor student learning and provide targeted instruction in three key areas: student learning, student engagement, and student connectedness.

### **Key Area One: Student Learning**

Teachers address a range of academic needs in the classroom. To support student achievement, teachers use a variety of tools to diagnose student needs and design instruction, including: formative assessment strategies, the Workshop Model, and benchmark common assessments. Technology plays a significant role in helping teachers access student learning in real-time and organize data for differentiation.

#### Formative Assessment Strategies

Teachers make the distinction between formative and summative assessment. Summative assessment happens *at the end* of a unit of instruction and is designed to give the teacher a *summary* of student achievement. Formative assessment happens *during* the unit and is designed to inform *instruction*. Teachers use information from formative assessments to decide what to teach next, and which students need more support or a greater level challenge. Formative assessment is one of several high-impact instructional strategies that have a significant positive effect on student learning. It is a key strategy for supporting differentiation.

Formative assessments do not have to be an “assessment event” like a formal test or quiz. They can include simple strategies like exit slips where students respond to a short question designed to gauge where they are in their understanding of a concept. While there are many “low tech” formative assessment strategies, technology has greatly enhanced a teacher’s ability to get feedback from and to students about their learning. In our Board presentation, we will highlight several tools that teachers use to diagnose student learning.

### Common Assessments

Over the past several years, D64 Strategic Plan activities have focused on the development of curriculum maps, pacing guides, and common assessments. Mapping the curriculum has enabled teams to come to consensus on the important topics that we teach aligned to the Illinois Learning Standards. Through the creation of pacing guides, teams identified when to teach specific topics and the amount of time to dedicate to each instructional unit. Consensus around content and pacing enables us to develop *common assessments* for each unit of instruction. Common assessments are assessments that all students take to demonstrate their learning.

Common assessments support student learning in four critical ways.

- First, they provide us with a shared understanding of “proficiency.” Students across the district experience the same level of rigor on common assessments which will occur at the end of each unit. This helps us communicate consistently about student progress with students, parents, and one another.
- Second, common assessments help us identify opportunities for intervention and enrichment. Because all teachers have the same expectations for students, we can offer intervention and enrichment equitably.
- Third, common assessments help us identify systemic curricular issues. For example, if students do poorly on certain assessment items, this might indicate a need for additional resources and professional development, or it may indicate that we have a curriculum alignment issue.
- Finally, common assessments help all teachers access everyone’s best ideas. We can look at the data, identify the instructional activities that caused the greatest student learning, and share these ideas across teams.

PowerSchool’s *Assessment Builder* and *Performance Matters* are two tools that bring momentum to our work with common assessments. These two systems round out the District’s system for tracking student progress toward learning goals. PowerSchool’s *Assessment Builder* is a platform designed to house and deliver a range of assessments, including our local common assessments. Our students will take these assessments online and measure their progress toward mastery of skills and learning targets. With assessments graded immediately, teachers see in real-time their students’ growth, and then drill down through visual graphs to the class level, student level, assessment level, or item level. Assessment results provide insight as to what instructional adjustments need to be made to close learning gaps or misconceptions before they become firmly established.

*Performance Matters* goes hand-in-hand with *Assessment Builder* as it focuses on bringing together student and educator information into one cohesive, analytics-driven platform. Data is no longer “siloeed.” Instead, teachers now have the opportunity to easily compare the results from different assessments. Teachers can review student performance periodically to design instruction informed by data.

### The Workshop Model

In Reading Workshop, instruction begins with an explicit mini lesson that targets reading skills and strategies. Students then practice these strategies and skills in shared texts before applying them independently in their own texts. Because these texts are matched to students based on their individual instructional levels and interests, the Reading Workshop provides for differentiated instruction and promotes student engagement.

The Workshop Model is very responsive to student learning needs. Through their interactions with individuals and small groups, teachers are able to diagnose a student’s current level of performance and then design remediation or instruction at the next level of challenge. Transitioning to the Workshop Model requires teachers to develop a deep understanding of the learning progressions in each content area. Learning progressions define what students are expected to learn at each grade level. Teachers who are familiar with grade-level learning progressions can remediate or differentiate instructions one to two grade levels outside of a student’s current grade level.

District 64 teachers are currently implementing the Workshop Model in reading and we are piloting this model in writing. The Workshop Model also has applications in other subject areas where content can be introduced and then differentiated for small groups of students who are working at the same level of challenge.

### **Key Area Two: Student Engagement**

Research shows that students who are actively engaged in their learning are more likely to excel. Today’s teacher makes the distinction between passive compliance and active engagement. Advances in technology offer opportunities for students and teachers to experience learning in ways that were not possible in the past.

### Inquiry-Based Learning (IBL)

In District 64, we continue to build high-impact instruction around inquiry that fosters real-world contexts for students to master content and skills. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios -- rather than simply presenting established facts or portraying a singular path to knowledge. Currently, we are on the fifth cohort of teacher teams designing these amplified learning experiences. In our modern-day world, technology has allowed for this learning process to be enhanced with rich resources, powerful creation tools, and global connections.

### Learning Expeditions

Google’s Learning Expeditions are a form of virtual reality that enable students to “visit” a place where they may never set foot and make learning connections. Students use the Expeditions

mobile app to view 360° scans of locations and place students in the middle of them to explore, inquire, and make connections. These are places like the Mojave Desert, Mount Everest, the Coral Reefs, an Antarctica expedition, or the human anatomy. Students may pose questions like:

- How do you build the tallest building in the world in a desert?
- What are the impact of humans on a pristine environment?
- What would it take to build a prosthetic lung?

The technology around virtual reality also has implications for staff professional development. This past spring, our K-5 ELA Curriculum Specialist and Roosevelt’s Instructional Coach designed a 360° view of a Reading Workshop classroom. This gave teachers who were adopting this new pedagogy a sense of how the spaces in their classroom would be used differently and the various activities their students would participate in as they learn in this new model of instruction.

### **Key Area Three: Student Connectedness**

As you know, District 64 is developing a comprehensive program to promote positive school culture. Teacher-student rapport has been identified as one of the most critical drivers of student achievement. When students feel a deep sense of connectedness to their classmates and other adults, they are more engaged, more persistent, and demonstrate fewer disruptive behaviors. District 64 has a number of tools in place to support student social emotional learning (SEL), some of which are enhanced by technology. Our District-wide SEL program consists of four components: explicit skill instruction, environmental structures, community-building practices, and data collection for the purpose of progress-monitoring.

#### Explicit Skill Instruction

The *Second Step* program is a core resource that guides explicit skill instruction at both the elementary and middle school level.

- In grades K-5, skill lessons are built around four important strands, including skills for learning, empathy, emotional management, and problem-solving. The K-5 program also includes a Bullying Prevention Unit, which helps students develop the skills to recognize, report, and refuse bullying. In grades K-3, students are introduced to the “bystander power.” In grades 4-5, students learn how bystanders have the responsibility to stop bullying and cyberbullying.
- At the middle school level, *Second Step* lessons are built around four strands: mindsets and goals; values and friendships; thoughts, emotions, and decisions; and serious peer conflicts. Middle school students learn to make decisions based on their personal values, build strong positive friendships, stay in control when they’re experiencing strong emotions, resolve serious conflicts, and prevent bullying and harassment.

#### Environmental Structures

At the building level, all staff have come to consensus on three to five expectations for student behavior. These expectations are part of the “Building Behavior Matrix” and communicated through the school culture. For example, an Emerson Eagle SOARS (**S**hows Respect; **O**ffers Empathy; **A**cts Safely; is **R**esponsible for Learning and Behavior; and **S**hows Self-Regulation and Self-Awareness) and a Roosevelt student demonstrates the five bees (Bee Caring, Bee

Responsible, Bee Safe, Bee Respectful, Bee Fit). In addition to common expectations, buildings have also determined how all staff members acknowledge positive behavior and respond to misbehavior. Staff also make plans to introduce the Behavior Matrix annually to students and to teach students positive behaviors in each of the different areas of the school.

### Community-Building Practices

Community-building practices enable all staff and students to build supportive relationships, a positive school culture, and a nurturing climate. This school year we are introducing “*restorative practices*” as a key strategy for building community. Schools that embrace restorative practices provide consistent opportunities for students to build positive rapport with one another and with adults. Students can then build on this rapport to manage conflict, repair harm, and develop even stronger relationships. One restorative strategy that we are exploring is the use of communication circles. In a communication circle, students have the opportunity to speak and listen to one another, and shared varied perspectives. Circles can be used for a variety of purposes, including rapport-building, conflict resolution, and decision-making. Circles give students “voice” in resolving conflict, addressing tension, and contributing to decisions at school.

The District 64 SEL Committee was introduced to restorative circles in spring 2018. A cohort of about 30 middle school teachers participated in a two-day workshop in June 2018. Over the next two years, all staff will participate in professional development related to restorative practices. This expanded work will begin at the upcoming November 6 Institute Day.

### Data Collection & Progress Monitoring

Because of District 64’s commitment to continuous improvement, we collect data that informs our decisions about SEL programming. During the week of October 1-8, 2018, staff, parents, and students participated in the Safe and Civil Schools *Climate & Safety Survey*, a proven tool for accurately and consistently measuring perceptions of school climate and safety. These baseline surveys will provide information our school leadership team can use to analyze strengths and weaknesses in: safety in the common areas of the school; social/emotional safety of students and staff; positive interactions between students and staff; understanding of school behavior expectations; attitudes about schoolwork; frequency of discipline problems; and a sense of belonging and support for all stakeholders. A follow-up survey will be administered in March.

In addition to the *Climate & Safety Survey*, the Technology Department has a designed a Data Dashboard to help schools review real-time behavior data and look for opportunities for improvement. Examples of data collected include: names of referring teachers, location of behavior incidents, time of day, and specific type of behavior. A review of the data will enable staff to look for trends and design targeted support for students. While middle schools have had Data Dashboards for the past year, elementary schools are implementing this tool for the first time in the 2018-19 school year.

### **Committees at Work**

Much of the planning and work of the *2020 Vision Strategic Plan* is completed in District committees comprised of staff representatives from all schools, grade levels, departments, and roles. Committee members attend meetings during release time and are responsible for

communicating committee activities with their school buildings. At the middle school level, committee work is often completed during monthly department meetings where all team members have the opportunity to contribute.

For 2018-19, the active committees engaged in this important work include:

#### Student Learning

- **Curriculum Team:** The Curriculum Team is comprised of three full-time release Curriculum Specialists and 15 additional Specialists and Department Chairs who hold a leadership role in addition to teaching responsibilities. In addition to supporting day-to-day instructional needs, the Curriculum Team supports professional development and assessment.
- **K-5 & 6-8 ELA Committees:** Both ELA Committees are reviewing our current practice in English Language Arts. At Kindergarten through grade 8, the study of reading includes literature and informational text. At Kindergarten through grade 5, foundational skills like phonics, word study, and fluency are also included. Ten anchor standards and clear grade-level expectations guide teachers with instruction and assessment. Additional middle school standards are also addressed through social studies and science.
- **K-5 Math Steering Committee:** After completing a curriculum adoption in 2013, the K-5 Math Committee has continued to collaborate to finalize common assessments and make revisions to the K-5 pacing guides.
- **K-5 Science Committee:** After completing a curriculum adoption in 2015, the K-5 Science Committee has continued to collaborate to finalize common assessments and make revisions to the K-5 pacing guides.
- **6-8 Social Studies:** The Department is reviewing topics and pacing in Social studies at the middle school level. They will share an updated scope and sequence later this fall as well as a recommendation for the adoption of a new core resource.
- **Social-Emotional Learning (SEL) Committee:** The SEL Committee is responsible for reviewing and recommending practices in each of the four dimensions of SEL programming: explicit skill instruction, environmental structures, community building practices, and progress-monitoring.
- **Middle School Review Committee:** The Middle School Review Committee is reviewing our current middle school schedule and offerings.
- **Mastery Learning Committee:** The goal of the Mastery Learning Committee is to refine our grading and reporting practices so we are communicating accurately about student mastery of the Illinois Learning Standards.

#### Technology

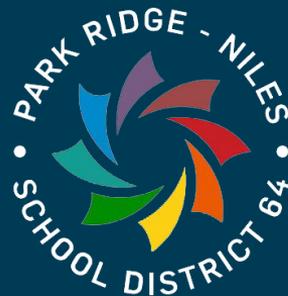
- **Technology Integration Committee (TIC):** This committee has focused on Digital Citizenship and Handwriting/Keyboarding, and are currently exploring Learning Management Systems.
- **Apps/Extensions/Software Evaluation Committee:** This ongoing committee convenes three times per school year to evaluate new apps, extensions, and software based on a rubric developed. These new technologies are suggested by teachers and instructional coaches alike and are reviewed for learning utility, reliability, sustainability, and ease of use.

**Committee of the Whole**

# Student Learning & Technology

*Strategic Plan Update*

**Board of Education Meeting**  
October 9, 2018





# Strategy Map by Challenge Areas



Master 4C's

Strategic Objective 1



Rigorous Curriculum

Strategic Objective 2



Differentiation & SEL

Strategic Objective 3



Professional Learning & Growth

Strategic Objective 4



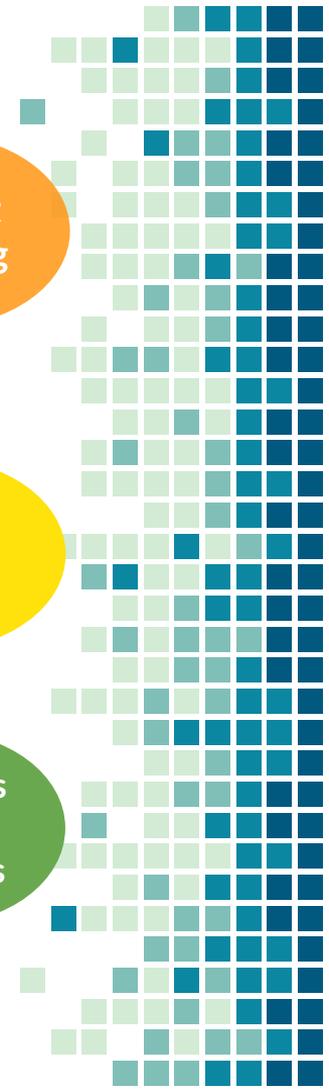
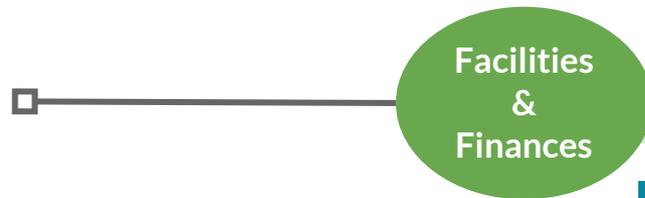
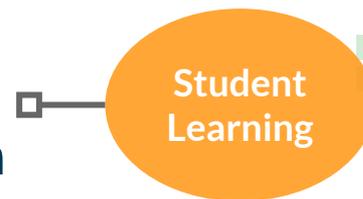
Financial

Strategic Objective 6



Physical Environment

Strategic Objective 5

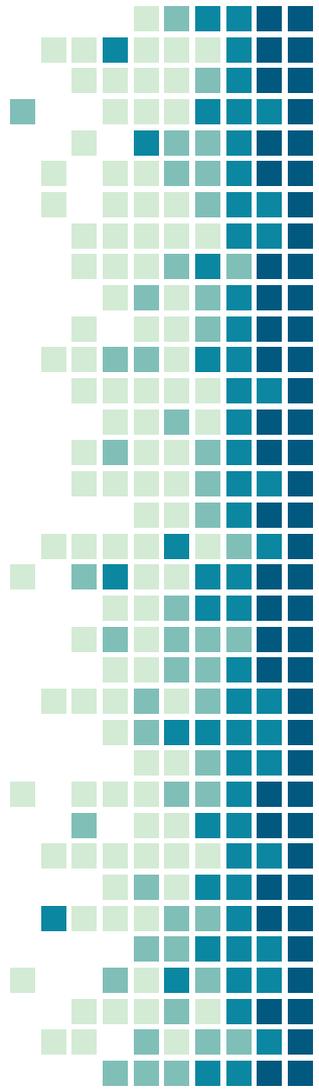


# KEY IDEA



**Effective teaching**  
**is responsive.**

- STUDENT LEARNING
- STUDENT ENGAGEMENT
- STUDENT CONNECTEDNESS



# Key Area One



Effective Teaching

is responsive to **STUDENT LEARNING**

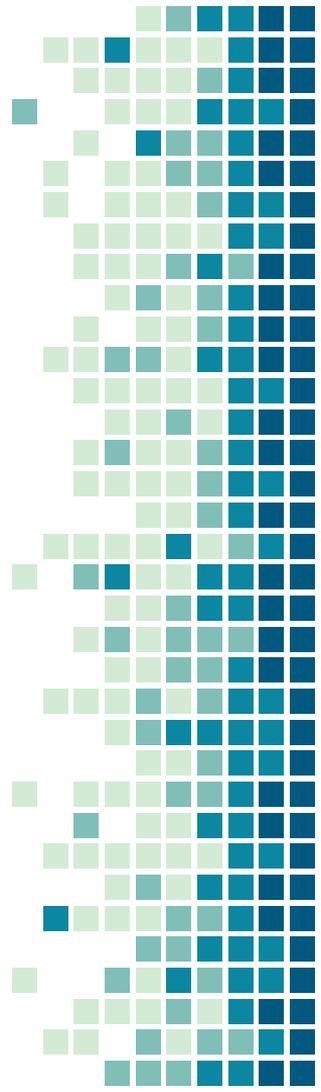
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# FORMATIVE ASSESSMENT

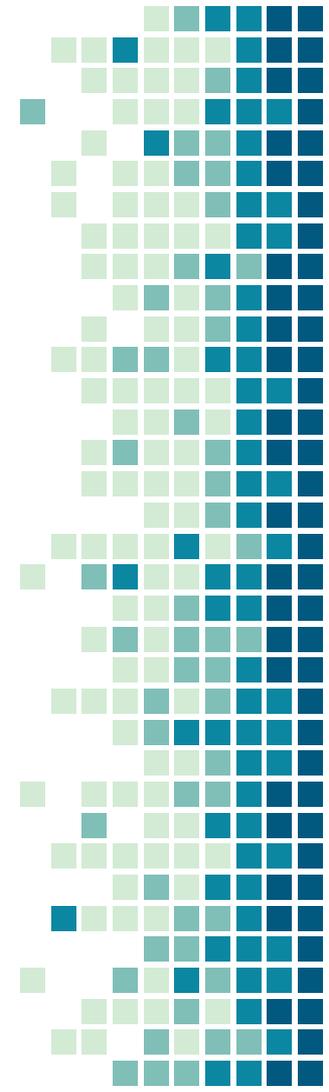
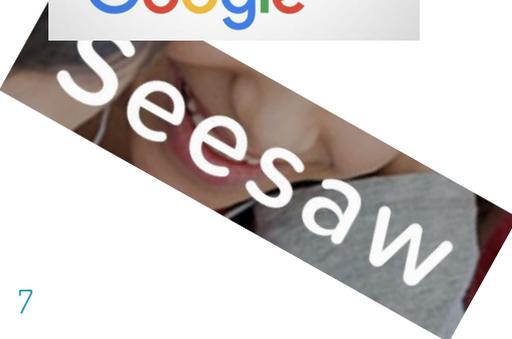


# Effective teachers TAKE THE PULSE OF STUDENT LEARNING

- Clear learning targets
- Feedback *from the teacher to the student*
- Feedback *from the student to the teacher*
- Goal-setting, reflection, intervention, acceleration



# Formative Assessment Tools



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# COMMON ASSESSMENTS

2015

Traditional Grading



### Curriculum Mapping

- The “WHAT”
- National Standards
- D64 Priorities

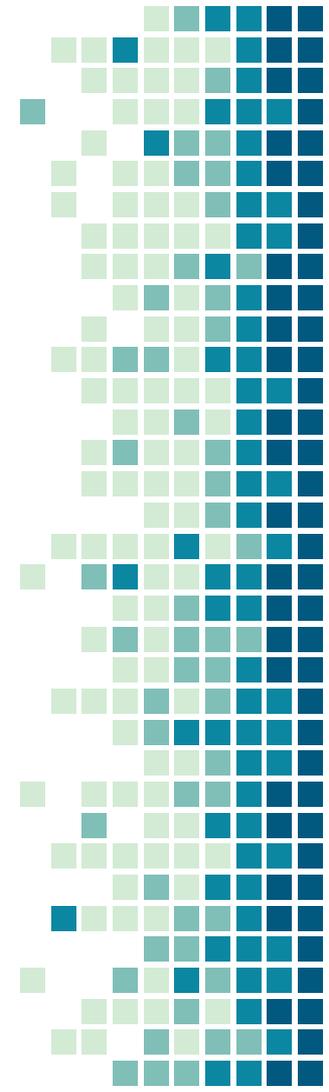
### Pacing Guides

- The “WHEN”
- CORE Resource
- Supplemental Resource

### Common Assessments

- Shared definition of proficiency
- Consistent rigor
- Consistent assessment protocols

2020 Standards-based Reporting



# PowerSchool's Assessment Builder

The screenshot displays the 'Assessment' interface in PowerSchool. On the left, the assessment title is 'Cole - Environmental Science - Chapter 3 Post-Test'. The main area shows a table of 'Assessment Items' with columns for Title, Questions, Bank, and ID.

Title	Questions	Bank	ID
Identification of four major life spheres	1	Personal	15005JLYX-1
Defining Key Terms	1	Personal	Z5006JTC73-1
Decomposers	2	Personal	B5008JTCBS-1
Food Chain	1	Personal	Z500ZJTCZE-1
In the food web pictured, which item is a herbivore?	1	PowerSchool	000093Y8ZA-14

The detailed view of the selected question shows a food web diagram with the following components and relationships:

- Producers:** Sun, a tree, and a bush.
- Primary Consumers (Herbivores):** A rabbit, a squirrel, and a deer.
- Secondary Consumers (Carnivores):** A fox and a hawk.
- Decomposers:** A mole and a group of worms.
- Energy Flow:** Arrows indicate energy flow from the sun to producers, from producers to primary consumers, from primary consumers to secondary consumers, and from all organisms to decomposers.

On the left side of the question view, there are statistics: 1 Question, 7 Standards, and 0 Features. At the bottom right, there are 'Duplicate' and 'Cancel' buttons.

# PowerSchool's Performance Matters

unify™  
TOGETHER WE CREATE

RTI/MTSS Reports Admin

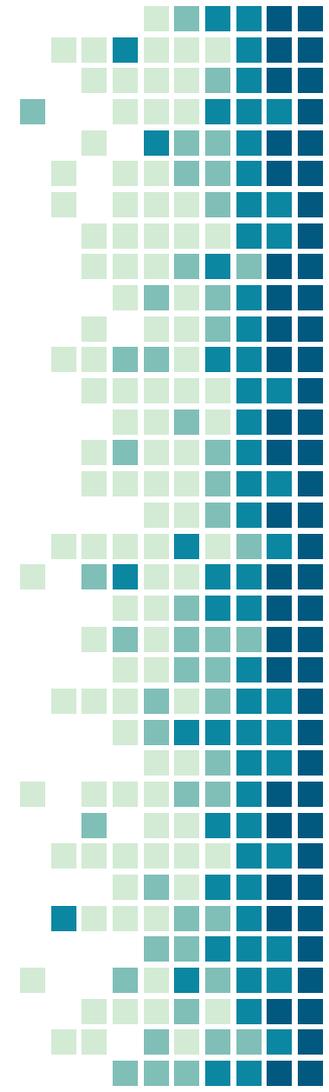
Mary Jane Warden Curre

Search

- State/Local by Subject
  - PARCC - ELA
    - 88 Scale Score 16-17
    - 90 Scale Score 17-18
    - 88 Achievement Level 16-17
    - 90 Achievement Level 17-18
  - PARCC - Math
  - PARCC - Reading
  - PARCC - Writing
- State/Local by Strand
  - ACCESS for ELL
  - NWEA
  - AIMSweb

Apply swatching  
24 students

		State/Local by PARCC - ELA Scale Score 2016-2017	State/Local by PARCC - ELA Scale Score 2017-2018
		1	2
	Student Name ▲		
1	1 A	733	743
2	1 B	737	727
3	1 B	706	739
4	1 C	746	727
5	1 D	715	708
6	1 D	734	722
7	1 D	707	715
8	1 G	716	717
9	1 H	742	733
10	1 I	722	717
11	1 L	738	742
12	1 L	745	734
13	1 L	725	721
14	1 M	711	709
15	1 M	739	711
16	1 M	729	722
17	1 M	722	733
18	1 P	706	706
19	1 P	742	743
20	1 S	744	742
21	1 S	725	713
22	1 S	737	741
23	1 T	725	723
24	1 W	729	727



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# WORKSHOP MODEL

# Reader's

# Workshop

Book Clubs

Share  
Students are:

- discussing their reading with others.
- listening actively

Minilesson  
Students are:

- sitting quietly on the carpet.
- actively engaged in the lesson.

Conferencing

Independent Reading

Students are:

- reading Just Right Books quietly in their spots.
- being respectful of other readers.

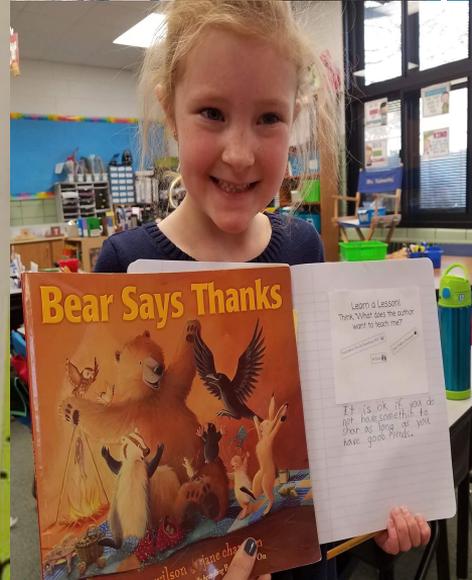
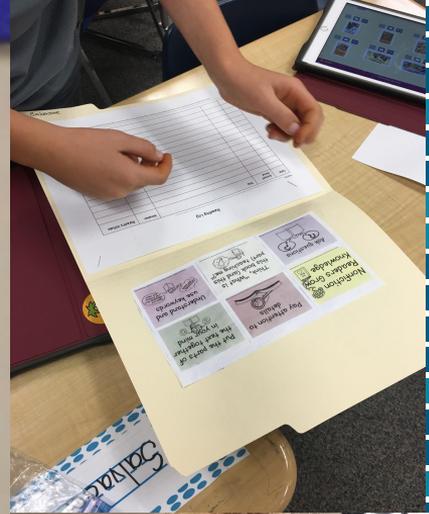
Guided Reading

Sticky Notes

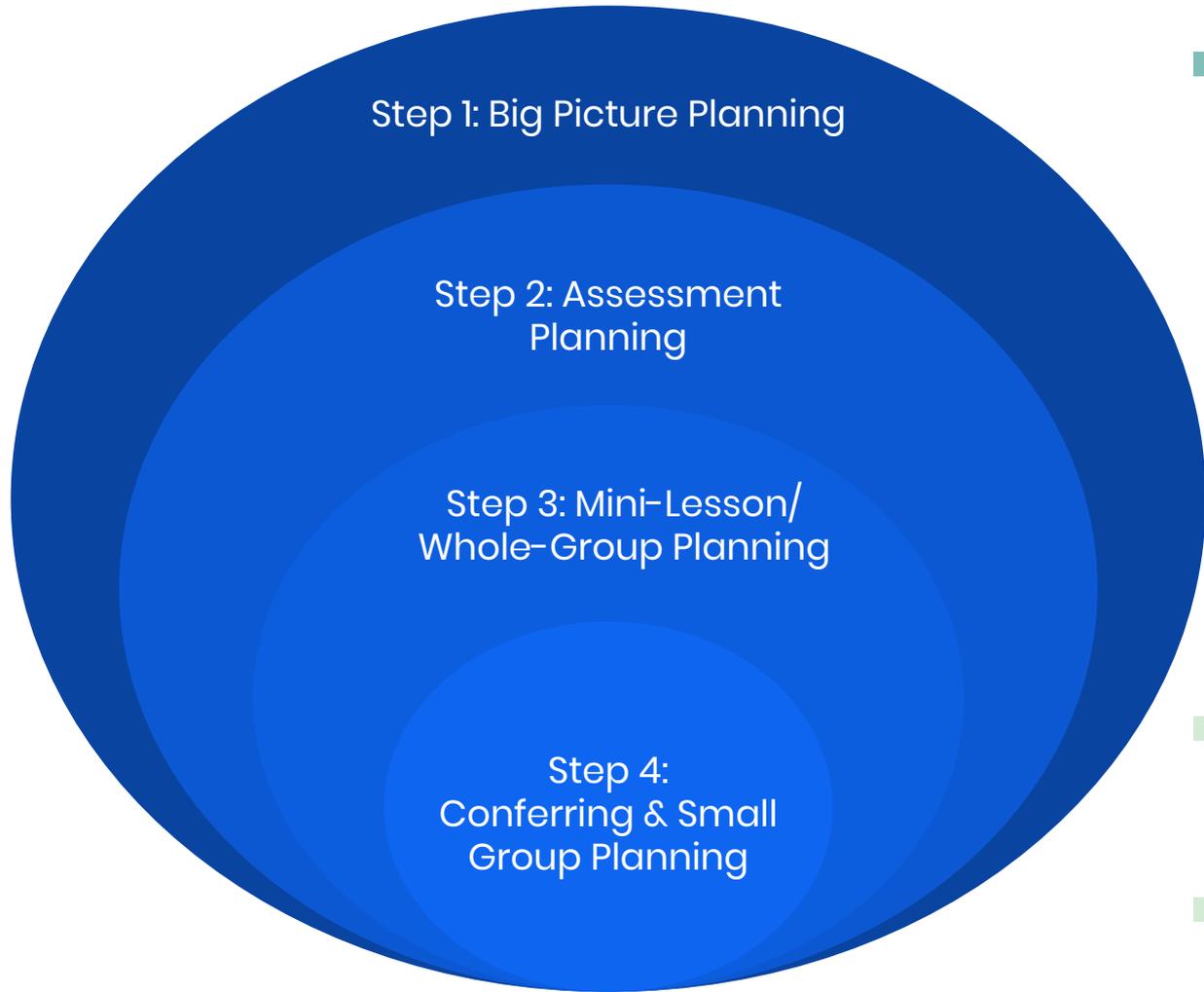
Strategy Groups

Book Shopping

Mid Workshop Interruption

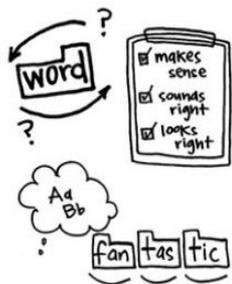
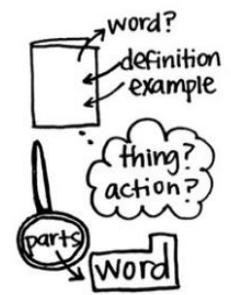
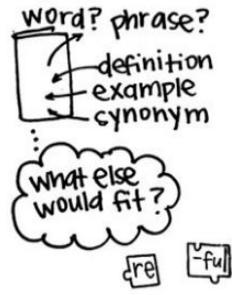
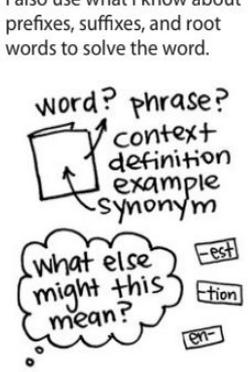


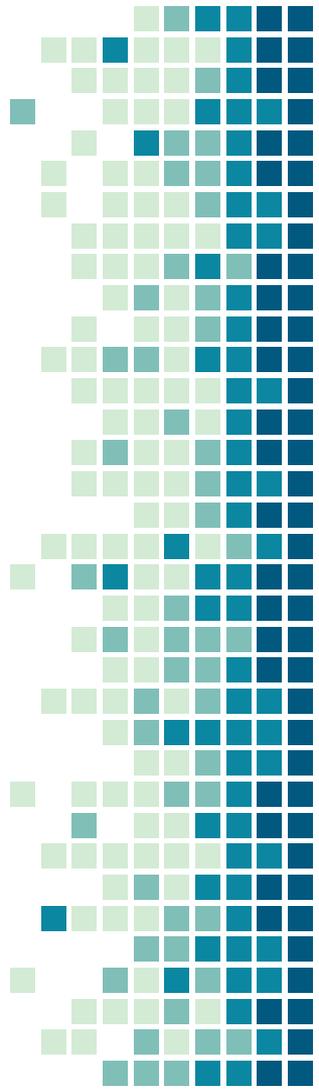
# Planning for Differentiation



# Grade-Level Progressions

## Informational Reading Learning Progression

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>LITERAL COMPREHENSION</b>					
<b>Word Work</b> <i>Word Solving</i>	<p>When I don't know what a word means, I check the illustrations, reread the words before and after, and try to think of a substitute word that means the same thing. I make sure the word I try makes sense, looks right, and sounds right before I keep reading.</p> <p>I read all the way across the word and use what I know about letters and sounds.</p> 	<p>When I still don't recognize a word even after I have tried to say it, I look to see if the author has given a definition or an example to help me figure out the meaning.</p> <p>If not, I reread to remember what that part of the text is teaching me and to figure out what kind of word it seems to be. I ask, "Is it a thing? An action?" I substitute another word and reread to see if it makes sense.</p> <p>I also look inside the word, relying on what I know about prefixes and suffixes.</p> 	<p>When I try to figure out the meaning of an unknown word or phrase, I look to see if the author has given a definition, an example, or a synonym.</p> <p>If not, I reread to remember what the text is teaching me and also to figure out what kind of word it is. I try to substitute another word that is similar and reread to check that it makes sense.</p> <p>I also use what I know about prefixes and suffixes and root words to solve the word as best I can.</p> 	<p>When figuring out an unknown word or phrase, I continue to use context, looking for examples, synonyms, and definitions in the text and features.</p> <p>Sometimes the meaning I know doesn't work in the text. I think, "What else might this word or phrase mean?" I continue to try to substitute words or phrases that are similar and check that they make sense.</p> <p>I also use what I know about prefixes, suffixes, and root words to solve the word.</p> 	<p>When I try to figure out an unknown word or phrase, I look first to see if there are examples or definitions in the text that will help me figure out the meaning.</p> <p>I continue to try to substitute words or phrases that are similar and check that they make sense. If needed, I look up the meaning outside the text.</p> <p>I also use all I know about root words, prefixes, and suffixes.</p>



## Key Area Two



Effective Teaching

is responsive to **STUDENT ENGAGEMENT**

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# REAL WORLD INQUIRY

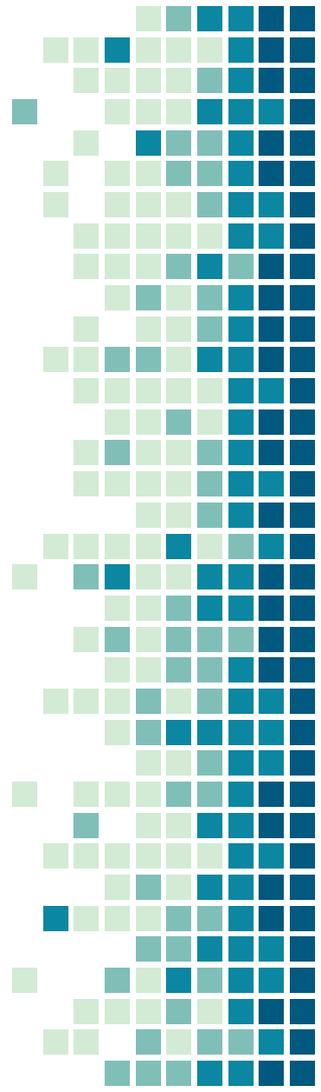


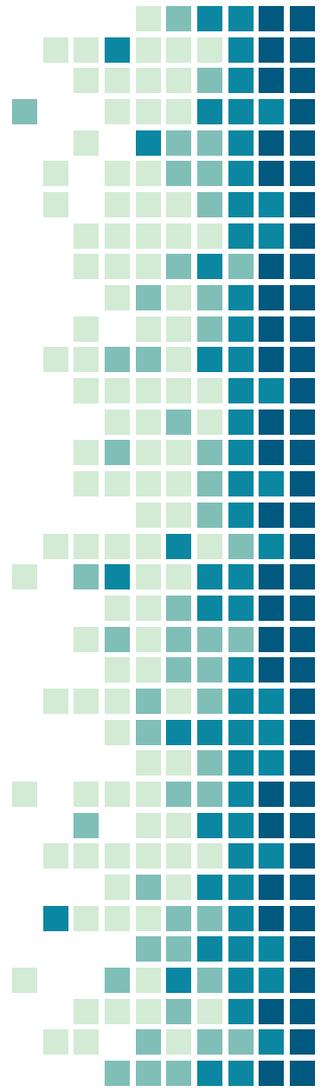
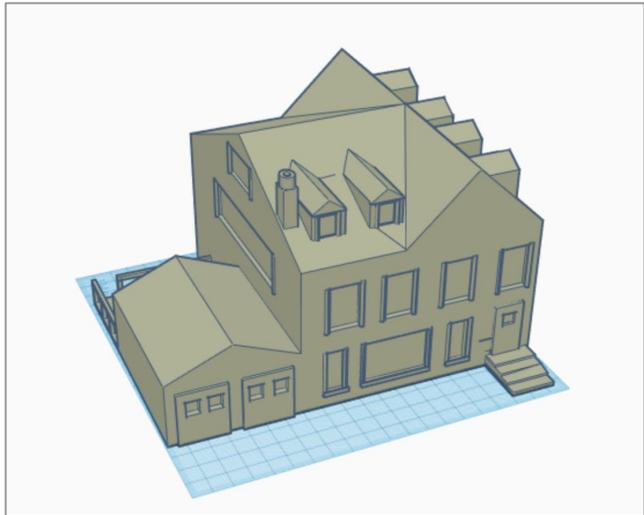
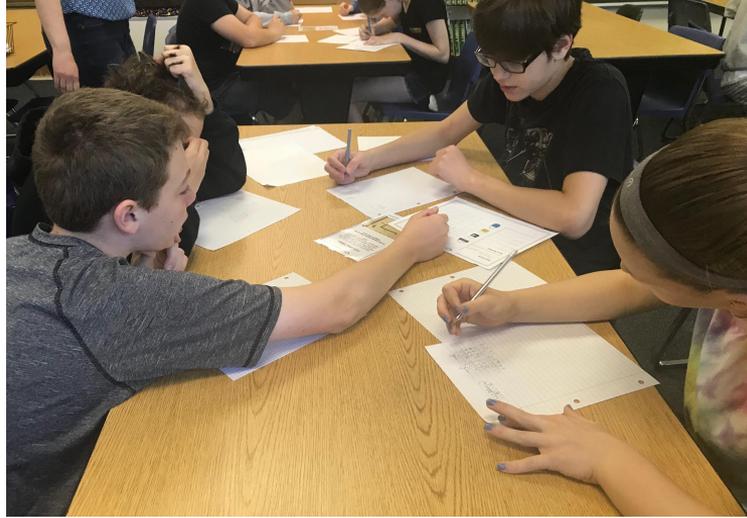
# Inquiry-based learning

Students “inquire” or find the problem in real-world contexts.

Tied to Common Core

Knowing the “why”

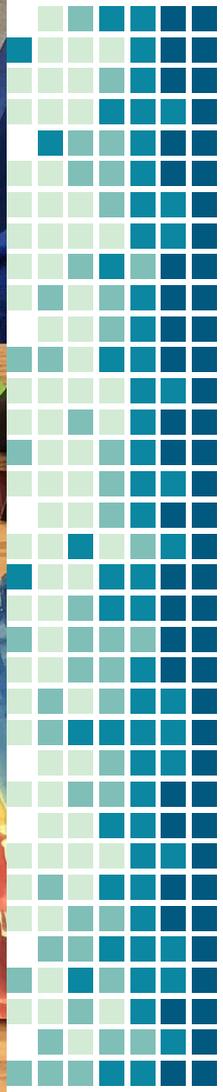


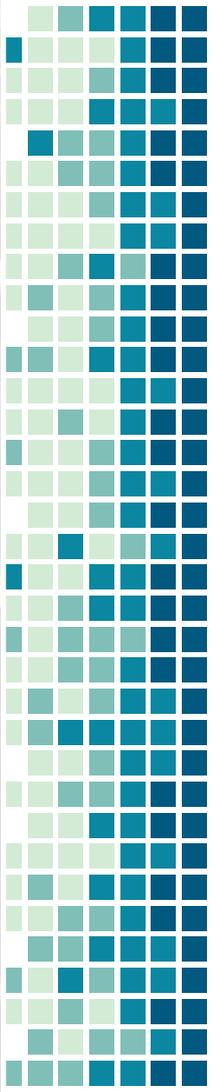


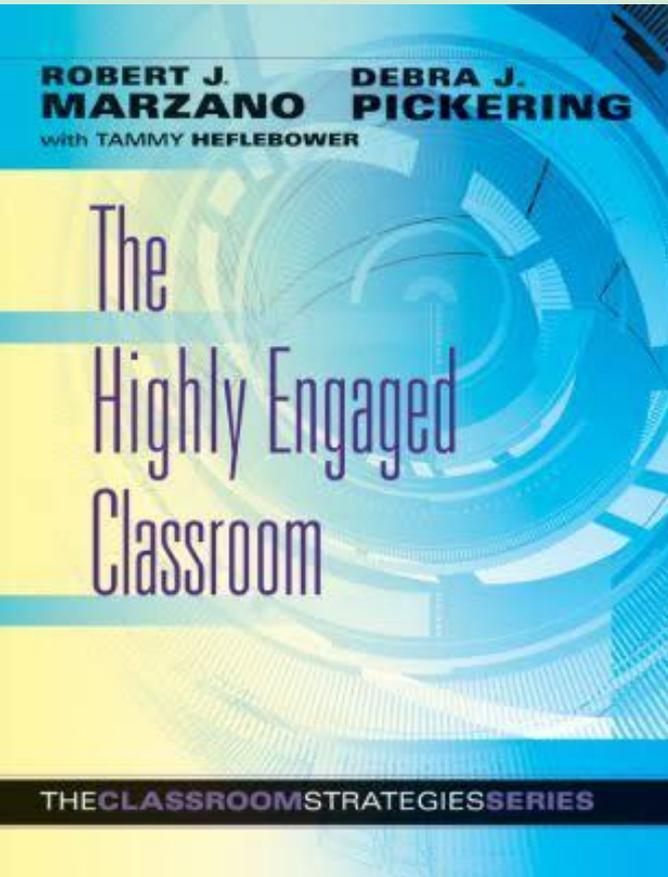


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# LEARNING EXPEDITIONS







# Student Engagement

## How do I FEEL?

*Pacing, Movement, Enthusiasm, Movement, Rapport*

## Am I INTERESTED?

*Games, Novelty, Friendly Controversy, Questioning*

## Is this IMPORTANT?

*Connection, Application*

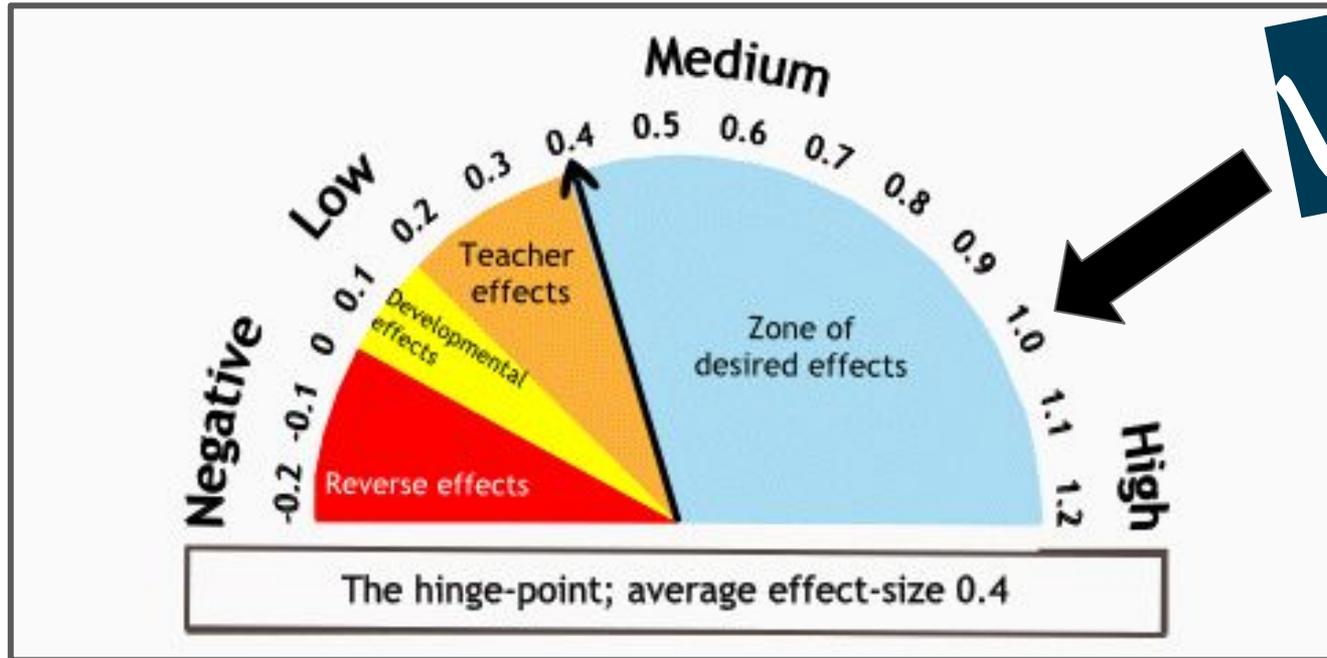
## CAN I do this?

*Progress, Feedback, Self-Efficacy*



# An effect of **1.0** is associated with...

- Advancing student achievement by 2-3 years
- Improving the rate of learning by 50%



## Key Area Three



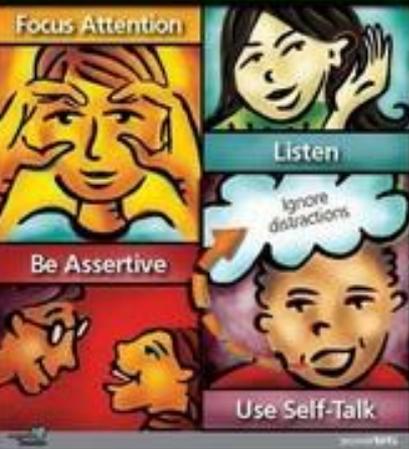
Effective Teaching

is responsive to **STUDENT CONNECTEDNESS**

OUR **FOCUS**...

# SOCIAL- EMOTIONAL LEARNING

## Skills for Learning



## Empathy

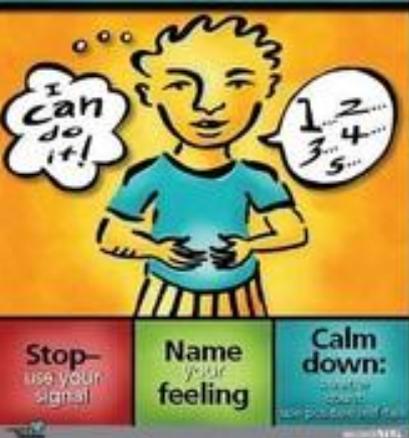
is feeling or understanding what someone else is feeling.



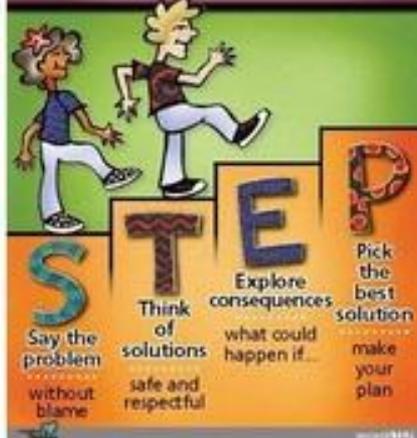
# Social-Emotional Learning

- Increased engagement
- Greater respect of self and others
- Fewer resistant behaviors
- Greater student-initiated activity

## How to Calm Down

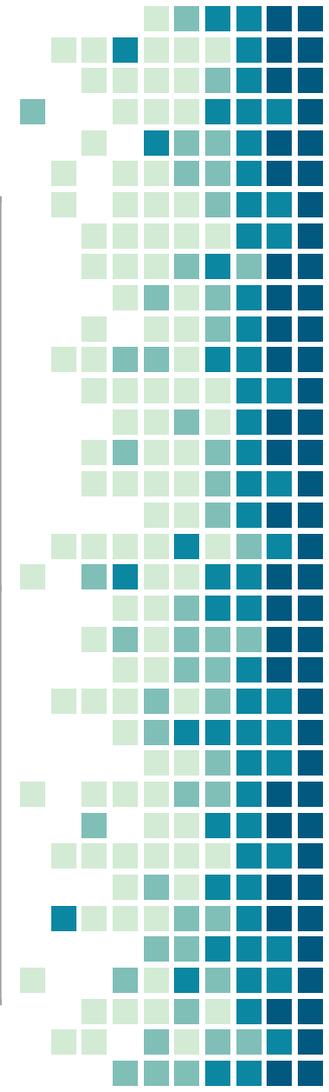


## Problem-Solving Steps



# The Four Domains of SEL

<b>Environmental Structures</b>	<b>Explicit Skill Instruction</b>
<b>Community-Building Practices</b>	<b>Data Collection &amp; Progress-Monitoring</b>

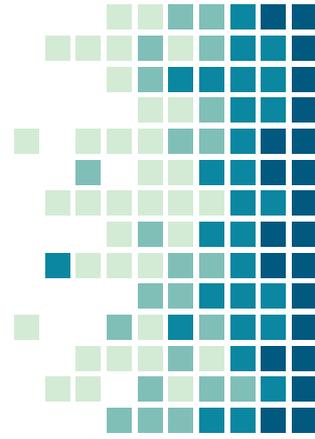
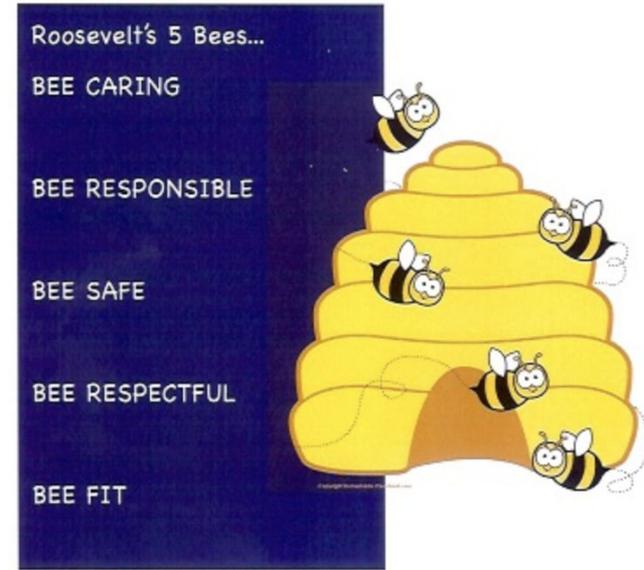


# *Environmental Structures*

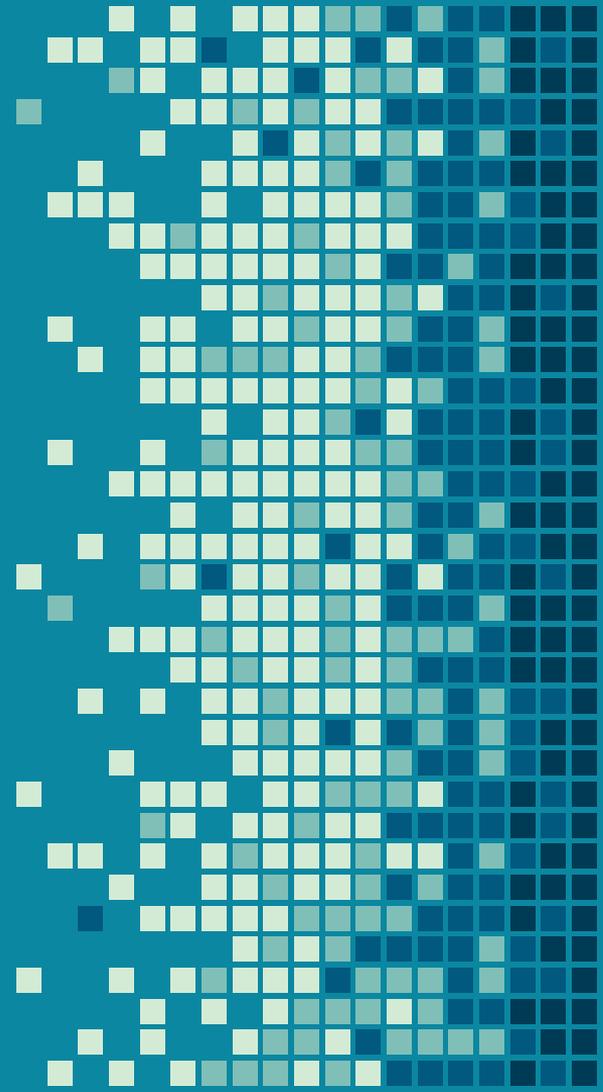
# Environmental Structures

School-wide consensus:

- What are our common expectations?
- How do we acknowledge positive behavior?
- How do we respond to misbehavior?
- How do we teach behavior expectations to students each year?
- School-Based Frameworks (SOARS, ROARS, BEEs, etc.)

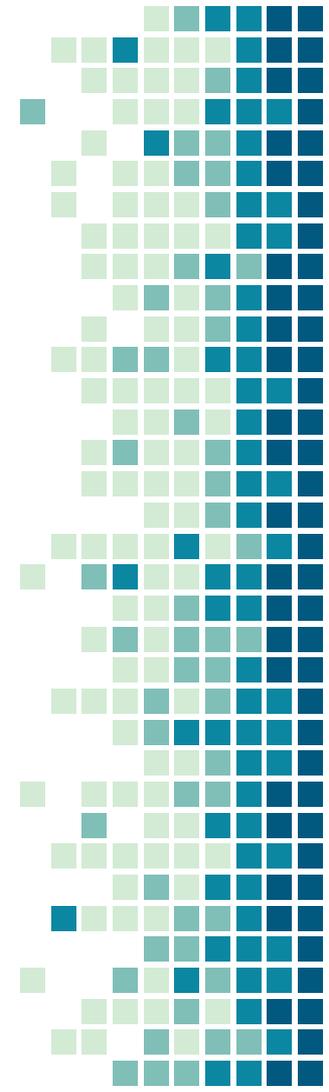


# *Explicit Skill Instruction*

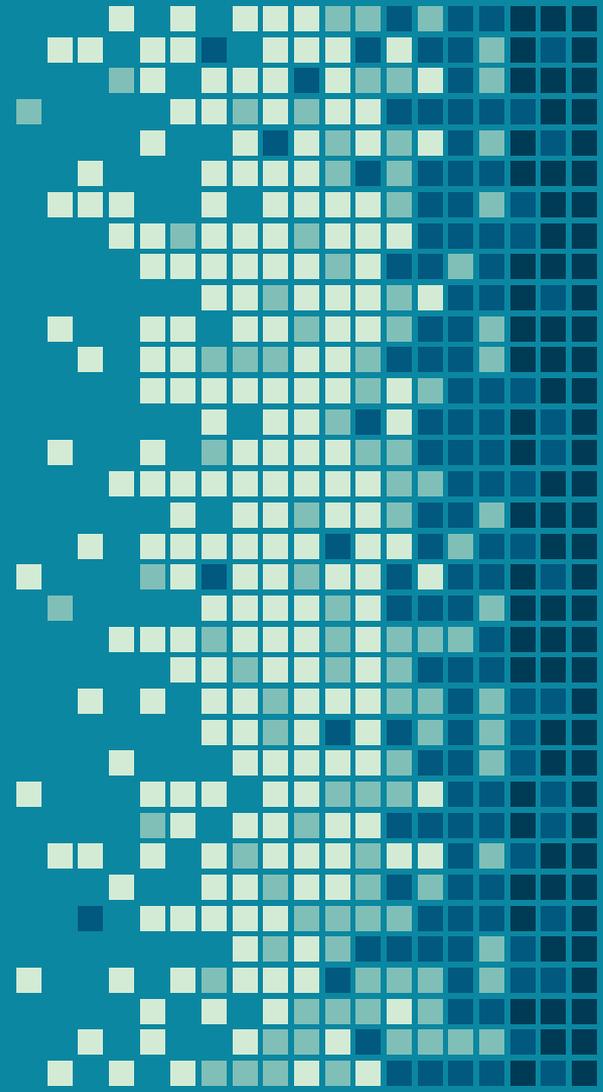


# Explicit Skill Instruction

- What are the skills that students need to learn at each grade level?
- K-5 Second Step
  - Skills for learning, empathy, emotional management, and problem-solving
  - Bullying Prevention Unit
- Middle School Second Step
  - Mindsets and goals; values and friendships; thoughts, emotions, and decisions; and serious peer conflicts

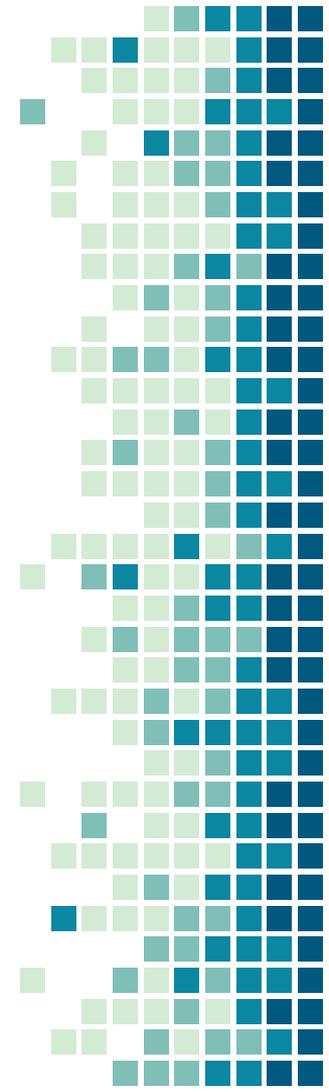


# *Community- Building*

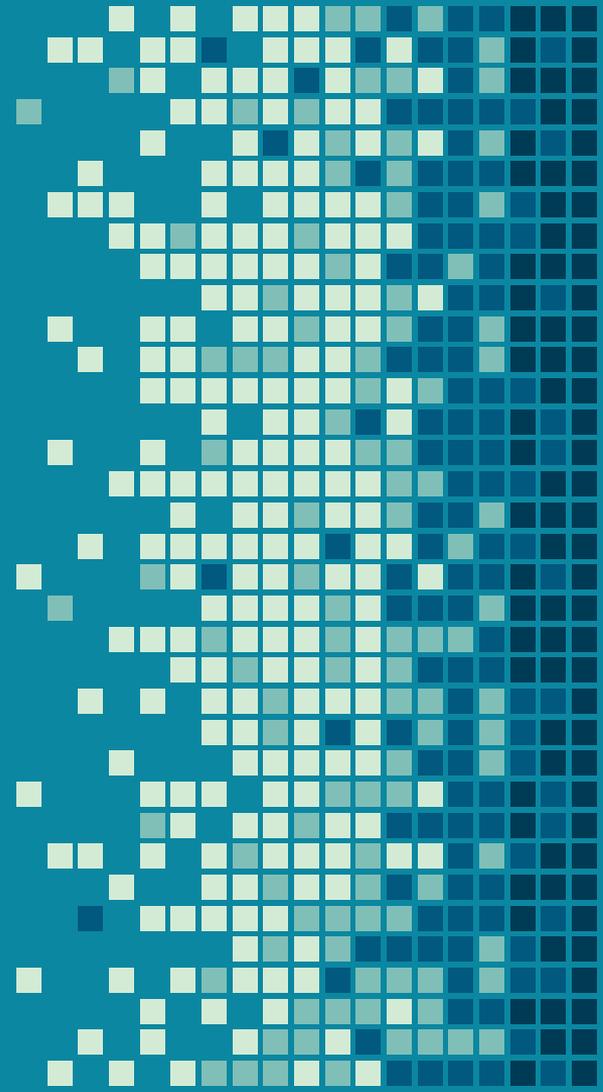


# Community-Building

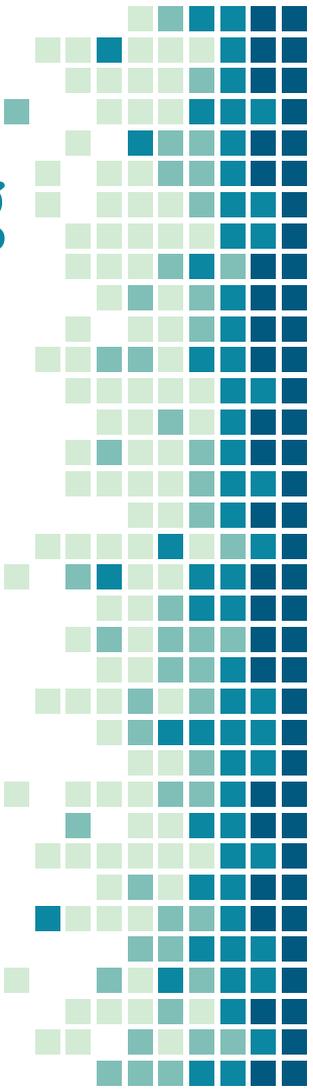
- How do we build supportive relationships, a positive school culture, and a nurturing climate?
- Restorative Practices:
  - Consistent opportunities for students to build positive rapport
  - Use rapport to manage conflict, repair harm, develop stronger relationships
- Communication Circles for rapport-building, conflict resolution, and decision-making.



# *Progress- Monitoring*



# Data Collection & Progress-Monitoring



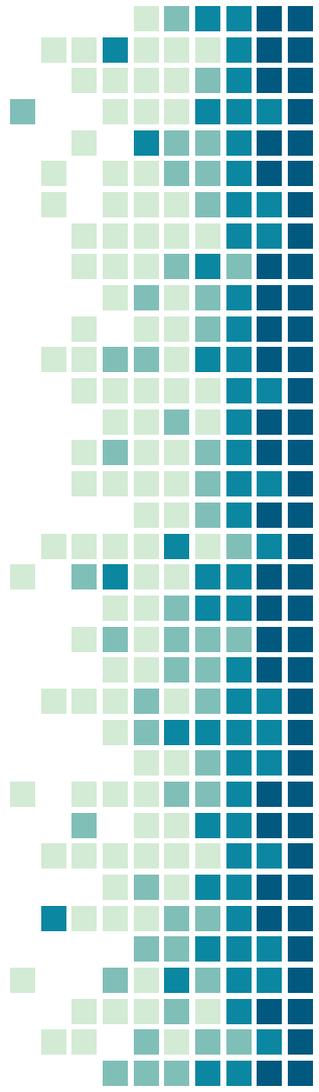
- What data will we collect to measure our progress? How do we use authentic data?
- Goal of continuous improvement
- **District 64 Behavior Communication Form** through Powerschool (currently in use in Middle School; expanding to K-5 this year)
- **Climate & Safety Survey**

# KEY IDEA



**Effective teaching**  
**is responsive.**

- STUDENT LEARNING
- STUDENT ENGAGEMENT
- STUDENT CONNECTEDNESS



Thank  
You  
for Your  
Support

Inspire every child to

discover



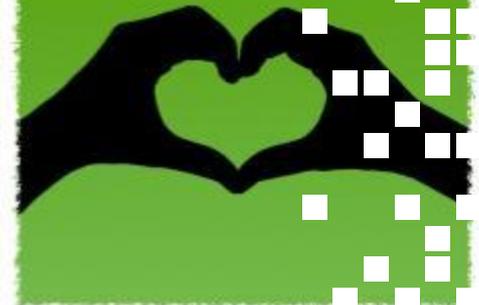
learn



achieve



care



Committee of the Whole

Middle School  
Review  
Update

**Board of Education Meeting**  
October 9, 2018



# Committee History - Sept 2017

## Communication

- [News release](#) shared in school newsletters on 9/28/17 (included District's 9/29/17 eNews on 9/29/17)
- Established a [District webpage](#) for families and community members to access updates.
- Established Committee Corner page on District Portal for Middle School Review Committee



## First Committee Meeting

- Developed norms to guide our work together.
- Completed a survey to learn more about our individual strengths, weaknesses, and motivators.
- Explored the [16 Characteristics of Effective Middle Schools](#) based on AMLE's landmark position paper [This We Believe: Keys to Educating Young Adolescents](#).
- Drafted a new middle school vision and began to draft a new mission.

# Committee History - Oct 2017

## Mission

The Middle School Community of District 64 will foster a safe, supportive and inclusive school environment that values diversity, social emotional learning, personal development, and acceptance of self and others. Educators, parents, and community members will work collaboratively to empower young adolescents through exploration, choice, and challenge. We will provide a rigorous and differentiated core and elective curriculum that includes real-world learning experiences and extracurricular opportunities. We will do this by building strong relationships with students that encourage growth and self advocacy in a student-centered environment.

## Belief Statements

- Every child can learn and grow
- Students giving up is not an option - it is ok to “fail forward”
- School will feel safe, secure and caring so that everyone has equal opportunity to succeed
- We value every child
- Learning is a collaborative process

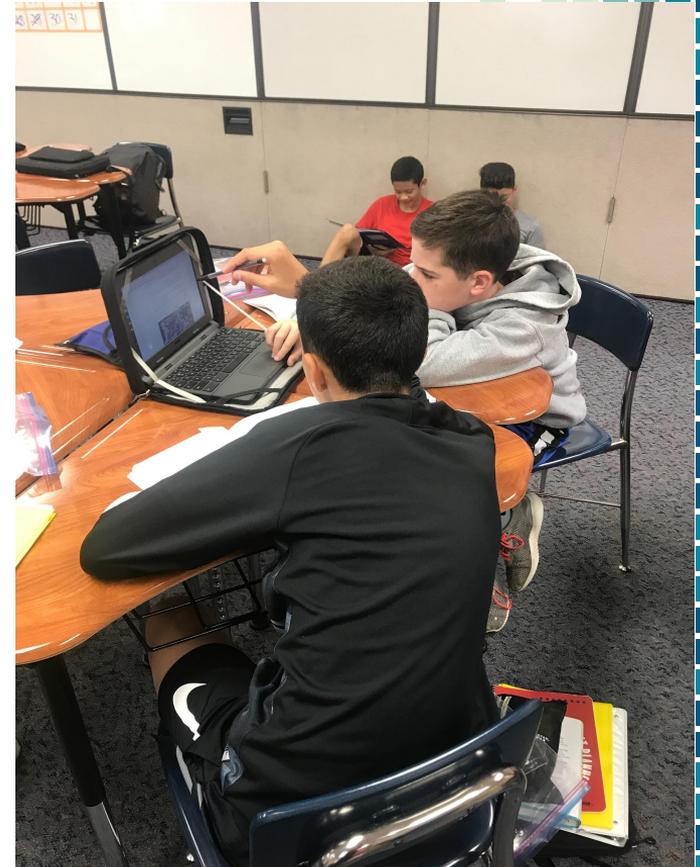
## Vision Statement

District 64 Middle Schools will provide a safe and nurturing environment where everyone is inspired to learn, collaborate, and grow.

# Committee History - Oct/Nov 2017

## Reviewed **Student Focus Group** Feedback:

1. Middle school is more challenging than 5th grade.
2. Opportunities to make new friendships are important.
3. Middle schoolers need help with strategies for organization.
4. Middle schoolers can identify an adult to connect with for problem-solving. Seventh graders feel less connected to teachers than they did in 6th grade.
5. Middle schoolers truly value their elective classes.



# Committee History - Oct/Nov 2017

## Reviewed **Student Focus Group** Feedback (continued):

6. Middle schoolers have a variety of ideas for elective classes. In addition:
  - Sixth graders at one building expressed satisfaction with the elective schedule; 6th graders at the other building would like to choose from a list like 7th and 8th graders do.
  - Seventh graders would like more time for electives.
  - Seventh graders prefer a schedule with alternating core and electives classes.
  - Seventh graders identified Animation and additional science topics as potential elective choices.
  - Half of the student groups identified Study Hall as a potential elective choice.
7. All students are supportive of an Advisory period. Two-thirds of the student groups were looking for a time to connect with teachers about their learning and did not comment on SEL support; one-third commented positively about SEL support.
8. Half of the student groups expressed concern about the volume of homework on different nights.
9. Two-thirds of the student groups expressed concern about the shortness of the passing time between classes.



# Committee History - Nov/Dec 2017

## Reviewed ThoughtExchange Feedback:

Generally, themes included:

- appreciating teachers and staff
- valuing and updating the elective curriculum
- focusing on writing instruction
- supporting social-emotional learning
- improving the parent-school partnership
- implementing consistent discipline policies
- streamlining district initiatives



ThoughtExchange Full Report:

<http://www.d64.org/superintendent/thoughtexchange-2017>

# Committee History - Dec 2017

## Reviewed Various Types of Schedules:

- AMLE Consultant Dr. Ann McCarty shared a number of ways that schedules are organized in middle school settings
- Established a Scheduling Subcommittee to further review these ideas and generate multiple schedules.



# Committee History - Jan 2018

## Scheduling Subcommittee

Linda Aichinger  
Tim Benka  
Jess Caplis  
Colleen Daly  
Sonja Dziedzic  
Tim Gleason  
Lindsey Harrington  
Laurie Heinz  
Brian Jacobi  
Mike Kennedy  
Keith Liddell  
Lori Lopez  
Jim Morrison  
Cathy Murges  
Tony Murray  
Lisa Nelson  
Beth Rihtar  
Lauri Short  
Christie Thielen  
MJ Warden  
Samantha Wietecha

- Learning Session: Volunteer members from Middle School Review Committee met with Dr. Mike Rettig from School Scheduling Associates. Dr. Rettig provided us with a *comprehensive overview* of scheduling formats.
- Reviewed samples that Dr. Rettig has created through his work with other schools

→ Reflected on themes that have emerged from our committee conversations and the ThoughtExchange, including a dedicated time for SEL/Advisory, extended ELA time, and maintaining the richness of our elective program

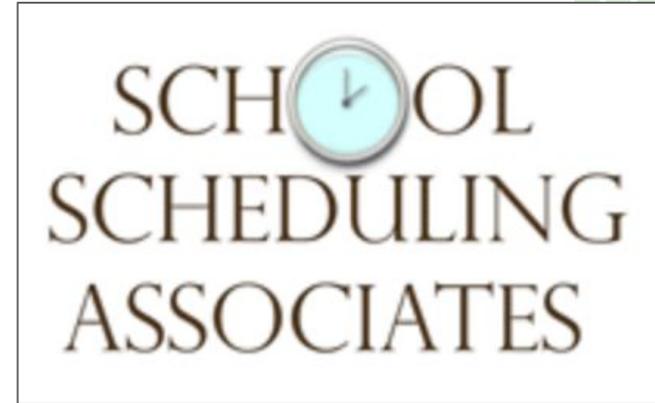


# Committee History - Feb/May 2018

## Scheduling Subcommittee

Linda Aichinger  
Tim Benka  
Jess Caplis  
Colleen Daly  
Sonja Dziedzic  
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Lindsey Harrington  
Laurie Heinz  
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Tony Murray  
Lisa Nelson  
Beth Rihtar  
Lauri Short  
Christie Thielen  
MJ Warden  
Samantha Wietecha

- Brainstorming Session:  
Volunteer members from Middle School Review Committee met to brainstorm middle school schedule options.
- Three options were created and submitted to Dr. Rettig.
- Dr. Rettig completed his work on formatting these schedules at the beginning of May.



# Next Steps - Fall 2018



- Reviewing the options outlined by the Scheduling Subcommittee
- Proposing possible resolutions for any challenges/opportunities created by the schedule options (Dr. Rettig)
- Seek feedback from stakeholders on viable options

- Make a recommendation(s) to the Administration regarding scheduling
- Review student feedback and ThoughtExchange results regarding exploratory/elective offerings



# THANK YOU, Middle School Review Committee!

Linda Aichinger  
Tim Benka  
Jess Caplis  
Colleen Daly  
Sonja Dziedzic  
Jill Dzik  
Tim Gleason  
Laurie Heinz  
Brian Jacobi  
Melissa Johnson  
Michael Kennedy  
Keith Liddell  
Lori Lopez  
Joel Martin

Kelly McCall  
Cathy Murges  
Tony Murray  
Lindsey Harrington  
Patty McLean  
Jim Morrison  
Lisa Nelson  
Denise Reeder  
Beth Rihtar  
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Christine Thielen  
Loreen Timperley  
Melissa Walters  
Samantha Wietecha

