

Instruction and Personnel Department Update/ Actualización del Departamento de Instrucción y Personal



4.18.23 Board of Education Meeting/ Reunión de la Junta
Educativa

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Areas of Focus

Instructional Coaches, ILT members and The Director will review:

- Relevant Goals and Priorities
- Reading and Math Growth
- Instructional Coaching
- New Math and Writing Curriculum
- Dual Language Programming
- The Instructional Leadership Team
- MTSS Programming
- Personnel Updates



Driven by the District Goals and Priorities

	Goal(s)	Purpose	Target: Measurable Outcomes
1	Improve student growth in English Language Arts (ELA) and Mathematics.	Prepare all D76 students to be high school, college/career and future ready and improve student academic and social/emotional learning growth and achievement.	★ <u>22-23 Data Presentation:</u> 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.



Driven by the District Goals and Priorities

	Goal(s)	Purpose	Target: Measurable Outcomes
1	Implement building and district Instructional Leadership Walkthroughs.	Provide all D76 staff with strong professional development opportunities, a healthy working climate and culture and access to instructional supports and resources in order to improve student academic and social/emotional learning growth and achievement.	★ Staff Support Success Survey: 100% of certified staff indicate they had a Instructional Leadership Walkthrough and feedback was provided by an administrator
2	Increase staff participation in the instructional coaching program.		★ Instructional Coaching Survey: 100% of staff indicate they have collaborated with an instructional coach.
3	Strengthen social emotional well-being, learning and engagement for all staff.		★ Culture and Climate Survey: 100% of staff indicate they have professional development opportunities in SEL. ★ Culture and Climate Survey: 100% of staff indicate they feel supported in their own SEL. ★ Culture and Climate Survey: Establish a Teacher University Program.



Reading and Math Growth

Fall to winter STAR data shows high percentages of students making growth!

- More strategic about identifying and teaching skills emphasized in standardized assessments
- PLCs focused on each subject-area K-5 on a monthly rotation
- Tiered interventions with clear entrance and exit criteria; effective leveraging of adults
- Use of SBRC's with assessments aligned to priority Common Core Standards
- Principals are an active part of ILT



Focus of Instructional Coaching

- Improved student outcomes measured against specific standards based learning targets
- Improved instructional practice designed to reach student learning targets
- Improved culture of collaboration and reflection among practitioners to support trustful, respectful, collegial relationships
- Improved data analysis designed to inform instructional practices
- Increased knowledge, skills and capacities of D76 educators

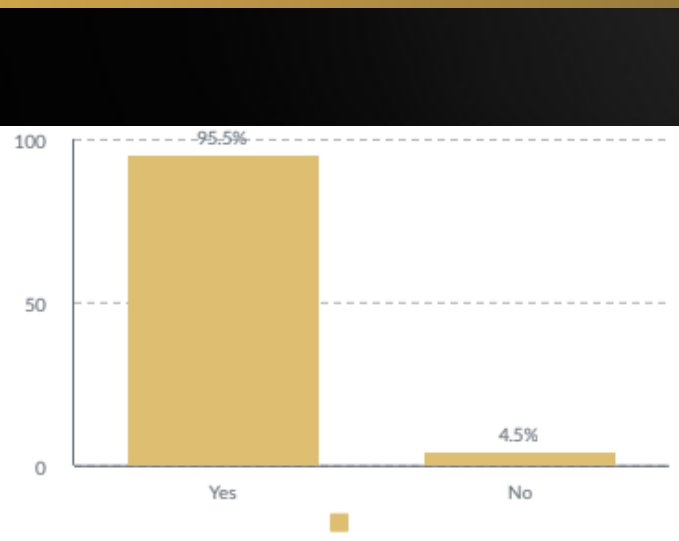


Instructional Coaching Activities

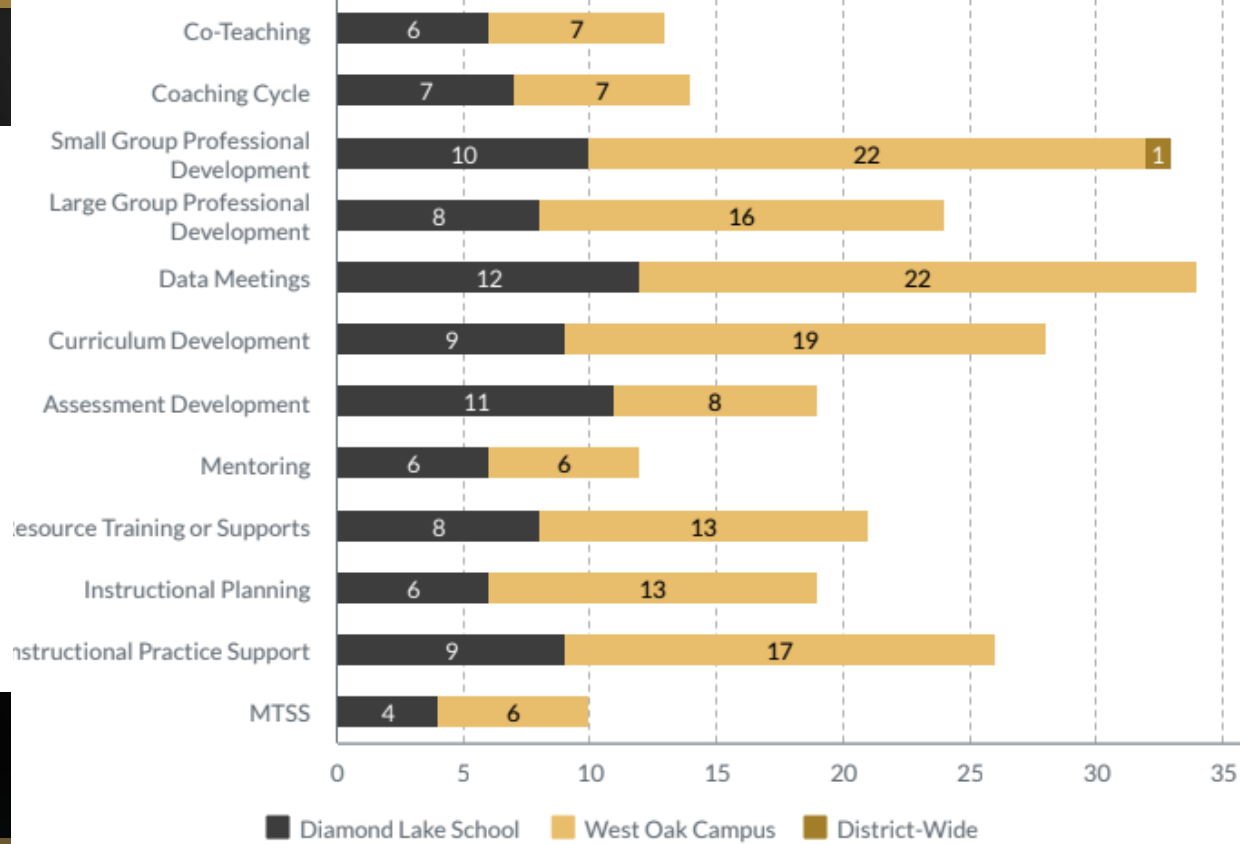
- Balanced Literacy Model
 - K-8 writing curriculum
 - F & P implementation
- Culturally-Responsive Practices
- MTSS intervention development and support
- Vetting and supporting the implementation of key curriculum (math, science, etc)
- Facilitating PLCs
- Leading data reviews
- Data analysis
- EL/Dual Support
- Modeling lessons
- Coaching cycles
- Unit Design
- Learning Frameworks
- Curriculum Support
- SBRC development support
- Whole-district initiatives like D76 Loves to Read
- Building and District leadership team involvement
- Goal Setting- STPs
- Student Engagement
- Incorporating Technology into Lessons



Instructional Coaching



2. Do you seek support from or interact with an Instructional Coach(es)?



New Math
Curriculum/Nuevo Plan
de Currículo de
Matemáticas





Math Curriculum Refresh Process

1. Researched and vetted curriculums to select 3 finalists.
2. Presented information on the 3 curriculums to ILT and all K-5 staff.
3. Surveyed staff on preferred curriculum.
4. Narrowed down to two curriculums and began four 6-week pilots.
5. Concluded pilots and gathered feedback from teachers.
6. Presented on findings to ILT. ILT voted and selected *Envisions Mathematics*.
7. Trainings have begun at grade level meetings and will continue through the summer.



enVision Mathematics

Kids See the Math. Teachers See Results.

Vision: Research based curriculum that promote the depth of mathematical understand needed for student success and high achievement.

Program Organization:

- ❖ Organized around the Common Core Standards for Mathematical Content.
- ❖ Goal is to achieve focus and coherence in a way that is best for developing deep understanding of the mathematical content.
- ❖ Incorporates Standards for Mathematical Practice.



Instructional Model

Step 1: Problem Based Learning	Step 2: Visual Learning	Step 3: Assess and Differentiate
Introduces concepts and procedures with a problem-solving experience.	Makes the important mathematics explicit with enhanced direct instruction connected to step 1.	Use informal and formal assessment to differentiate instruction through enrichment, intervention, and academic vocabulary focus.



Teacher and Student Feedback



"This used to be so hard but now it's so easy and how I like to solve problems".

-2nd Grader

"Challenging but in the way, our students are capable of being challenged."

" I feel like this is working!"

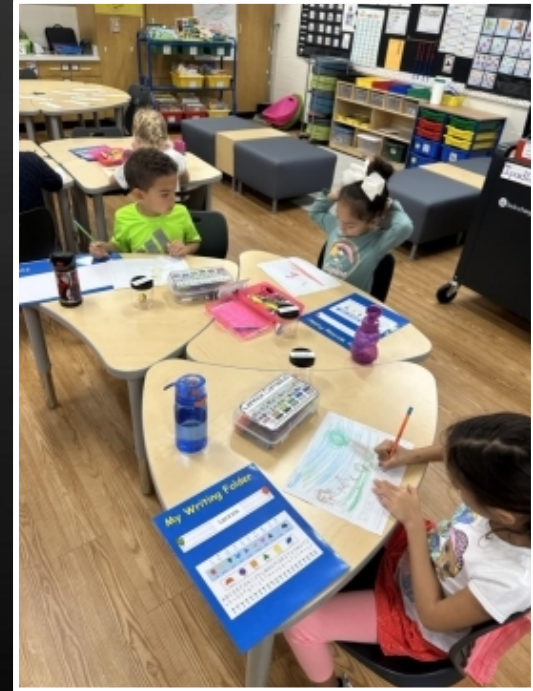
New Writing Curriculum/ Nuevo plan de Currículo de Escritura





Writing Resource Curriculum Refresh Process

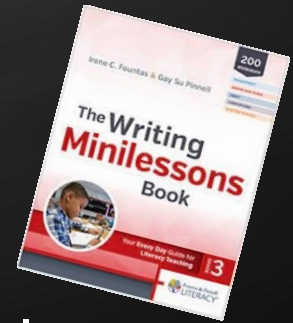
- Identify Possible Curriculum Resources
- Pilot Resources
- Gather Feedback
- Staff Share-out
- ILT Vote
- Create Resource Roll-out Plan
- Begin Resource Roll-out
- Implementation Fall 2023





Overview of Writing Minilessons

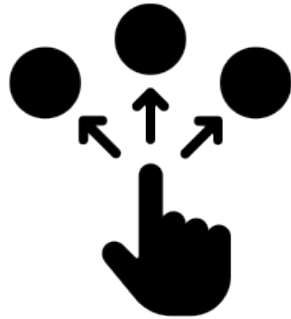
- Format similar to other F&P Resources (Workshop)
- Minilessons have clear and focused learning objectives
- Developmentally Appropriate
- Academic language consistent with other resources and compliments other learning goals
 - Mentor Texts (IRA Books/Shared Reading Books)



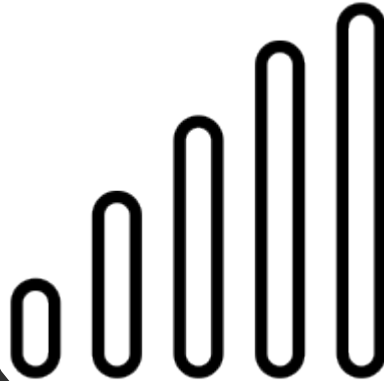


Students are engaged and empowered!

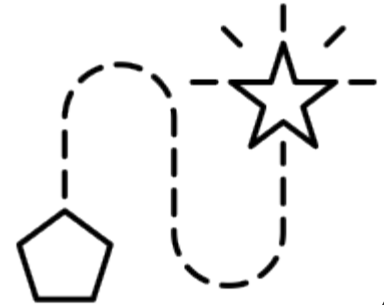
Student
Choice



Naturally
Lends Itself to
Differentiation



Students set
goals and track
progress





Teacher Feedback

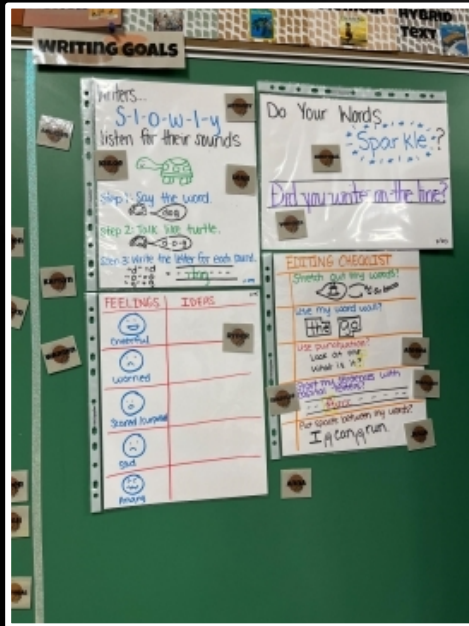
“Students are excited about writing and teaching it is my favorite part of the day now.”



“It sparks positive conversations about writing.”



Teacher Feedback

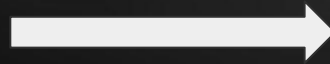
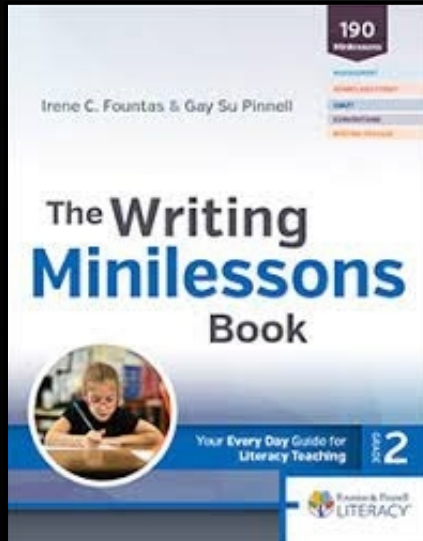


“The lessons are engaging and helps foster the love of writing.”

“The structure allows me more time to individually conference and give goals. Students are comprehending their individual writing goals much better this year with the resource.”



Alignment to Grades 6-8



Dual Language Programming/ Programación de Lenguaje Dual





Dual Language Programming

- SBRC work - aligning to new Illinois SLA standards
- AAPPL Assessment - piloting and using for program analysis
 - Will be used 3-8 next year
- Looking at progress-monitoring using F&P Spanish
- ISBE audited EL programming this year
 - Results provided at the end of April
- 50/50 universal delivery model
 - teachers reporting students doing well in progress monitoring and can get math help
- New Bilingual Director Stipend
- Spanish Intervention linked to MTSS framework

Process to Create Dual Language Standards Based Report Card


**Dual Language 1st grade team:
Evelin Guadarrama, Elizabeth Van den
Akker, Lizzy Duffy**





Step One

Review current Dual Language Report Card and match the new Illinois Spanish Language Arts standards.

			Diamond Lake School Report Card - First Grade Dual Language / <i>La Tarjeta de Calificaciones de La Escuela de Diamond Lake de Lenguaje Dual</i> Primer Grado		
			Student / Estudiante	2022-2023	
Standards Achievement Rating / Estandares Para Lograr These standards are based on grade level expectations at this time of year. / Estos estandares se basan en las expectativas del nivel de grado en esta época del año.					
AT = Above Target / OT = On Target / PT = Progressing Toward Target / BT = Below Target / NYT = Not Yet Taught / <i>Arriba del objetivo Cumple el objetivo Progresando al objetivo Debajo del objetivo Todavía no se enseña</i>					
* work is modified based on IEP / el trabajo se modifica basado en un IEP					
1	2	3	Reading in Spanish / La Lectura en español		
▼	▼	▼	Demonstrates understanding of spoken words, syllables and sounds. / <i>Demuestra comprensión del palabras hablada, sílabas y sonidos.</i>		
▼	▼	▼	Demonstrates understanding of organization and basic features of print. / <i>Demuestra comprensión de la organización y las características básicas de impresión.</i>		
▼	▼	▼	Uses decoding strategies for learning to read. / <i>Utiliza la descodificación para aprender a leer.</i>		
			1st Trimester Comments / Comentarios del Primer Trimestre		
			*English grades are sent through Powerschool.		

Illinois Learning Standards

Spanish Language Arts

ESTÁNDARES ESTATALES
 COMUNES PARA LAS ARTES
 DEL LENGUAJE EN ESPAÑOL Y
 PARA LA LECTO-ESCRITURA EN
 HISTORIA Y ESTUDIOS SOCIALES



Step Two

**Essential
Question:**

Which Language Arts standards are not specific to English or Spanish?

- **Foundational Skills: Concepts of Print**
- **Reading Informational text and Literature**
- **Writing**



Step Three

**Essential
Question:**

Which standards require mastery in English?

Which standards require mastery in Spanish?

English only

- **Foundational skills:
phonics**
- **Writing: grammar**

Spanish only

- **Foundational skills:
phonics**
- **Writing: grammar**
- **Accents**



Dual Language Strengths and Challenges

Strengths

- Great collaboration developing SBRCs for SLA
- Resources are supporting the curriculum
- Spanish Intervention has targeted entrance and exit criteria
- AAPPL Assessment directly informs instruction and student goal-setting
- Building momentum with parent involvement

Challenges

- Staffing of Bilingual Educators
- Streamlining standardized assessments and progress-monitoring tools

Instructional Leadership Team/Equipo de Liderazgo Educativo





Instructional Leadership Team (ILT)

Purpose: To foster a culture of shared ownership and collaboration, where teams make curricular decisions in the best interest of their students, leading to high-level outcomes for all students in District 76

- Meets 3 times a year as a whole
- Sets direction for professional development and curricular initiatives
- Communicates direction, questions, comments and solutions (two-way)



ILT Initiatives and Updates

- Writing curriculum pilot and selection
- Math Curriculum pilot and selection
- Reflect and revise SBRCs
- Digitize Student Target Portfolios
- Next Steps: Develop the ILT plan for next year

Multiple Tiers of Systems
and Support
(MTSS)/Múltiples Niveles
de Sistemas y Soporte
(MTSS)





What is MTSS?

MTSS covers academics, behavior, and social-emotional learning. This includes our levels of ELA and Math, our interventions, PBIS, and SEL supports. There are four elements of MTSS:

- Knowing what we want our kids to do.
- Aligning curriculum so they can get there.
- Keeping score
- Being responsive



MTSS Committee

A Team of Interventionists, Administrators and Teachers that met three times to to develop our MTSS Programming

- Rtl Model
- Decision-Rules
- Approved Resources and Assessments
- Tiered Instruction Matrix



Other Instruction Items of Note

Website Updated - Learning Frameworks and SBRCs

SBRC work at elementary and middle school

- K-5 SBRCs in every subject in 23-24 SY
- 6-8 SBRCs in every subject in 24-25 SY

Re-established a Curriculum Refresh Cycle

- Math 22-23 SY; Science and K-5 SLA 23-24 SY

Personnel Updates/Actualizacion es de Personal





Personnel Updates

- Levelled-Up teacher recruitment
- Conducting Review of several systems for compliance
- Developing checklists for different processes (onboarding, exiting, etc.)
- Continued high marks for staff feeling supported



Next Steps

- Complete spring STAR assessments, reflect and plan
- Develop SBRC at WOMS, full implementation of SBRC K-5
- Revisit and Update HR processes and protocols
- Develop an ILT professional development and curriculum plan for 23-24 SY



Questions & Feedback

Preguntas y Comentarios

Terminology for the BOE/Terminología para el BOE



Reference Guide/Guia de Referencia

EMBRACE EMPOWER EXCEL *Each Child Each Day*



Key Terminology

- Rtl-Response to Intervention: The 3 tiers for support for academics
- PLCs-Professional Learning Communities: Teachers meet in grade-level teams once a week during plan time to analyze data, conduct PD, and problem-solve students.
- MTSS-Multiple Tiers of Systems and Support: The plan for how we support students in multiple tiers in academics, behavior, SEL and attendance
- IASPA-Illinois Association of School Personnel Administrators: Dr. Cunningham and Mr. Rogers work with the organization to support our HR practices



Clave de Terminología

- Rtl-Respuesta a la Intervención: Los 3 niveles de apoyo para académicos
- PLCs-Comunidades de Aprendizaje Profesional: Los maestros se reúnen en equipos de nivel de grado una vez a la semana durante el tiempo del plan para analizar datos, realizar PD y resolver problemas de los estudiantes.
- MTSS-Múltiples Niveles de Sistemas y Soporte: El plan de cómo apoyamos a los estudiantes en múltiples niveles académicos, de comportamiento, SEL y asistencia
- IASPA-Asociación de Administradores de Personal Escolar de Illinois: El Dr. Cunningham y el Sr. Rogers trabajan con la organización para respaldar nuestras prácticas de recursos humanos.



Key Terminology

- SBRC-Standards-Based Report Card: We use a 1-4 system for reporting students progress with regard to a Priority Standard
- ILT-Instructional Leadership Team: This team of staff stakeholders meets 3 times a year to plan for curriculum and professional development for the district
- STPs-Student Target Portfolios: Students set goals and track their progress using these portfolios. They will be digitized next year, and students will use these for student-led conferences in the spring
- F&P-Fountas and Pinnell: This is the reading and writing program we use in English and Spanish for instruction and intervention



Clave de Terminología

- SBRC-Boletín de Calificaciones Basado en Estándares: Usamos un sistema 1-4 para informar el progreso de los estudiantes con respecto a un estándar de prioridad
- ILT-Equipo de Liderazgo Educativo: Este equipo de partes interesadas del personal se reúne 3 veces al año para planificar el plan de estudios y el desarrollo profesional para el distrito.
- STPs-Portafolios de Estudiantes Objetivo: Los estudiantes establecen metas y hacen un seguimiento de su progreso utilizando estos portafolios. Se digitalizarán el próximo año y los estudiantes los usarán para conferencias dirigidas por estudiantes en la primavera.
- F&P-Fountas y Pinnell: Este es el programa de lectura y escritura que usamos en inglés y español para instrucción e intervención.



Key Terminology

- SLA-Spanish Language Arts: The name given to Spanish instruction in the Dual program
- AAPPL Assessment: Benchmark teaching in reading, writing, speaking and listening for grades 3-8
- EL-English Learners: Students whose primary language is NOT English



Clave de Terminología

- SLA- Artes del Lenguaje en Español: El nombre que de la enseñanza del español en el programa Dual
- AAPPL Evaluación: Enseñanza de referencia en leer, escribir, hablar y escuchar para los grados 3-8
- EL-Inglés como Segundo Idioma: Estudiantes que idioma principal NO es el inglés