

Antioch District 34

Teaching and Learning

Board of Education Update



May 1, 2018



(previously April 17, 2018)

2017-2018 Superintendent Goal

By September 2017, rank the gap findings in the CEC Curriculum, Instruction, and Assessment Audit results by order of remediation importance based on criticality to the successful education of students **(completed)**. By October 2017, create and gain approval from the BOE on a remediation plan for the top 4 most critical gaps **(completed)**. Plans should include timelines, budget and personnel requirements and measures of completion **(completed)**. Execute to plan and provide a progress update to the public at the April 17, 2018 **(completed)** BOE meeting.

Antioch School District 34



ANTIOCH SCHOOL DISTRICT 34
Strategic Plan 2015-2020

MISSION
To inspire a passion for learning that empowers all students to achieve *personal excellence*

VISION
Students will achieve *personal excellence* when everyone demonstrates:

- Commitment to continuous improvement
- High expectations for academic, social, emotional and behavioral growth
- Effective collaboration, communication, critical thinking and creativity
- Ownership, responsibility and accountability for growth and development

GOALS

- Continuous Student Growth & Achievement
- Supportive Learning Environment
- High Quality Workforce
- Family and Community Partnerships
- Efficient and Effective Use of Resources

CORE VALUES/COMMITMENTS

We believe students learn in **different ways and at different rates**.

We believe it is our responsibility to guide students towards **self-sufficiency, ownership, responsibility and accountability for their own learning**.

We believe in providing a **safe and secure environment** in order to foster a community of collaborative learners.

We value **continuous improvement through teamwork, collaboration and shared leadership** at all levels.

We believe a **high quality staff** is essential to a high-achieving school system.

We believe that **corroborative partnerships and effective communication** among the community, home and school accelerates student success.

We believe the District must be a **good steward** of community resources.

Antioch School District 34
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

Antioch Elementary School
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

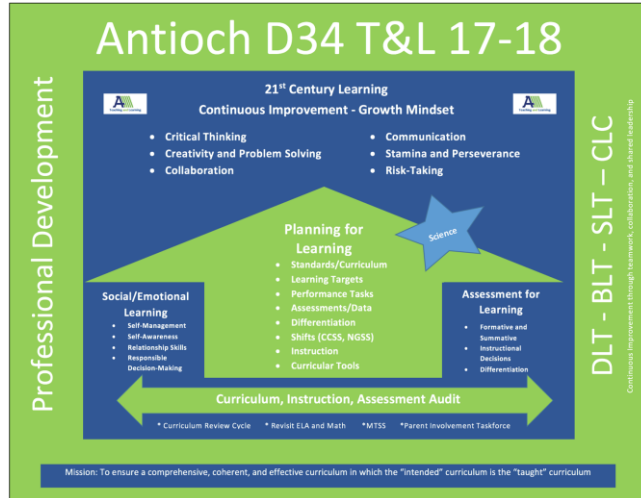
Midwood Elementary School
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

Oakland Elementary School
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

W.C. Petty Elementary School
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

Antioch Upper Grade School
10110 N. 1st Street
Antioch, IL 60011
847-338-2000

www.antioch34.org



Teaching and Learning

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GOAL 1: By Fall of 2017, the curriculum review cycle will be updated and implemented along with a Board of Education Policy 6-40, and Curriculum Oversight Committee Forms to ensure oversight of curricular proposals and in alignment with the Curriculum, Instruction, and Assessment Audit results.

GOAL 2: By Spring of 2018, the ELA and Math Committees will be reconvened and will have met at least monthly to study standards, curriculum, instruction, and assessment using the Curriculum, Instruction, and Assessment Audit as a guide.

GOAL 3: By Spring 2018, a District Multi-Tiered System of Supports (MTSS) guidelines will be completed, communicated, and incorporated into practice in alignment with the Curriculum, Instruction, and Assessment Audit results.

GOAL 4: By Spring of 2018, a Parent Involvement Taskforce will be created and will have met at least each trimester focused on re-engaging parents to increase home-school involvement in alignment with the Curriculum, Instruction, and Assessment Audit results.

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Teaching and Learning

Curriculum Review Cycle



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Curriculum Review Cycle Action Plan

[Curriculum Review Cycle Action Plan](#)

(click to learn more)

CURRICULUM Opportunities for Improvement:

- △ **There is no evidence that the written Teaching and Learning Curriculum Review Cycle and Calendar are known or utilized to guide decision-making, implementation and monitoring of curriculum.** There is a well-defined process for analysis, design, implementation, and ongoing improvement of curriculum. The process reflects continuous improvement and meets current standards for effective practice in curricular review. Most district leaders do not seem to be aware of the existence of a review cycle or calendar, nor is there any use of either aspect. There is confusion on what constitutes a pilot and how materials are selected for pilot in the district. Teachers express their voice is not heard, or sought out, for curriculum improvement; without teacher involvement, the district puts implementation at risk due to lack of teacher ownership in the process. The lack of a systematic process for a cycle of curriculum, instruction, and assessment review puts the district in jeopardy of random, unaligned curriculum improvement efforts.

Revised Curriculum Review Cycle

Curriculum Review Cycle

(click to learn more)

Science Pilot FY18 Interest Form			
Teacher	Grade	Building	Suggestion
Tammy Dati	K	HC	Foss
Andrea Pantke	1st	HC	Stem Scopes
Darlene Boyd	2nd	AES	Amplified
Amy Aldrich	2nd	Petty	Houghton Mifflin
Kristin Newman	4th	Petty	Amplified
Valerie Gorsline	4th	Oakland	Houghton Mifflin
Julie Higginbotham	5th	Oakland	Foss
Kris Campbell	5th	Oakland	Houghton Mifflin
Valerie Rivera	5th	Petty	Stem Scopes
Aimee Harrison	5th	Petty	Amplify
Monika Sosnowski	5th	Petty	Foss
Barbara Regan	6th	AUGS	Amplified
Amanda Hasto	6th	AUGS	Stem Scopes
William Struss	6th	AUGS	Foss
Tiffany Hudson	7th	AUGS	Houghton Mifflin
Chris Godsey	8th	AUGS	Foss
Matt Dawes	8th	AUGS	Stem Scopes
Amy Guanci	6-8	AUGS	All

Science Pilot Overview

(click to learn more)



Image borrowed from: <https://twitter.com/nextstepsLtd>

ELA and Math Committees



Goal 2: By Spring of 2018, the ELA and Math Committees will be reconvened and will have met at least monthly to study standards, curriculum, instruction, and assessment using the Curriculum, Instruction, and Assessment Audit as a guide.

ELA and Math Committees Action Plan

[Revisit ELA and Math Units Action Plan](#)

(click to learn more)

Revisit implementation of the ELA and math units of instruction. We recommend taking time to support teachers in developing deep understanding of the intent and rigor required in the Illinois State Standards in ELA and math. In order to make informed decisions about teaching and learning, an understanding of the learning progression embedded within each standard is critical. Reevaluate the pacing requirement in place for ELA and math instruction. Allow for development or modification of existing assessments to drive student learning. Deeper understanding of the demands of the standards will support teachers in making effective instructional decisions and differentiating to meet student needs when allowed to pace instruction and assess appropriately.



Math Committee Work (2017-2018)



- ❖ Revisit the [Common Core Math Standards](#) and [the shifts in math](#)
 - Grade level focus: [major, supporting, and additional standards](#)
- ❖ Compare/contrast types of [assessments](#)
 - [Identify assessment types and resources](#)(formative and summative)
 - Discuss ways to use assessment data
 - Assessment study-Identify proficiency expectations
 - Grading calibration activities using work samples
 - Identify/propose areas of refinement
- ❖ Module study
 - Backwards planning (assessments, standards, coherence, lessons)
 - Revisit [lesson component purposes and uses](#)
 - Explore differentiation opportunities ([vocabulary](#), [critical thinking](#))
 - Pacing discussions
 - [Reflect on Article: Resisting the Urge to Reteach for Mastery](#)
 - Pre-Assessments, formative assessments, [scope and sequences](#)
- ❖ Evaluate and discuss NWEA and PARCC data
 - [NWEA Data](#)-Committee made a recommendation for Wisconsin Institute of Mathematics PD [analyzing trends over time](#), GAN, and areas of needed additional support
 - [PARCC](#)-Analyze/discuss trends over time
- ❖ [Fluency](#)-Revisit and identify tools to support and develop fluency

ELA Committee Work (2017-2018)



- ❖ [Revisited Common Core ELA Standards and the shifts in ELA](#)
- ❖ [Compared/contrasted formative and summative assessments](#)
 - Student workbooks will have formative pages flagged for Grades 3 ([3rd grade sample](#))
- ❖ Evaluated NWEA and PARCC data - [focused on Greatest Area of Need - vertical alignment in writing](#)
- ❖ Created district-wide writing documents (K-8)
 - [Cross-curricular writing expectations \(K-8\)](#)
 - [Classroom posters of writing expectations](#)
 - Rubrics to match the expectations ([6th-8th grade sample](#))
 - Writing samples ([3rd grade opinion sample](#))
 - Future: Grade level writing handbooks
 - 6th-8th grade handbooks for 2018-2019 school year
 - Language, writing, writing samples
- ❖ Evaluated Center for the Collaborative Classroom assessments (K-2)
 - [Making Meaning \(1st grade sample\)](#)
 - [Being a Reader \(K sample\)](#)
 - [Being a Reader \(2nd grade sample\)](#)

March 2018 Writing Resource Survey

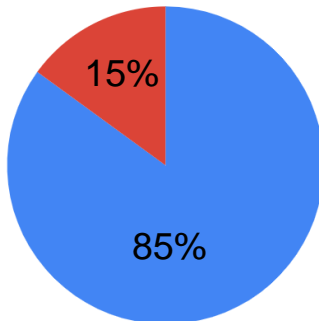
Respondents =
3rd-8th ELA
Committee
Members

[Writing
Resources
Spreadsheet](#)

- | |
|--|
| <ul style="list-style-type: none"> 95% of the respondents felt that a writing resource was necessary to supplement EL Education (Grades 3-8) |
| <ul style="list-style-type: none"> 85% of the respondents were in favor of pursuing the purchase of a writing supplemental resource |
| <ul style="list-style-type: none"> 65% of the respondents felt they need training in teaching writing |
| <ul style="list-style-type: none"> 75% of the respondents would be willing to attend up to 3 days of training on writing during the school year |
| <ul style="list-style-type: none"> 80% of the respondents would be willing to attend up to 3 days of training on writing during the summer |

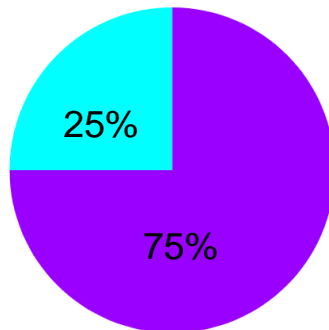
3rd-8th Grade ELA Committee Members in Favor of a Writing Resource

● Writing Resource
● No Need



3rd-8th Grade ELA Committee Members in Favor of School Year PD

● School Year PD on Writing
● Not in Favor



3rd-8th Grade ELA Committee Members in Favor of Summer PD

● Summer PD on Writing
● Not in Favor

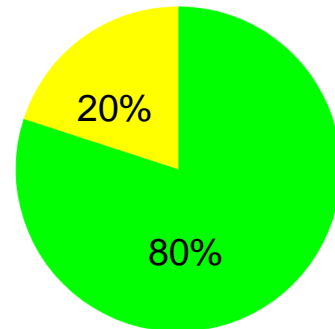




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MTSS



Goal 3: By Spring 2018, a District Multi-Tiered System of Supports (MTSS) guidebook will be completed, communicated, and incorporated into practice in alignment with the Curriculum, Instruction, and Assessment Audit results.

MTSS Action Plan

[MTSS Smart Goal Action Plan](#)

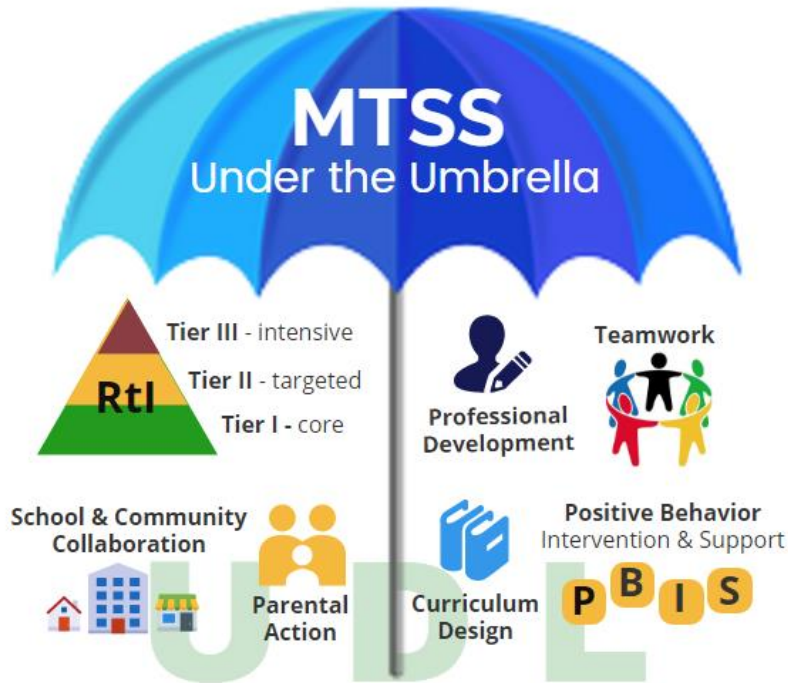
(click to learn more)

INSTRUCTION Opportunities for Improvement:

- △ **There does not appear to be a systematic Multi-Tiered System of Support (MTSS) process in the district.** Teachers report a lack of consistent criteria for entrance and exit into intervention services. The process for students to receive support varies from school to school, as well as the services provided. Teachers also report a lack of Tier III services for students, especially in the area of mathematics. The availability of resources for intervention is inequitable across the system. Progress monitoring of students within intervention services seems inconsistent. Absence of a systematic and systemic structure for implementation of state required intervention and student support services could leave the district vulnerable to potential legal issues, especially as it impacts the use of special education personnel and appropriate identification and servicing of special education students.

MTSS Guidebook Draft

(click to learn more)



[FastBridge Learning Curriculum Oversight Committee Form](#)

MTSS in 2018-2019

Key Components, Professional Development, and Utilization of

- Problem Solving
- Universal Screening & Progress Monitoring
- Universal Data Review (UDR)
- Student Learning Team (SLT)
- Individual Planning Form (IPF)
- Individual Problem Solving Team (IPST) Meetings
- District Forms

Academic Intervention - Sub Committee Work

Problem Solving

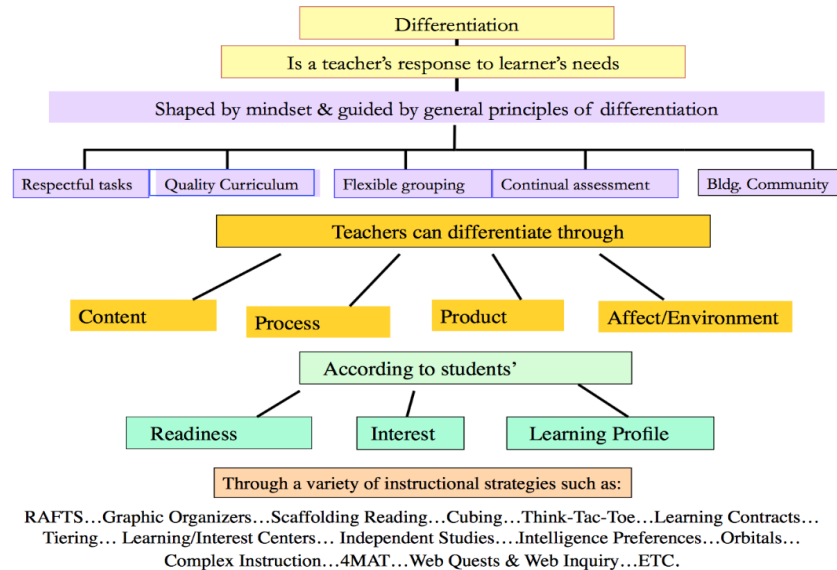
Key Domains of Learning		
I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Potential Sources of Information	
R	Review of historical records and products
I	Interview of key stakeholders
O	Observe performance in real time functional settings
T	Test student through careful use of appropriately matched measurement technologies

Academic Enrichment/Gifted Sub Committee Work

Differentiation Flowchart

Enrichment/
Gifted
Committee
Notes



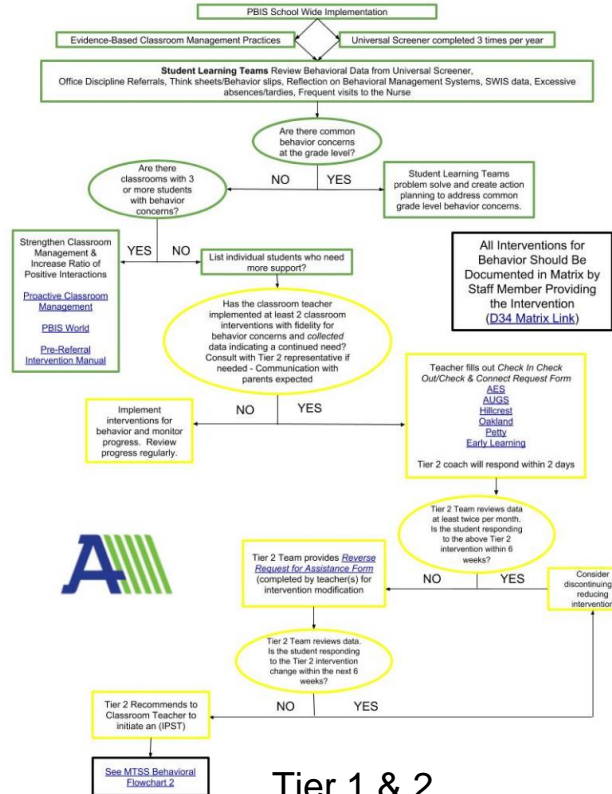
AUGS Gifted Coach

- ❖ Conducted weekly meetings with ELA Department & Gifted Instructional Coach for 6th, 7th and 8th grade ELA teachers with focus on higher levels of thinking. Shared & Defined [Coaching Role](#) ([Taking the Lead](#), Killion)
- ❖ Utilized Student Data via Measures of Academic Progress to improve practices and enrich thinking
 - [MAP Data](#)
 - Greatest Area of Need: RIT Strands of Honors students - Figurative Language
 - *[Figurative Language Artifact](#)
 - *Figurative Language Posters for ELA classrooms
- ❖ Artifacts and Examples - Results of Instructional Coaching
 - Created ELA Department survey in order to evaluate effectiveness of gifted coaching support offered this year to all grade levels [ELA Department Survey Results](#)
 - Writing Support - Meetings, Materials, Modeling Lessons in Classrooms Strategies to Address Multi-Step Prompts
 - [TAK Sample \(PARCC\)](#)
 - [TAK Topic/Audience/Key Words Organizer](#)
 - [Character Perspective Project \(Unbroken\)](#)
 - [RAFT](#) Lessons Correlating to E.L
 - [Poetry/ Use of Poetic Devices](#) based on [MAP data](#)
 - [Memoirs](#)
 - Plot & Character Development in Writing
 - Literature Circles Materials / Instructional Support
- ❖ Supported District Initiatives - Professional Development, Differentiation, Enrichment
 - [Institute Day Presentation K - 8](#)
- ❖ MTSS Guidebook - Creation of District 34 Enrichment Section

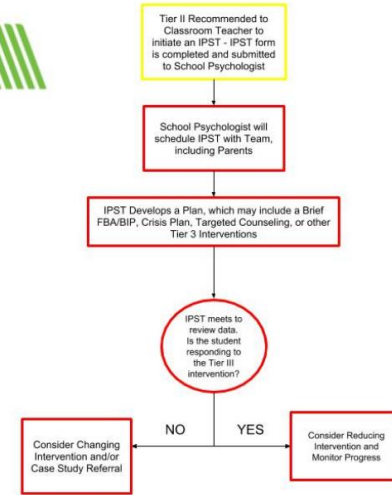


PBIS/Social/Emotional/Behavior Sub Committee Work

Second Step
Curriculum
Oversight
Committee
Proposal



Tier 1 & 2

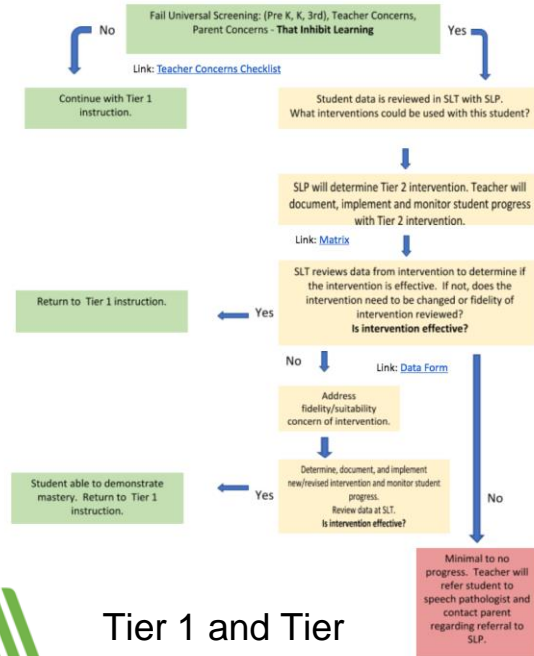


Tier 3

Speech and Language Sub Committee Work

Speech and Language

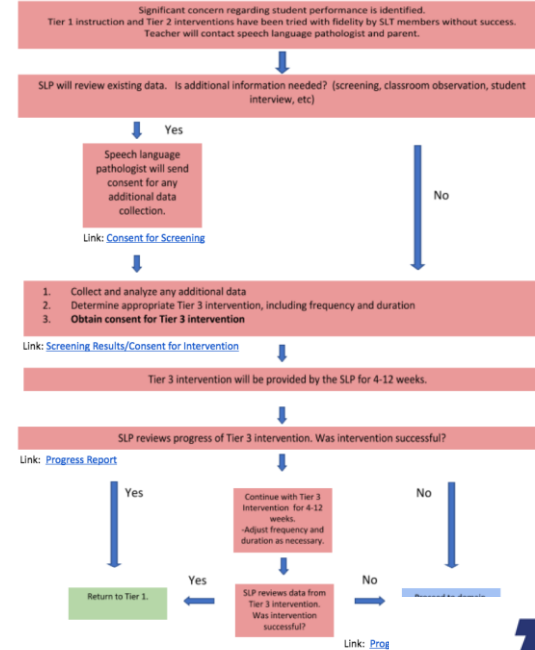
Antioch School District 34 MTSS Process Before Individual Problem Solving Team Meeting - Speech and Language (Tier 1/Tier 2)



Tier 1 and Tier 2

* This process may be altered based on clinical judgment, student history, or severity of needs.
Antioch School District 34 MTSS Process

Individual Problem Solving Team (Tier 3) - Speech and Language



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Tier 3



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Parent and Family Engagement



Goal 4: By Spring of 2018, a Parent Involvement Taskforce will be created and will have met at least each trimester focused on re-engaging parents to increase home-school involvement in alignment with the Curriculum, Instruction, and Assessment Audit results.

Parent and Family Engagement Committee Action Plan

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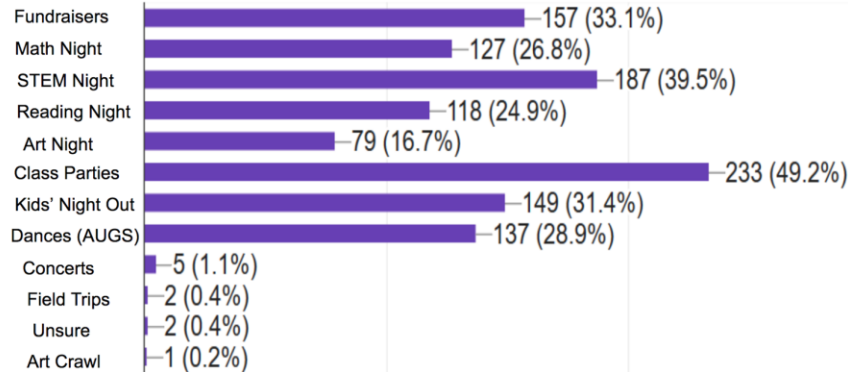
(click to learn more)

- △ **Communication and involvement between school and home does not appear to support student learning.** Parents report inconsistent communication about what students are expected to learn throughout the school year. Initial communication is sent home, but ongoing communication of learning targets is not evident across all teachers. Success criteria included in the report cards is not understandable by parents. Many report not finding the document useful in understanding learning expectations or the progress of their student to meet those standards. Teachers report that parents are not engaged. The number of parents attending curriculum nights is declining. Some parents report feeling unwelcome at school, especially if their student has special needs. They also report that feeling welcome in classrooms varies from teacher to teacher. Parents are confused by the numerous apps teachers want them to access for information on student learning. Parents report not knowing when their student is receiving intervention or enrichment services, or understanding why or what will be accomplished when the services are provided.

Parent and Family Engagement Committee

Choose your three favorite extra events offered in District 34?

474 responses



What volunteer opportunities would you like District 34 to consider offering during the school day? Select all that apply.

474 responses

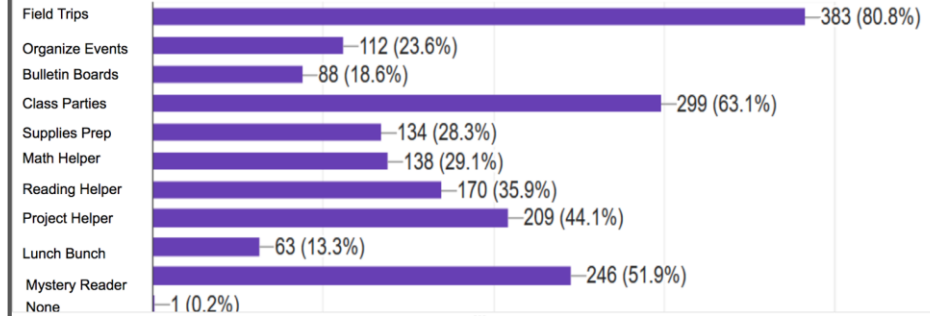




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A Preview of the Work Completed and the Work Ahead

The following slides provide information will be discussed in greater detail at the May 15th Board Meeting. Further information will be included in the board packet prior to the meeting. Please submit all comments and questions in the “Note Catcher” or send via email to the superintendent by Monday, May 7th.

Teaching and Learning

17-18

- Revisit of ELA & Math Units by Committees
- Curriculum Oversight Committee
- Science Phase 1 of Curriculum Review Cycle
- Parent and Family Engagement Committee Action Plan for 2018-2019
- MTSS Guidebook
- Gifted Committee and alignment to new laws
- Enriched Math Grades 4 & 5

18-19

- Writing Supplemental Tool Grades 3-8
- Writing across content areas
- Cursive Writing Grade 2
(new law)
- AUGS Encore/Phase 1/Plan
- Science Pilot
- Social Studies Phase 1/Plan
- Enrichment/Gifted include personalized learning
- MTSS Implementation & secure of resources
- Digital Learning
- Re-focus on Differentiation
- K-5 Enriched Math Class
(Grades 4 & 5 only use placement Matrix)
- K-5 Flexible Grouping for Guided Reading

19-20

- K-5 Structure & New Boundaries
- AUGS Master Schedule
- New Science Implemented
- ELA, Art, PE Phase 1/Plan
- Social Studies Phase 2/Do
- MTSS Refinements
- Expansion of Enrichment/Gifted to include Math
- Digital Learning
- K-5 Enriched Math Class
(Grades 1-5 use placement Matrix)
- K-5 Flexible Grouping for Guided Reading

Antioch Upper Grade School

17-18

- Created and implemented NWEA goal setting folders, all students, during Success class
- Grading Committee determined categories for grading, finalizing types of assignments & pilot plan
- Scheduling Committee developed plan for Success Period: time for Second Step, Advisory, intervention, & enrichment, boosters for PBIS & Second Step
- Implemented after school Math and ELA tutoring with Title 1 funds
- Added additional math interventionist with Title 1 funds
- Implementation of a summer reading program

18-19

- Planning for a master schedule change
- Planning for the implementation of a 6th grade academy
- Implement Advisory schedule
- Pilot grading policy with a cohort of teachers
- Final planning for updated grading policy
- Implement changes to "Success Period"

19-20

- Implement master schedule changes
- Implement 6th grade academy
- Implement updated grading policy

Thank You

[Taken from Website](#)