

Board of Education
Community Consolidated School District 64

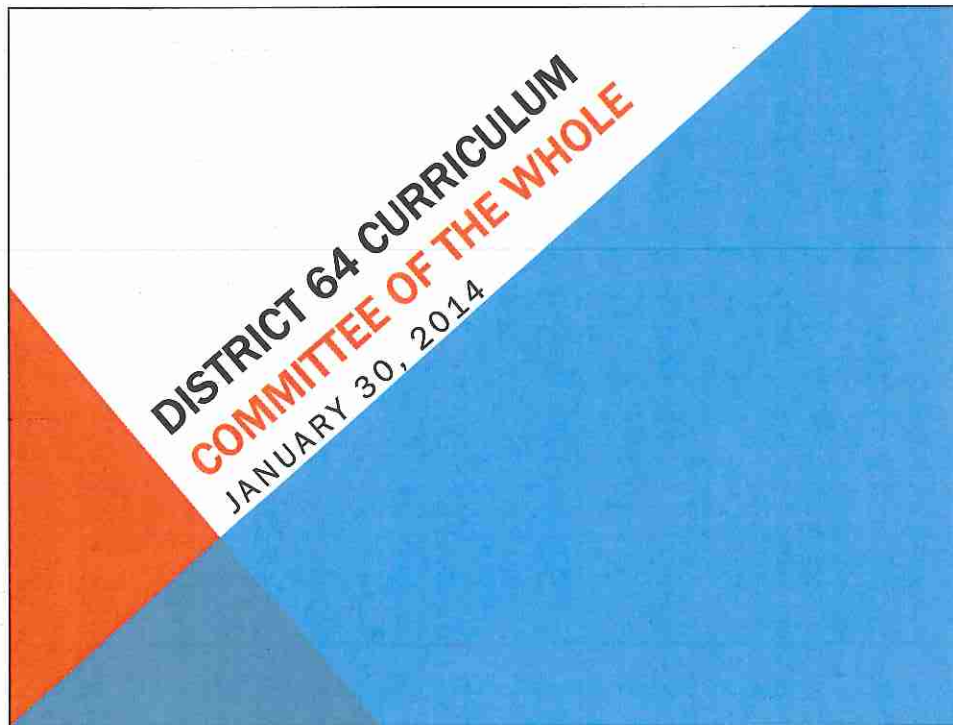
Committee-of-the-Whole: Curriculum
Thursday, January 30, 2014
6:45 p.m. – 9:45 p.m.

Hendee Educational Service Center
164 S. Prospect Avenue
Park Ridge, IL 60068

AGENDA

APPENDIX

1. CALL TO ORDER AND ROLL CALL
2. DISTRICT 64 CURRICULUM PRESENTATION 1
 - a. EXPECTATIONS FOR STUDENT LEARNING
 - b. ANALYSIS OF STUDENT PERFORMANCE
 - c. HIGH IMPACT INSTRUCTION
 - d. NEW SCHOOL REPORT CARD
3. PUBLIC COMMENTS
4. ADJOURNMENT



DEPARTMENT FOR STUDENT LEARNING

1. What do we want our students to learn?
2. How will we know when our students have learned?
3. What will we do when students struggle to learn?
4. What will we do when students have already learned?

Standards

End of Year

Sources: Illinois Learning Standards*
& District 64 Priority Standards

**The Illinois Learning Standards for ELA and Math
ARE the Common Core State Standards.*

Curriculum

Scope & Sequence:

Lesson to Lesson, Unit to Unit

Learning Targets

Within a Lesson

What do we want our
students to learn?

Formative Strategies

Observation • Questioning • Exit Slips

Progress-Monitoring Tools • Checkpoints • Learning Logs
SMART Response

Summative Strategies

ISAT • MAP • Educational Ends Assessments

Quizzes or Tests that Contribute to a Grade

End of Unit/Term Tests or Projects

Report Card Grades

How will we know when
our students have learned?

Differentiation Within the Classroom

Content, Product, Process
Response to Intervention Model

Programmatic Differentiation

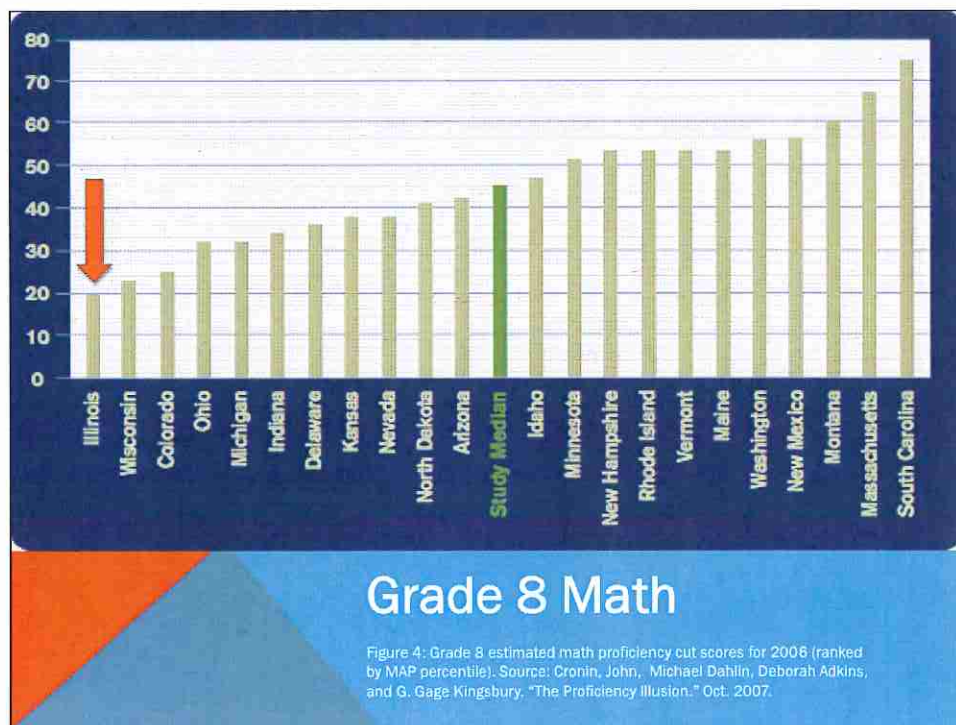
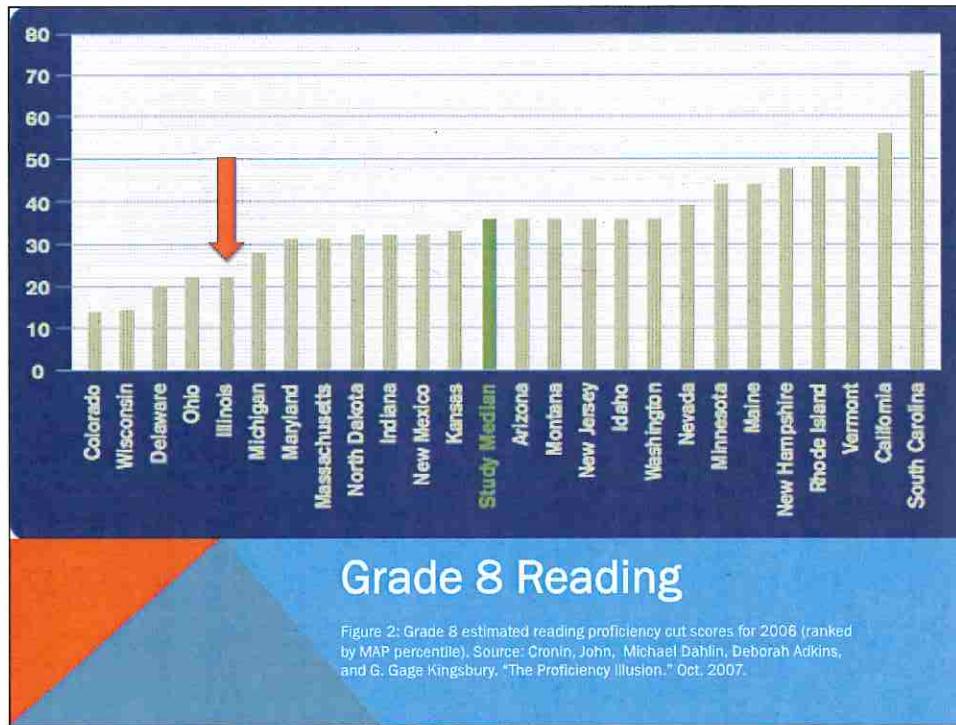
Literacy Program, Primary Challenge,
Channels of Challenge, Response to
Intervention Model

What will we do when
students struggle or excel?

THE PROFICIENCY ILLUSION

- Collaboration between Thomas Fordham Institute and Northwest Evaluation Association (NWEA)
- Reviewed proficiency expectations on state assessments relative to performance on MAP
- Findings indicate that state tests are creating a “false impression of success”

What do we want our
students to learn?




COMMON CORE STATE STANDARDS

- Adopted as our Illinois Learning Standards for ELA and Math
- Adopted by 45 states, D.C., and 4 territories
- Provide clear and consistent expectations across the nation
- Created in response to national concerns about the rigor of education in the United States

What do we want our students to learn?


English Language Arts	Math
<ul style="list-style-type: none"> • Increasing complexity of texts • Balance of informational and narrative text • Content area literacy • Writing to argue or explain • Academic discussion and vocabulary • Integration of research and media skills 	<ul style="list-style-type: none"> • Reduced number of topics at each grade level • Focus on deep conceptual understanding, speed and accuracy in calculation, application of math in real-world contexts
The Common Core State Standards	

Illinois Learning Standards	Common Core State Standards
IL.K-3.2.A.1b Classify literary works as fiction or nonfiction.	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
IL.K-3.1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
IL.6-8.2.B.3b Compare and contrast common literary themes across various societies and eras.	CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.



Illinois Learning Standards
vs. Common Core Standards
English Language Arts

Illinois Learning Standards	Common Core State Standards
IL.K-3.9.A.1b Draw two-dimensional shapes.	CC.K.G.4 Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
IL.4-5.8.A.2a Identify, describe, extend and create geometric and numeric patterns.	CC.4.OA.5 Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
IL.6-8.6.A.3 Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.	CC.8.EE.4 Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.



Math

Illinois Learning Standards vs. Common Core Standards

A Portrait of Students Who Meet the ELA Standards

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures



Career and College Ready

A Portrait of Students Who Meet the Math Standards

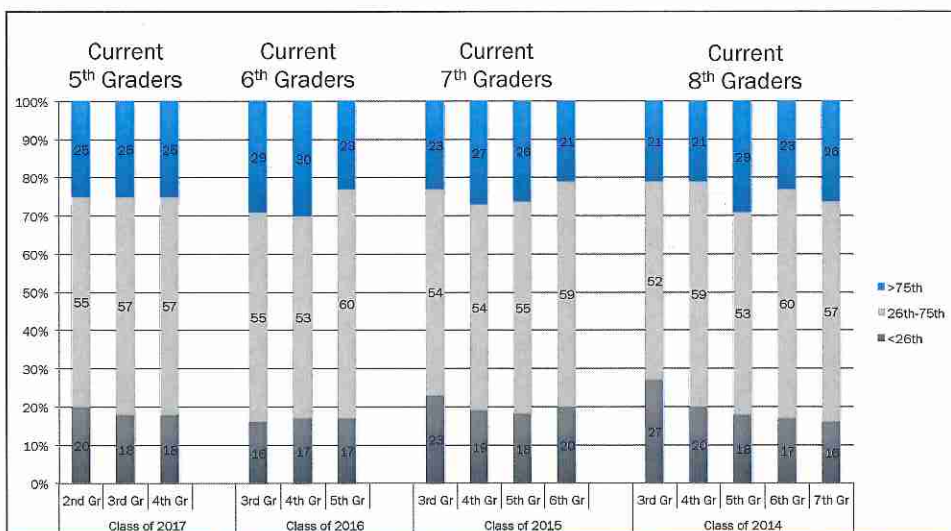
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look closely to discern a pattern or structure
- Notice repetition; look for general methods and shortcuts



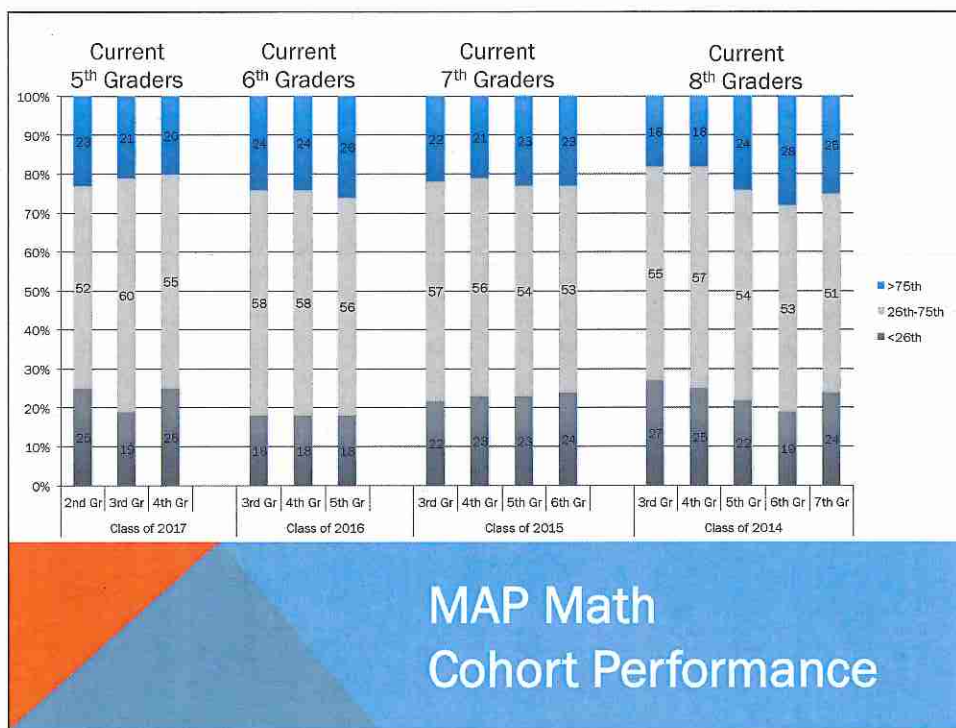
Career and College Ready

- Classroom-level data
- Systems-level data (Educational Ends)
- State/national benchmarking (MAP, ISAT, PARCC)
 - Cohort MAP data
 - Benchmark district data using new cut scores

How will we know when our students have learned?

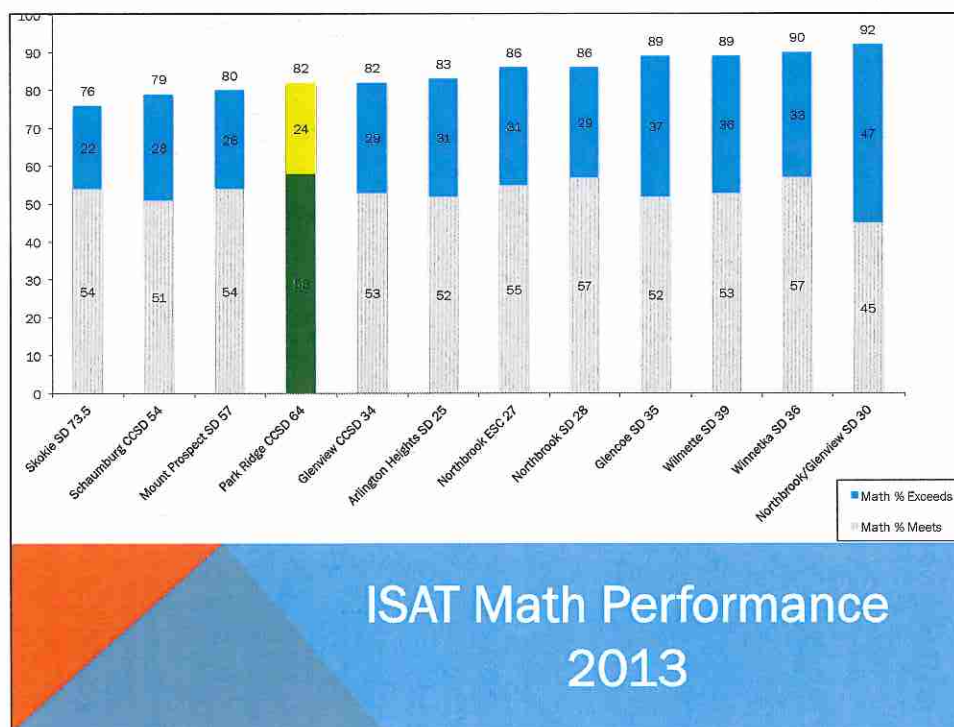
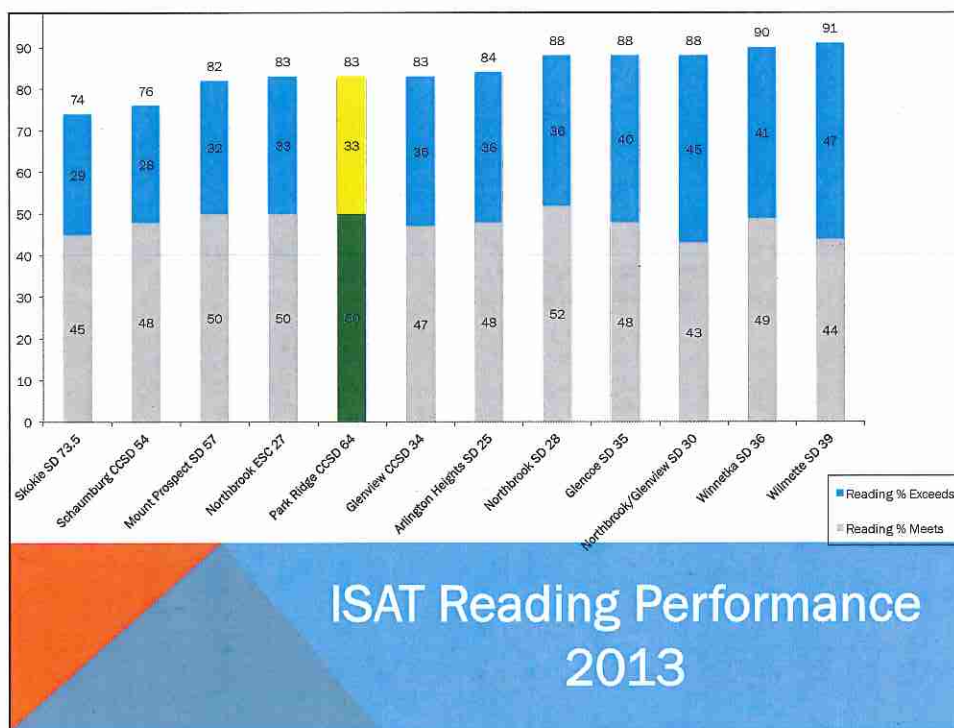


MAP Reading
Cohort Performance



- Seeking waiver from U.S. Department of Education
- Commitment to aligning ISAT results with PSAE
- Higher cut scores applied in 2013 & 2014
- Anticipated that only half of all students in Illinois will “Meet Standards” (vs. 85% in the past)

Changes to ISAT Performance Levels



- Fully implemented in 2014-15
- Administered at 3rd-8th grade
- Computer-based assessment that includes a range of item types
- Speaking and Listening Component



PARCC Assessment

ELA: Focus on reading and comprehending complex texts

Math: Focus on demonstrating deep understanding of grade-level content



End-of-Year Assessments (May)

ELA

- Research simulation task
- Task focused on analyzing literature
- Read multiple texts and write several pieces

Math

- Solve problems using key grade-level content/skills
- Problems presented in a real-world context

Performance-Based Assessments (March)

End-of-Year Assessment

3rd Grade

- How Animals Live
- Life Cycle

Performance-Based Assessment

6th Grade

- Regal
- Evidence for the Character
- New Ending

7th Grade

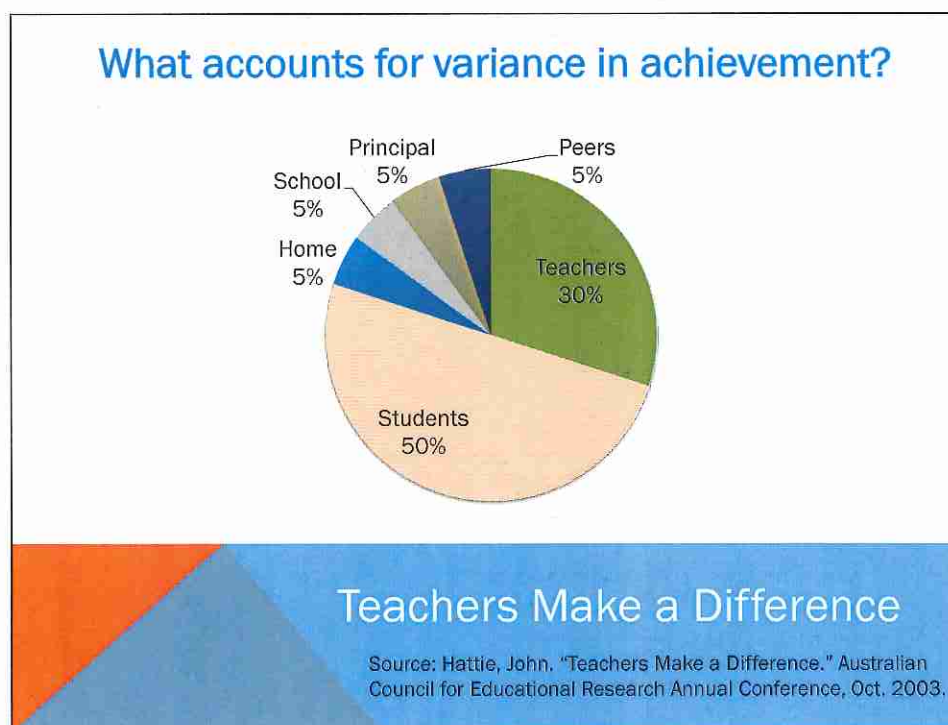
- Amelia Earhart

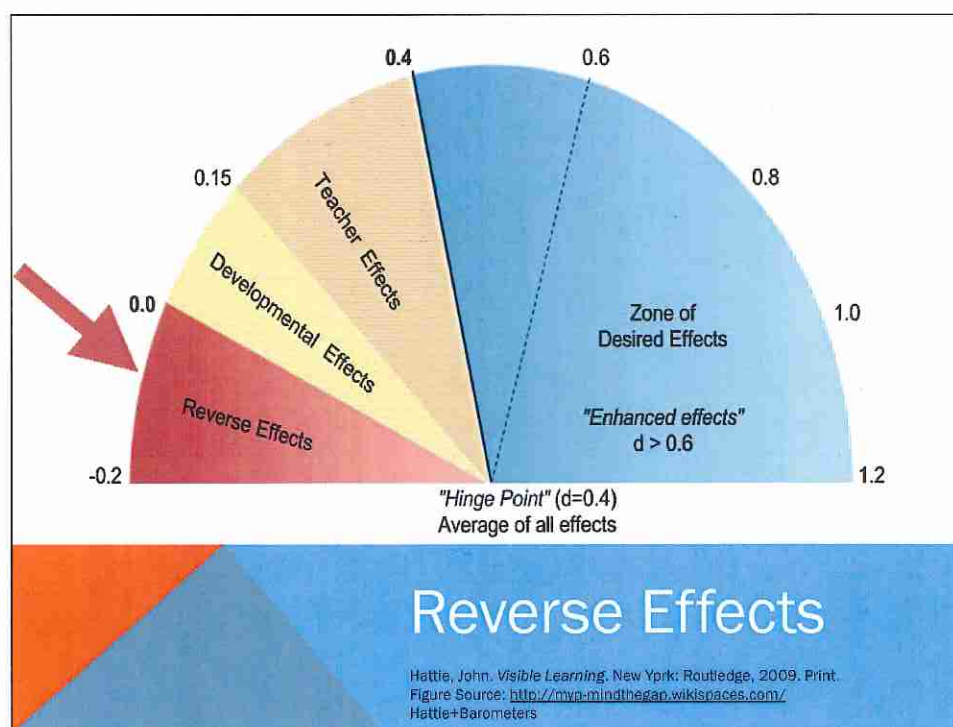
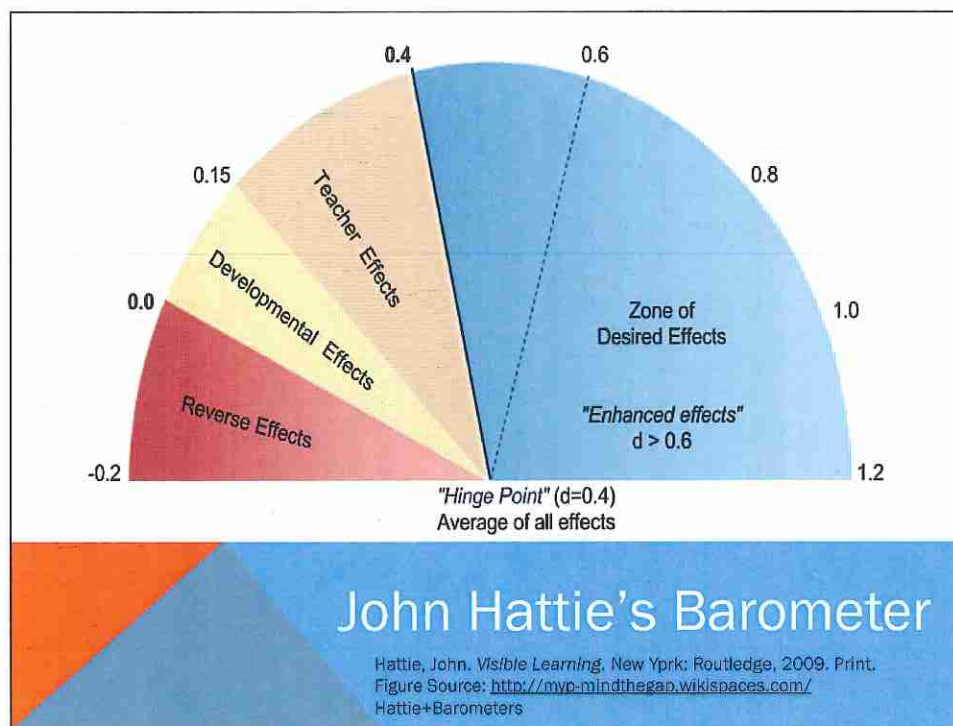
ELA SAMPLE PARCC Assessment Questions

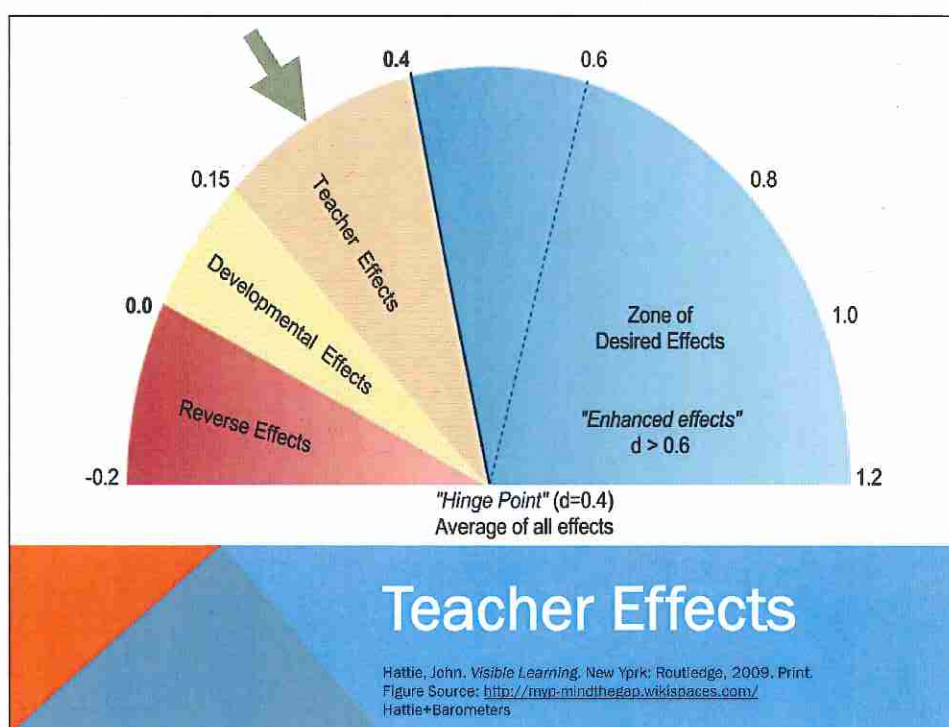
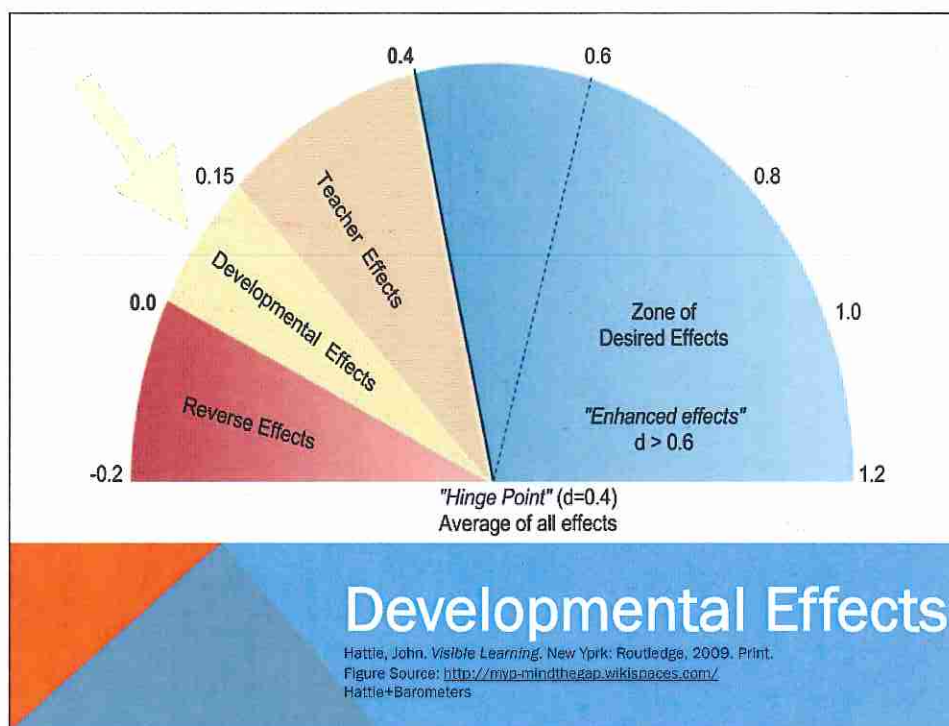
Source: <http://www.parcconline.org/samples/item-task-prototypes>

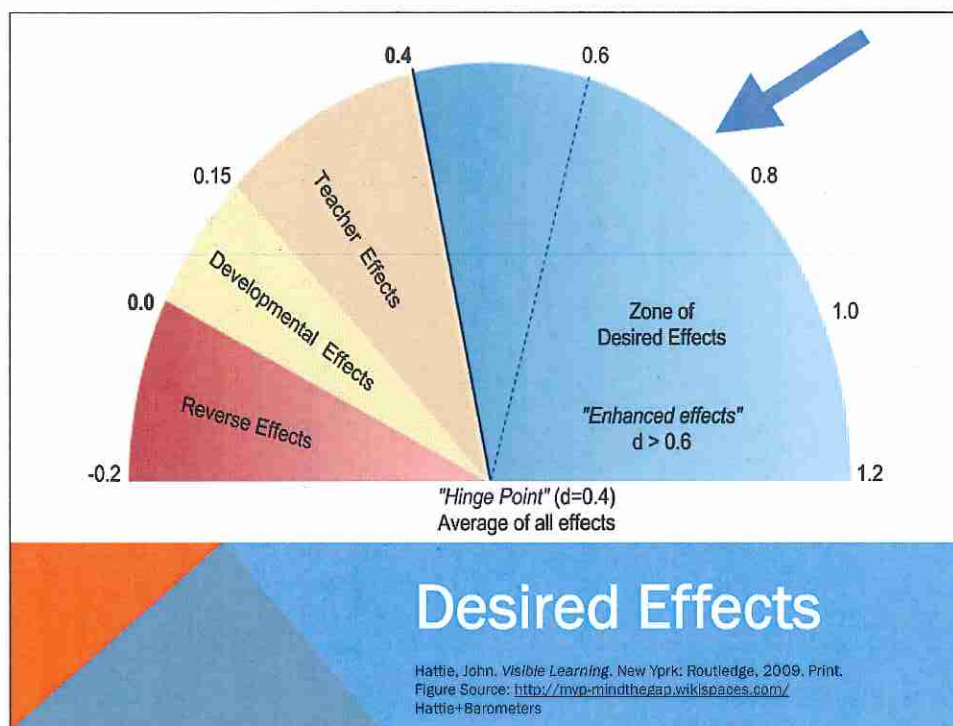
End-of-Year Assessment	Performance-Based Assessment
<u>3rd Grade</u> <ul style="list-style-type: none"> <u>Fractions on Number Line</u> 	<u>3rd Grade</u> <ul style="list-style-type: none"> <u>Marina's Fractions</u>
<u>4th Grade</u> <ul style="list-style-type: none"> <u>Subtraction Fluency</u> 	<u>8th Grade</u> <ul style="list-style-type: none"> <u>Moon Rover</u>
<u>5th Grade</u> <ul style="list-style-type: none"> <u>The Area of a Cut Board</u> 	

MATH SAMPLE PARCC Assessment Questions
Source: <http://www.parcconline.org/samples/item-task-prototypes>









Given that we can't do everything, where should we focus our attention?

High-Impact Instruction

D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/Activities (2010-2015)	D64 Professional Development Opportunities
Continue to review and refine the Educational Ends statements, assessments, and targets.	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. <ul style="list-style-type: none"> Ongoing department & Committee work 	<ul style="list-style-type: none"> Seven Strategies of Assessment for Learning Workshop Formative Assessment Design Workshop
By November 1, 2013 develop student growth goals measured by MAP and common formative assessments.	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. <ul style="list-style-type: none"> October 2014 Board Presentation (growth goals) Ongoing Committee/ 	<ul style="list-style-type: none"> Climbing the Data Ladder Workshop Formative Assessment Design Workshop

D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/ Activities (2010-2015)	D64 Professional Development Opportunities
Maintain competitive scores on the state assessment (e.g., ISAT, PARCC).	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. <ul style="list-style-type: none"> Building-level RtI Committees ELA/Math Committees Ongoing department work Student growth targets Systems evaluation protocol 	<ul style="list-style-type: none"> Implementation of the CCSS Inquiry-Based Learning Seven Strategies of Assessment for Learning Workshop High Impact Instruction Workshop Climbing the Data Ladder Workshop
By December 2013 the administration will have identified a method to determine among the staff the level of technological ability in using and applying technology in the classroom.	Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system. <ul style="list-style-type: none"> LoTI Survey 	<ul style="list-style-type: none"> Job-embedded coaching with the ITCs Opportunities provided on Staff Development Wednesdays

D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/Activities (2010-2015)	D64 Professional Development Opportunities
By the spring of 2014, the Board will approve a plan that articulates 21st Century Learning including a recommendation on the need and value of a 1:1 computing model; how it may be funded; how it will integrate with the curriculum; and how we plan to measure and monitor its implementation and success	<p>Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.</p> <ul style="list-style-type: none"> • Chromebook/iPad pilots • BATC activities • Job-embedded coaching 	<ul style="list-style-type: none"> • Job Embedded Unit Development with the ITCs, LISs, and CSs (exemplar lessons)
By spring of 2014 the administration will develop an assessment of the impact of technology coaches in the classroom	<p>Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.</p> <ul style="list-style-type: none"> • SAMR Evaluation Model • LoTI Survey 	<ul style="list-style-type: none"> • Action Research Projects with ITCs

NEW SCHOOL REPORT CARD

[Take the Survey](#)
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[MyIIRC](#)
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[English](#)

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PARK RIDGE CCSD 64

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Address and Contact Information

164 S PROSPECT AVE
PARK RIDGE IL 60068 4035
(847)318-4300
[District Website](#)

District Superintendent

Dr. Philip Bender

Student Academic Growth

Subject	District	State
Reading	107	102
Mathematics	107	101

Fast Facts About Park Ridge Ccsd 64

Questions & Comments



Curriculum
Committee-of-the-Whole