

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



3.19.24 Board of Education Meeting/ Reunión de la Junta  
Educativa

**EMBRACE EMPOWER EXCEL** *Each Child Each Day*

**Student Target  
Portfolio**

**DESSA**

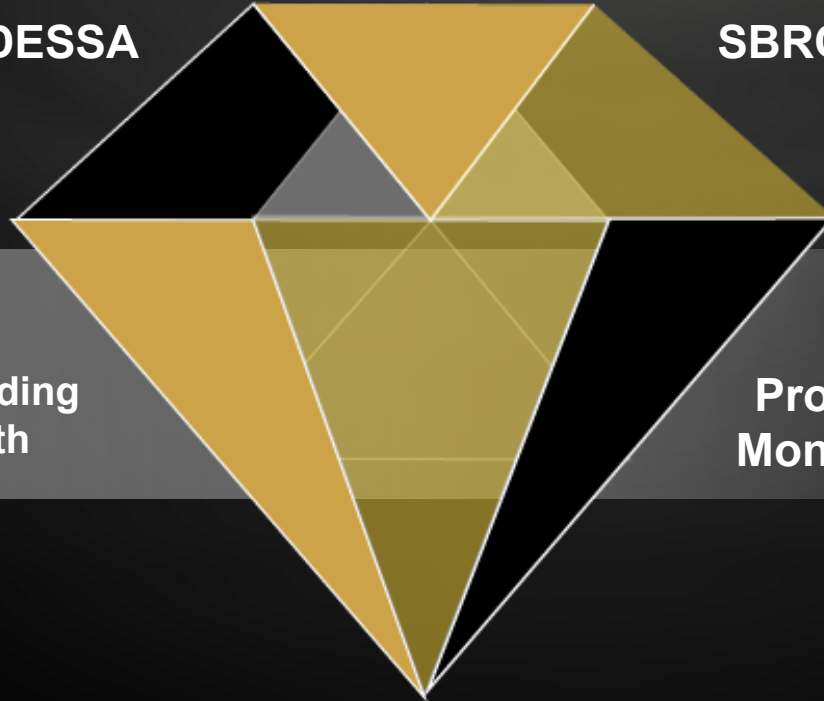
**SBRC**

**STAR Reading  
and Math**

**Progress  
Monitoring**

**A Larger  
Picture...**

**Knowing Each Student's Name,  
Strength and Need**





# Areas of Focus

## The Team Will Review:

- Relevant Goals and Priorities
- Impact of the New Math Curriculum
- Instructional Coaching
- Standards-Based Report Cards Updates
- Science Curriculum Adoption
- Personalized Learning and Student Target Portfolios
- Personnel - Dual Language Programming

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by <b>Name, Strength and Need:</b></p> <ul style="list-style-type: none"> <li>a. Improve student growth in <b>English Language Arts (ELA) and Mathematics.</b></li> <li>b. Strengthen <b>social emotional well-being, learning</b> and engagement for all students.</li> <li>c. Implement a District-wide multi-tiered system of supports (<b>MTSS</b>) program.</li> </ul>	<p>Prepare all D76 students to be high school, college/career and future ready and to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Ensure the needs of the “whole child” are met in order to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Provide an MTSS program to <b>improve student academic and social/emotional learning growth and achievement.</b></p>	<ul style="list-style-type: none"> <li>★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.</li> <li>★ Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey</li> <li>★ Incorporate a social/emotional learning screener in the MTSS process.</li> </ul>

Goal(s):	Purpose	Measurable Evidence
<p>Achieve <b>Level 2 Status</b> for Marzano's High Reliability Schools: effective teaching in every classroom:</p> <ul style="list-style-type: none"> <li>a. Implement building and district Instructional Leadership Walkthroughs to focus on models of instruction.</li> <li>b. Focused instructional Coaching program.</li> <li>c. Strengthen social emotional well-being, learning and engagement for all staff.</li> </ul>	<p>Provide all D76 staff with strong professional development opportunities, a healthy working climate and culture and access to instructional support and resources in order to <b>improve student academic and social/emotional learning growth and achievement.</b></p>	<ul style="list-style-type: none"> <li>★ <b>Culture and Climate Survey:</b> 100% of staff indicate they feel supported in their own SEL.</li> <li>★ <b>The High-Reliability Schools Level 2 Survey, which includes:</b> <ul style="list-style-type: none"> <li>a. <i>School leaders communicate a <b>clear instructional vision.</b></i> (SIP)</li> <li>b. <i>Support is provided to teachers to continually enhance their skills through <b>reflection and professional growth plans.</b></i> (Walkthroughs, Culture and Climate)</li> <li>c. <i>Instructional practices are <b>known and monitored.</b></i> (Walkthroughs, SIP)</li> </ul> </li> </ul>

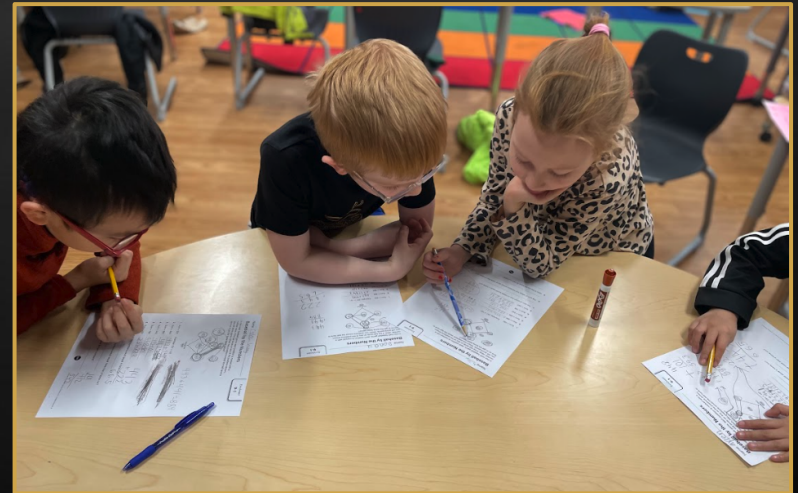
Envisions Math 2.0 /  
Visualiza las  
Matemáticas 2.0





# Envisions Mathematics– Year One

- **K-8 Full Implementation**
  - First time K-8 has utilized same program
- **Materials in use:**
  - Core Grade Level Curriculum (K-8)
  - SuccessMaker Adaptive Online Practice (K-5)
  - Math Diagnosis and Intervention System (K-5)
    - Utilized by math interventionists and SPED resource teachers





# Envisions Mathematics– Year One Teacher Reflections

- **Structure of lessons and units are consistent and easy for students to follow**
- **Growth of academic math vocabulary**
- **Plethora of resources, supports, reteaching, enrichment, ELL support, etc**
- **Online accessibility for both teachers and students**
- **Rigorous (which took adjustment for both students AND teachers)**
- **Builds math stamina**
- **Encourages more critical thinking**
- **Engaging (although at times overwhelming)**
- **Increase of testing stamina and problem solving for both STAR testing and IAR**
- **Pick-A-Project**
- **Tier One accessible to ALL students**
- **Main Challenge: Complexity and Length of Unit Assessments**
  - **Teachers are currently implementing accommodations but we may need to look into modifications to the assessments**



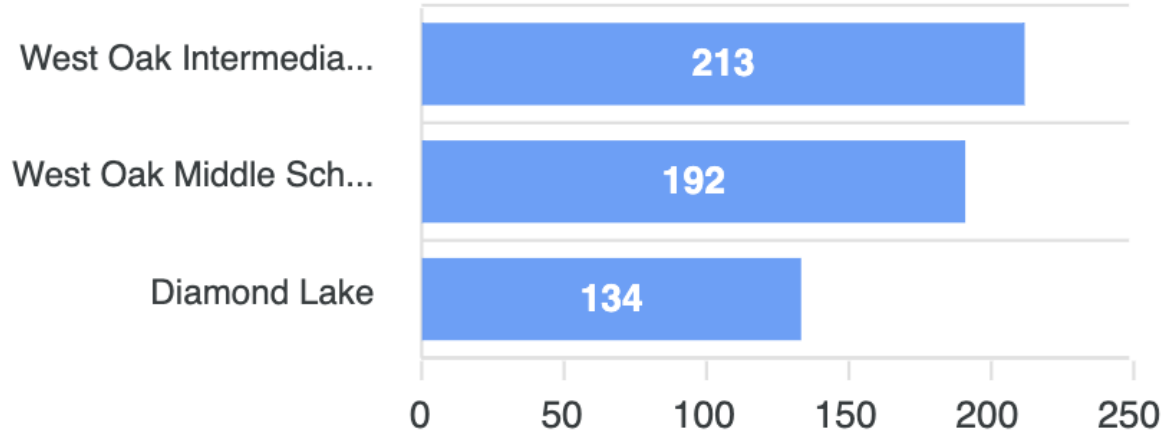
# Instructional Coaching Update / Actualización de Entrenadores de Instrucción





# Instructional Coaching Update

## Total Interactions By Building





# Instructional Coaching Update- Trending Topics

- General
- Balanced Literacy
- Math
- Technology
- EL/Dual
- District Meeting
- Marzano





# Instructional Coaching Update-Other Highlights

- Conference Presentations
  - IDEACon
    - Amplifying Student Voice and Choice
    - Student-Led Classrooms
  - Raising Student Achievement
    - Math Fact Fluency and Running Records
  - DITCHED Con
- Diamond Dish and WOIS Word
- Harvest Hustle/Hootenanny
- D76 Loves to Read
- Staff Morale Boosters
- Continuing Education to Research Based Teaching Practices

# Standards-Based Report Cards / Boletas de Calificaciones Basadas en Estándares





# Standards-Based Grading

## What is the Purpose?

The purpose of the standards based report card is to clearly communicate student progress towards achieving established state/district learning standards. The standards based report card supports parents/guardians and the student in understanding academic strengths and areas in need of improvement.

- We use a 1-4 system for reporting students progress with regard to a Priority Standard
  - Priority Standard-the learning standards that appear on the report card



# Guiding Principles

## Standards based report cards give meaning to grades:

- Grades reflect the student's mastery of the content or skill.
- Defines what learning and student mastery should look like.

## Standards based reporting changes the way we look at schooling:

- We now look at learning based on mastery of specific skills not just an overarching grade in the subject area.
- Educational tasks align to the standards.

## Standards based reporting creates greater consistency in grading:

- All student grades reflect mastery of standards rather than individual grading practices.

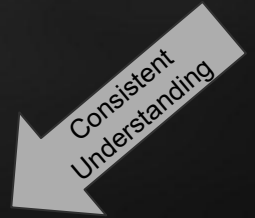
## Standards based Reporting impacts instruction:

- Allows teachers to focus on learning tasks more specifically on skills and content.
- Gives teachers feedback as to how to reteach or focus instruction.



# Teacher Work for 23-24

- The staff have been creating and updating **Proficiency Scales** for each standard on the report card and aligning assessments to the standard
- Proficiency Scales represent the progression of learning goals
  - There are two ways this can work
    - Consistent understanding of a topic or skill
    - Achieving the target goal related to a standard



## Performance Level Descriptors

**Level 4: Exceeds:** Student demonstrates an in-depth understanding of concepts, skills and process taught in this reporting period and exceeds the required performance.

**Level 3: Meets:** Student consistently demonstrates an understanding of concepts, skills and process taught in this reporting period.

**Level 2: Approaches:** Student is beginning to demonstrate an understanding of concepts, skills and process taught in this reporting period.

**Level 1: Not Yet:** Student does not yet demonstrate an understanding of concepts, skills and process taught in this reporting period.

**NE:** Not Evaluated at this time.





# Achieving The Target Goal Template

## Priority Standard:

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success as score 4.0 content
Score 3.0	<b>Target goal</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	<b>Simpler goal</b>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content but not at score 3.0 content	

## 4th Grade Example

### Example 1-

(Level 4 written as a deeper understanding of grade level expectation)

*CCSS.MATH.CONTENT.4.NF.B.3.C - Add and subtract mixed numbers with like denominators.*

4.0	The student will: Use the related addition and subtraction operations to identify, construct, and explain fraction equations with like denominators.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will: Use the related addition and subtraction operations to identify and construct fraction equations with like denominators.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The student will: Use the related addition and subtraction operations to identify fraction equations with like denominators.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, partial success at score 2.0 content and score 3.0 content

# Science Curriculum Adoption / Adopción del Currículo de Ciencias





# Vertical Alignment

- Consistent language- Claim, Evidence, Reasoning
  - Common language used K-8. Familiarize students with the words, Claim, Evidence and Reasoning early on.
  - Create opportunities for students to explore the world around them while coming up with the “why” to these explorations.
  - [C.E.R Lesson](#) ppt used for grades 6-8
- Want to make sure students have the science skills foundation to build on as they go up the grades



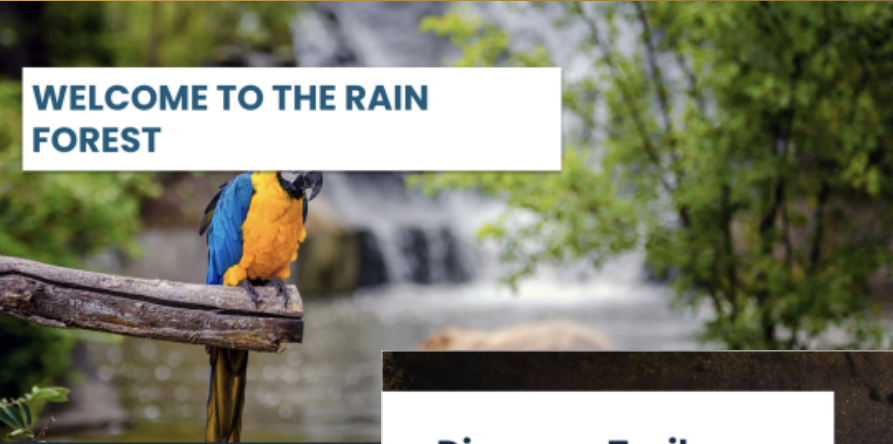
# TWIG - Grades 6-8

- Provides students with hands-on learning experiences that allow them to understand and explain the world around them.
- Digital/Print versions for both English and Spanish languages.
  - Allows for in person and remote learning (if needed)
- Assessments provided are customizable and easily aligned with SBRC.
- Can be differentiated for EL, SPED and higher level students
- Pilot:
  - 6-8 grades each chose a module to pilot
  - Each unit starts with a phenomenon
  - Topics are student friendly
  - Units come with all the supplies needed



# TWIG - Grades 6-8

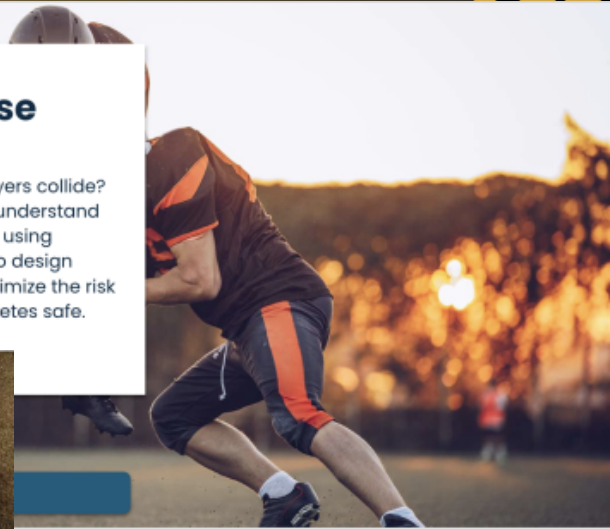
## WELCOME TO THE RAIN FOREST



A Place Called Home: Lesson 1: Session 1

## Collision Course

What happens when two players collide? You'll study sports injuries to understand the science behind collisions, using models and analyzing data to design customized helmets that minimize the risk of concussions and keep athletes safe.



## Dinosaur Trail

Working with the curators of a prehistoric learning center, you'll investigate fossils and the geoscience processes that create and reveal them as you construct a dynamic new exhibit—the Dinosaur Trail.

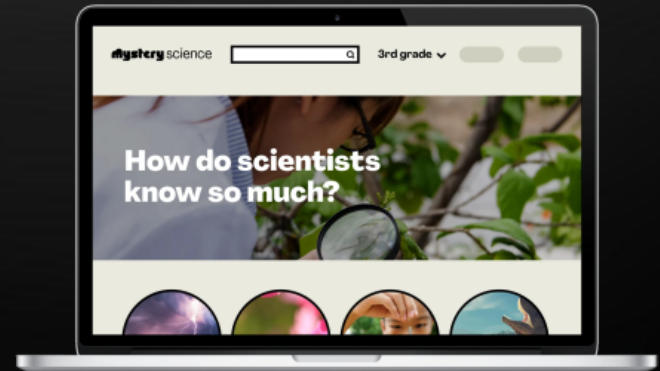


Dinosaur Trail



# Mystery Science - Grades K-5

- Mystery Science is a hands-on curriculum that is fully aligned with the Next Generation Science Standards (NGSS).
- Units contain:
  - Digital/Printable Hands-on lessons
  - Engaging, real-world investigative phenomena
  - Thoughtful discussions to build background knowledge available in both English and Spanish
  - Lesson & unit assessments to evaluate comprehension
  - Curated, cross-curricular extensions



Student Target Portfolios  
and Personalized Learning  
/ Portafolios de Objetivos  
para Estudiantes y  
Aprendizaje Personalizado







# Personalized Learning

Name, Strength and Need through modification and enhancement of practice:

Features of implementation:

- Focus on specific, and vertically aligned skills
- Focus independent tasks on classroom pacing/ skills
- Tracking progress towards specific skills within a standard
- MTSS Block or aka “WIN” aka “Power Hour”
- Student led intervention in the tier 1 space
- Frequent student led goal setting conversations
- Small group instruction includes aligned independent practice



# Personalized Learning

## Instructional Design Team:

- Decided on priority elements of a personalized learning block
- Aligned practice with High Reliability Schools language
- Playlist Model: Informed by standards
- STP process: used for student led goal setting and progress towards priority standards.



# Personalized Learning

## Examples and resources:

- “Renaissance custom” as a standardized approach to formative assessment
- Inclusion of student culture, background, and preferred learning styles in Student Target Portfolios



# Example of playlist

Integration of knowledge and ideas:

## Goal: I can understand how authors use evidence to support their claims.

Goal/Standard: RI.4.8 <i>Recognize difference between fact and opinion</i>		Goal/ Standard: RI.4.8: <i>Explain how an author supports a claim</i>		Goal/ Standard: RI.4.9: <i>Integrate information from texts on a topic</i>	
<a href="#">Activity 1: News ELA Article</a>		Activity 1		Activity 1	
Read, find 3 FACTS directly from the text.	Self Score	<a href="#">Read this article and then answer this question: How do letters of support from strangers help breast cancer patients cope with their diagnosis?</a>	Self Score	<a href="#">create a double bubble map / or a venn diagram from two non fiction texts about Illinois history.</a>	Self Score
Activity 2		<a href="#">Activity 2 Read this article again</a>		Activity 2	
Read this article: find one opinion or belief of the author, or people interviewed.	Self Score	-In paragraph 1, what does Karen HOPE that planting trees will help? - Why does Karen believe her work to make Kenya green will make her future career as a doctor easier?	Self Score	identify the topic of two texts based on the information: exit ticket: create an appropriate title based on the information provided.	Self Score
Activity 3		Activity 3		Activity 3	
<a href="#">Watch this video and write down 2 things that you learned.</a>	Self Score		Self Score	1. <i>What is one strategy that the teacher suggests for becoming a better reader of non fiction texts?</i> 2. <b>According to the video, what is the most serious threat to giant pandas?</b> 3. <i>How can a graphic organizer help you when you are trying to find similar information between 2 articles?</i>	Self Score
Exit Ticket		Exit Ticket		Exit Ticket	
STAR CBM Quiz: (Determine Fact vs Opinion)	Self Score	STAR CBM Quiz RI.4.8 (How does the author support a claim?)	Self Score	STAR CBM Quiz	Self Score



# Personalized Learning in Practice

## Math / Reading

- 100% of students grew on STAR
- 100% of students recorded their own progress in an STP
- Each focus student (4) jumped at least one tier

## 5th Math

- scaffolding up, and down within the grade level skill as a form of “accelerated reteaching”
- bi-weekly goal check-ins
- Zearn (re-teach tool aligned with pacing and standards)

Creation of: [ELA Resource Bank / Vertical Alignment](#)



# DLS Student Target Portfolios

- Level Up: Putting forth the effort; How can I master the specific skill?
- Lean In: Setting a goal; What skill am I trying to master?
- Sparkle On: Continuing to learn and grow; How will I apply this skill, strategy, or technique to future learning opportunities or skills?
  - PreK
  - Kindergarten
  - 1st Grade
  - 2nd Grade

Establish, and continue to have, a growth mindset!

# Dual Language Programming / Programación en dos idiomas





**TBE:**  
**Transitional Bilingual  
Education**

Required when there are 20 or more ELs from the same language background in school (preschool is counted separately). May be offered to fewer than 20 ELs

English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects

**TPI**  
**Transitional Program of  
Instruction**

The school has an option to offer these services instead of TBE when there are 19 or fewer ELs from the same language background at school (preschool is counted separately)

District / school locally determined: The program usually offers at least English as a second language (ESL), and native language support as needed





# TBE: Full-time and Part-time Components

## Full-time TBE

- English as a Second Language (ESL)
- Instruction in both English and native language for core academic subjects at school (language arts, math, science, and social studies)
- Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents and in the history and culture of the United States

## Part-time TBE

- English as a Second Language (ESL)
- Components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Daily instruction in English and in the home language as determined by student's needs.



## Examples of TBE services

Full-time TBE

- Two-way Dual Language
- One-way Dual Language
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Pull-out/Push-in)
- Sheltered-instruction + ESL (Self-contained)\*
- Sheltered-instruction + ESL (Differentiation/Pull-out/Push-in)\*
- ESL only\*

*\*Native language support must be available*

Part-time  
TBE



# Dual Language Programming

## Two Bilingual Teachers in Kindergarten

- Allows for maximum flexibility of Dual and Monolingual sections
- Provides best placement for TBE Spanish students

## Bilingual Candidate Recruitment Steps

- Participation in IASPA, Lake County and ISU employment fairs with immediate screening of candidates
- Partnership with universities for student teacher placements
- MHS ASPIRE Program participation

The background consists of a repeating pattern of speech bubbles, each containing a question mark. The bubbles are arranged in a grid and alternate between two colors: a dark olive green and a light grey. The text is centered over this pattern.

# Questions/Feedback

Preguntas/Comentarios



# SEL Update/Actualización de SEL



3.19.2024

**EMBRACE EMPOWER EXCEL** *Each Child Each Day*



# Name, Strength, and Need

## Students

- Student SEL Survey
- DESSA

## Staff

- Culture and Climate Survey



# SEL Student Survey

**GOAL:** Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey

## Diamond Lake

- 11 Categories
- 90% or more students rated 100% of the categories as sometimes or almost always

## West Oak Intermediate

- 30 Categories
- 90% or more students rated 63% of the categories as agree or strongly agree

## West Oak Middle

- 30 Categories
- 90% or more students rated 37% of the categories as agree or strongly agree



# DESSA

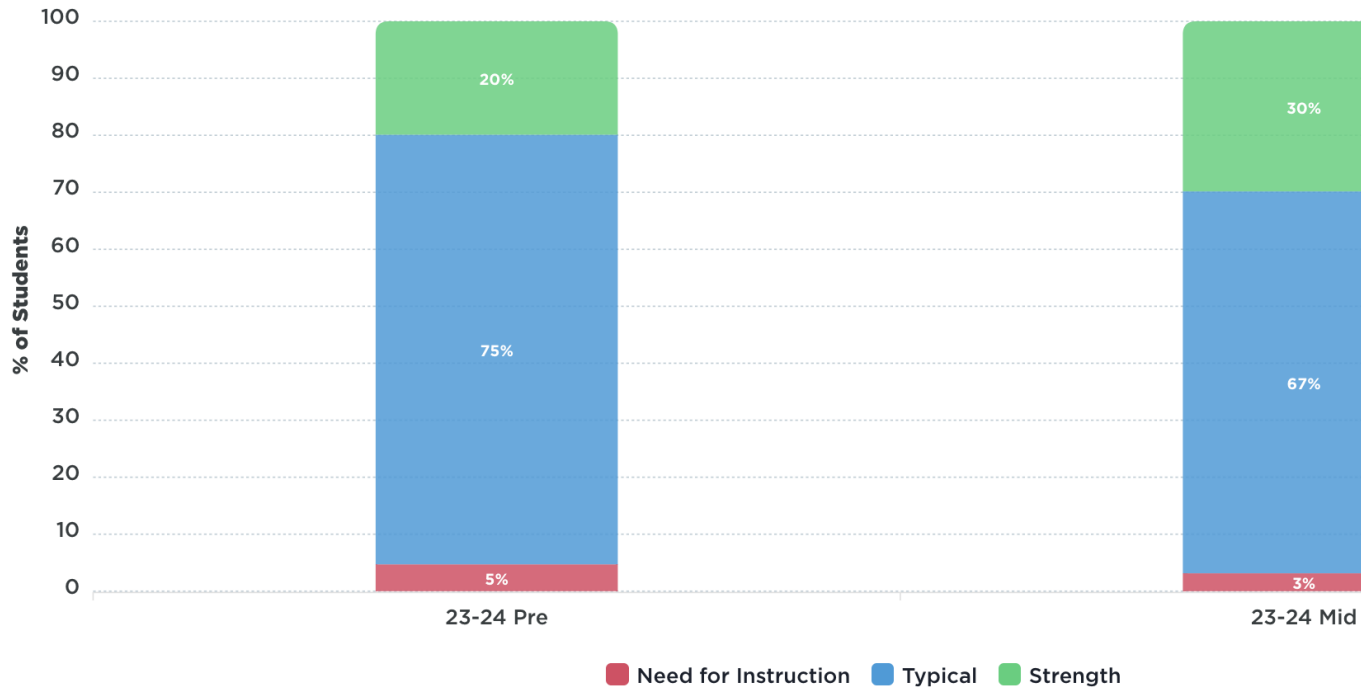
GOAL: Incorporate a social/emotional learning screener in the MTSS process.

- The DESSA is a brief questionnaire that asks about 8 domains of student social-emotional wellness: personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness, and self-management.
- Each student in K-8 was rated in the 8 domains to determine their strengths and needs.
- Each student in 6-8 also rated themselves in the 8 domains.



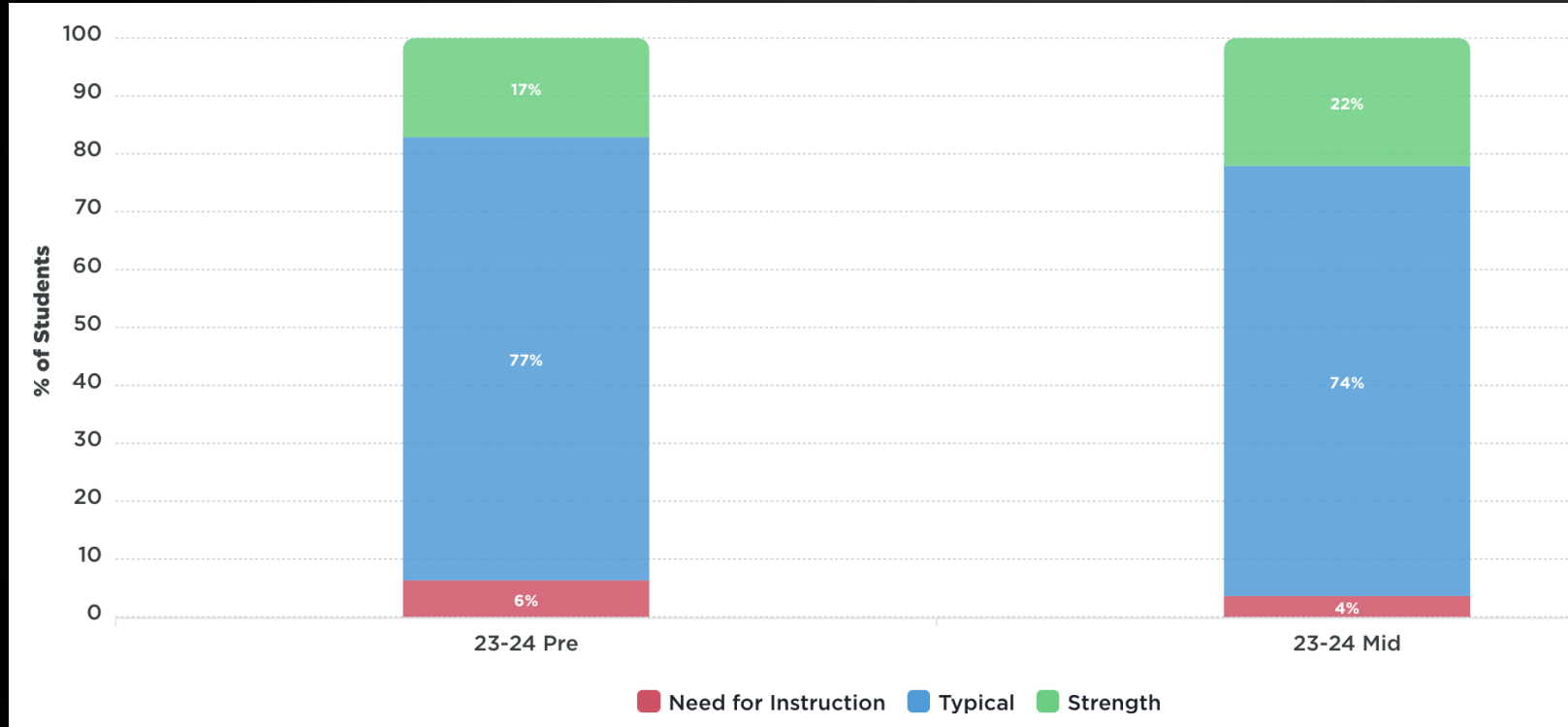


# Diamond Lake School



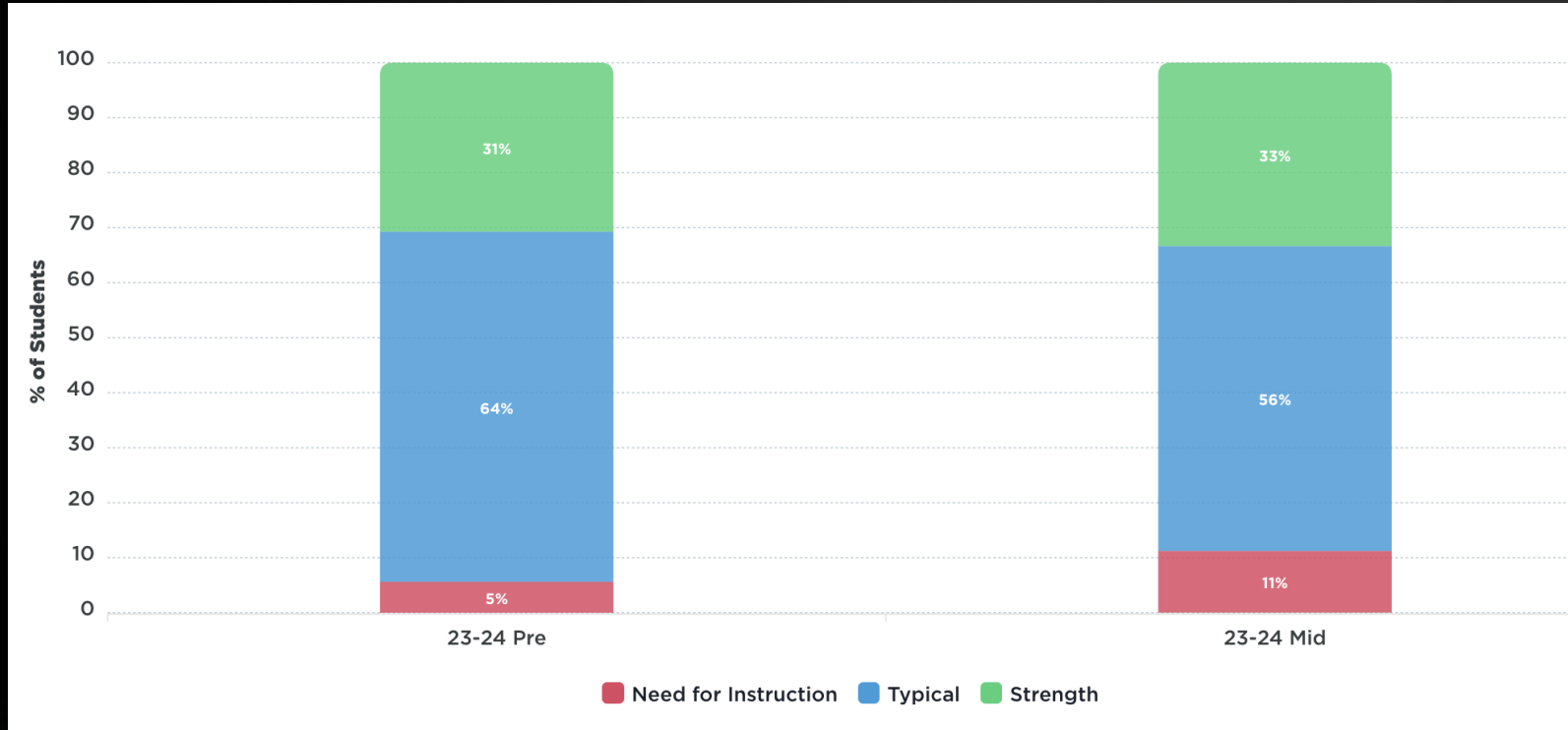


# West Oak Intermediate School



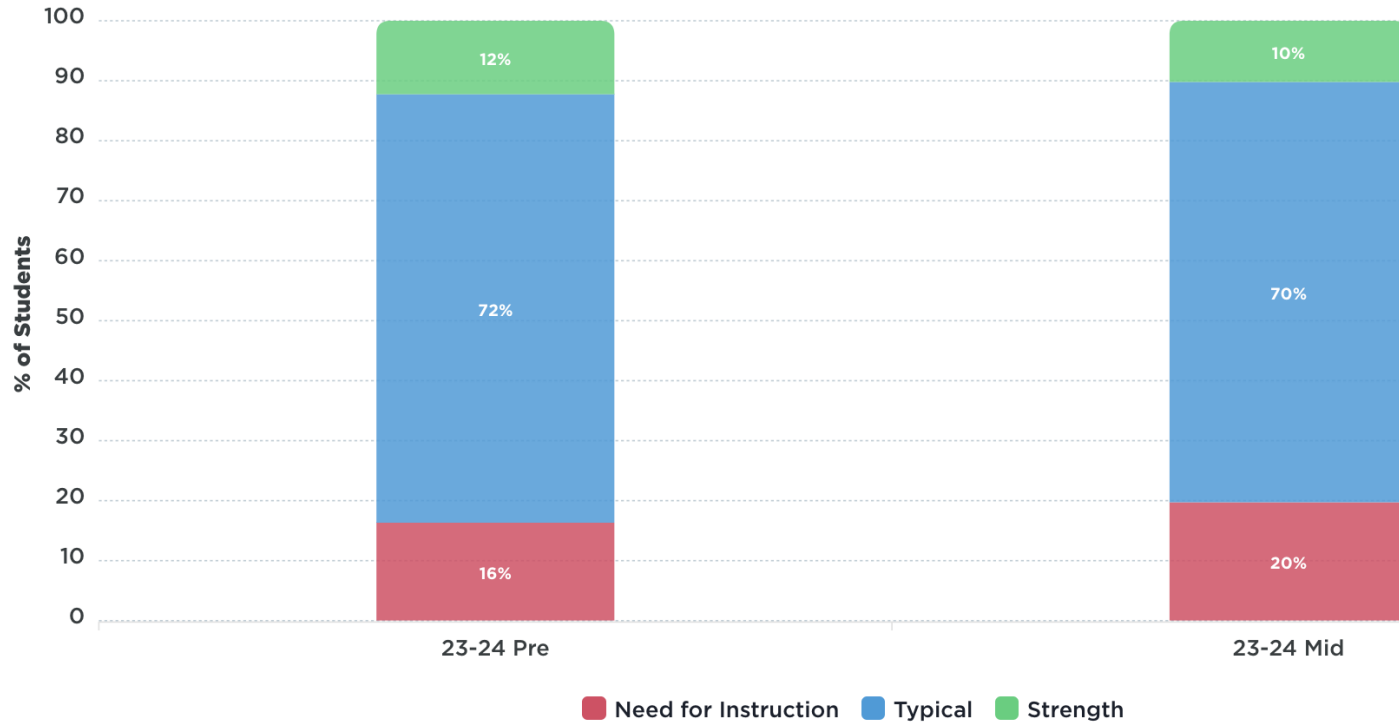


# West Oak Middle School - Staff Rating





# West Oak Middle School - Student Self Report





# Culture and Climate Survey: Staff

GOAL: Culture and Climate Survey: 100% of staff indicate they feel supported in their own SEL.

## Diamond Lake

- 90% or more staff rated 3 out of 3 areas as agree or strongly agree
- 87% of staff feel that SEL professional development opportunities are available

## West Oak Intermediate

- 90% or more staff rated 3 out of 3 areas as agree or strongly agree
- 72% of staff feel that SEL professional development opportunities are available

## West Oak Middle

- 90% or more staff rated 2 out of 3 areas as agree or strongly agree
- 88% of staff feel that SEL professional development opportunities are available



# Students, Staff, and Community

## What have we done this year?

- SEL Committee
  - Moments that Matter
  - Parent University/SparkleOn in Seconds
- Social Workers
  - Completed the Tier 1, Tier 2, and Tier 3 framework in the MTSS guide
  - Created an action plan for a PBIS reboot

## What will we do next?

- SEL Committee
  - Restructure the committee to establish a shared focus on providing SEL support to staff, students, and families
- PBIS Team
  - Complete the Tiered Fidelity Inventory by school
  - Create an action plan by school to increase the fidelity of Tier 1 behavioral supports
  - Start monthly meetings with a District PBIS Team
- Social Workers
  - District social work position to provide coaching support on Tier 1 behavioral supports, functional behavior assessments, and behavior intervention plans

**Student Target  
Portfolio**

**DESSA**

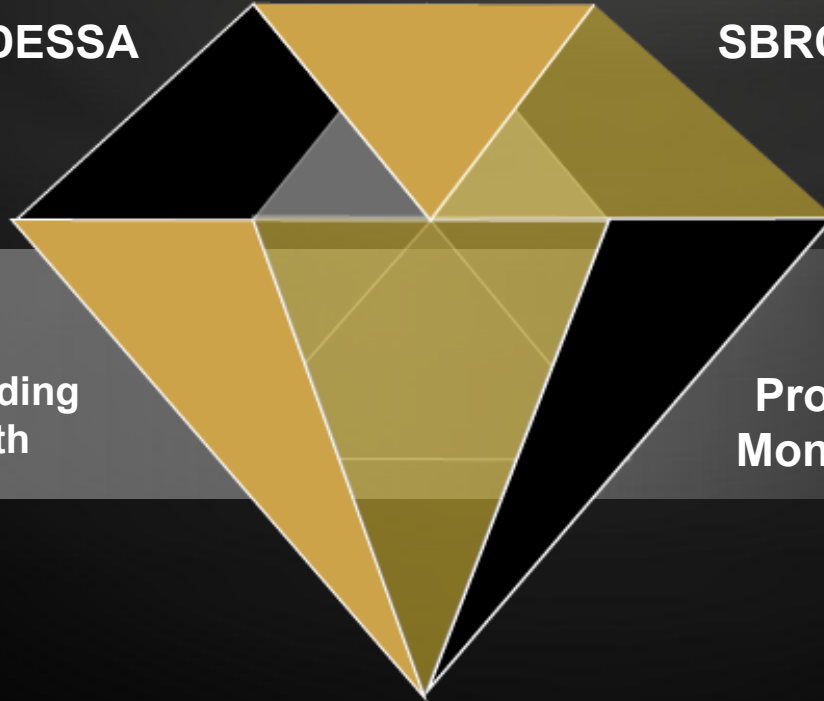
**SBRC**

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# Questions/Feedback

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