



LAKE BLUFF SCHOOLS
DISTRICT 65



The Road
to
success

Release Time Update
2024-2025 School Year

Mission:

Ensure academic achievement and personal growth for all students through innovative and engaging educational opportunities.



Motto:

Excellence in Education,
Enthusiasm for Life, Every
Student, Every Day.



Vision:

An inclusive community of motivated learners who are inspired to change the world through exploration and collaboration.

Connection to LB65 Strategic Plan

Goal 1: Implement an innovative educational program that provides every child with what they need to progress academically, achieve their goals, and develop their interests while supporting their health and well-being.

Strategy 1: Develop and implement with fidelity a guaranteed, viable, transparent curriculum.



What is GVTC?

“Guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.” -Marzano, What Works in Schools

Guaranteed

- Identified essential content learning for all students in courses and grade levels
- Equitable access and opportunity to learn and engage with this core curriculum

Viable

- Curriculum can be reasonably/meaningfully taught in the available time

Transparent**

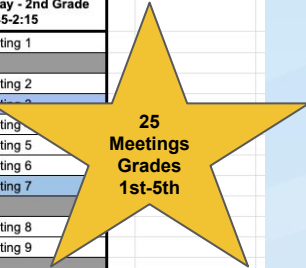
- Internal transparency ensuring all students have equal access throughout each classroom
- Public transparency for parent and community involvement

LBES Release Time 2024-2025 School Year

Structure:

- Weekly
- 60-90 minute meetings
- K-5th grade level teams
- Students receive science and social studies instruction during this time

Week of	Monday - 3rd Grade 8:15-9:45	Tuesday - 5th Grade 9:15-11:15	Thursday - 4th Grade 8:45-10:15	Thursday - Kindergarten 11:45-12:45	Friday - 1st Grade 7:55-9:15	Friday - 2nd Grade 12:45-2:15
9/30/2024	Meeting 1	Meeting 1	Meeting 1		Meeting 1	Meeting 1
10/7/2024	Meeting 2	Meeting 2		Conferences		
10/14/2024	No School	Meeting 3	Meeting 2		Meeting 2	Meeting 2
10/21/2024	Meeting 3	Meeting 4	Meeting 3		Meeting 3	Meeting 3
10/28/2024	Meeting 4	Meeting 5	Meeting 4		Meeting 4	Meeting 4
11/4/2024	Meeting 5	No School	Meeting 5		Meeting 5	Meeting 5
11/11/2024	Meeting 6	Meeting 6	Meeting 6		Meeting 6	Meeting 6
11/18/2024	Meeting 7	Meeting 7	Meeting 7		Meeting 7	Meeting 7
11/25/2024	Thanksgiving Week - Schoolwide Enrichment Experience					
12/2/2024	Meeting 8	Meeting 8	Meeting 8		Meeting 8	Meeting 8
12/9/2024	Meeting 9	Meeting 9	Meeting 9		Meeting 9	Meeting 9
12/16/2024	Schoolwide Enrichment Experience					
12/22/2024	WINTER BREAK					
1/6/2024	No School	Meeting 10	Meeting 10	Meeting 1	Meeting 10	Meeting 10
1/13/2025	Meeting 10	Meeting 11	Meeting 11	Meeting 2	Meeting 11	Meeting 11
1/20/2024	No School	Meeting 12	Meeting 12	Meeting 3	Meeting 12	Meeting 12
1/27/2024	Meeting 11	Meeting 13	Meeting 13	Meeting 4	Meeting 13	Meeting 13
2/3/2024	Meeting 12	Meeting 14	Meeting 14	Meeting 5	Meeting 14	Meeting 14
2/10/2024	Meeting 13	Skip to stay on pace		Conferences		
2/17/2024	No School	Meeting 15	Meeting 15	Meeting 6	Meeting 15	Meeting 15
2/24/2024	Meeting 14	Meeting 16	Meeting 16	Meeting 7	Meeting 16	Meeting 16
3/3/2024	Meeting 15	Meeting 17	Meeting 17	Meeting 8	Meeting 17	Meeting 17
3/10 - IAR	Meeting 16	IAR	IAR	IAR	Meeting 18	Meeting 18
3/17 - IAR	Meeting 17					Field Trip?
3/24/2024	Schoolwide Enrichment Experience					
	Spring Break					
3/31/2024	Meeting 18	Meeting 18	Meeting 18	Meeting 9	Meeting 19	Meeting 19
4/7/2024	Meeting 19	Meeting 19	Meeting 19	Meeting 10	Meeting 20	Meeting 20
4/14/2024	Meeting 20	Meeting 20	Meeting 20	Meeting 11	Meeting 21	Meeting 21
4/21/2024	Meeting 21	Meeting 21	Meeting 21	Meeting 12	Meeting 22	Meeting 22
4/28/2024	Meeting 22	Meeting 22	Meeting 22	Meeting 13	No School	No School
5/5/2024	Meeting 23	Meeting 23	Meeting 23	Meeting 14	Meeting 23	Meeting 23
5/12/2024	Meeting 24	Meeting 24	Meeting 24	Meeting 15	Meeting 24	Meeting 24
5/19/2024	Meeting 25	Meeting 25	Meeting 25	Meeting 16	Meeting 25	Meeting 25
5/26/2024	No School					



True North Session

What do we want to know and be able to do?



Knowledge

- Grade level standards
- Challenging expectations
- What mastery looks like
- Design of effective assessments
- Locus of control

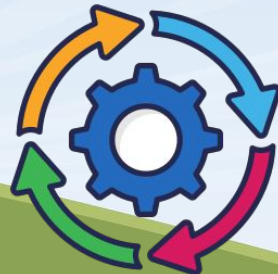


Skills

- Prioritize standards
- Support students to reach challenging expectations
- Give effective feedback/coach to mastery
- Utilize assessment data to improve outcomes
- Let go of what is not in our control/Focus on what is in our control

How will we know we are there?

- All students grow and achieve
- Standards are evident in classroom instruction
- Differentiated instruction
- Lessons/units are adjusted based on assessment data
- Our culture will be that of a high functioning learning community
- HumanEx data reflects this



This is a continuous process of improvement!

Learning By Doing

Writing GVTC Stage 1

Goal: Complete Stage 1 for ELA and Math by end of year

**Developing, implementing, and norming common assessments
(Stage 2 of GVTC)**

Looking at data and making instructional decisions

**Problem solving, idea sharing, investment in ourselves as
professionals!**

Professional growth and development

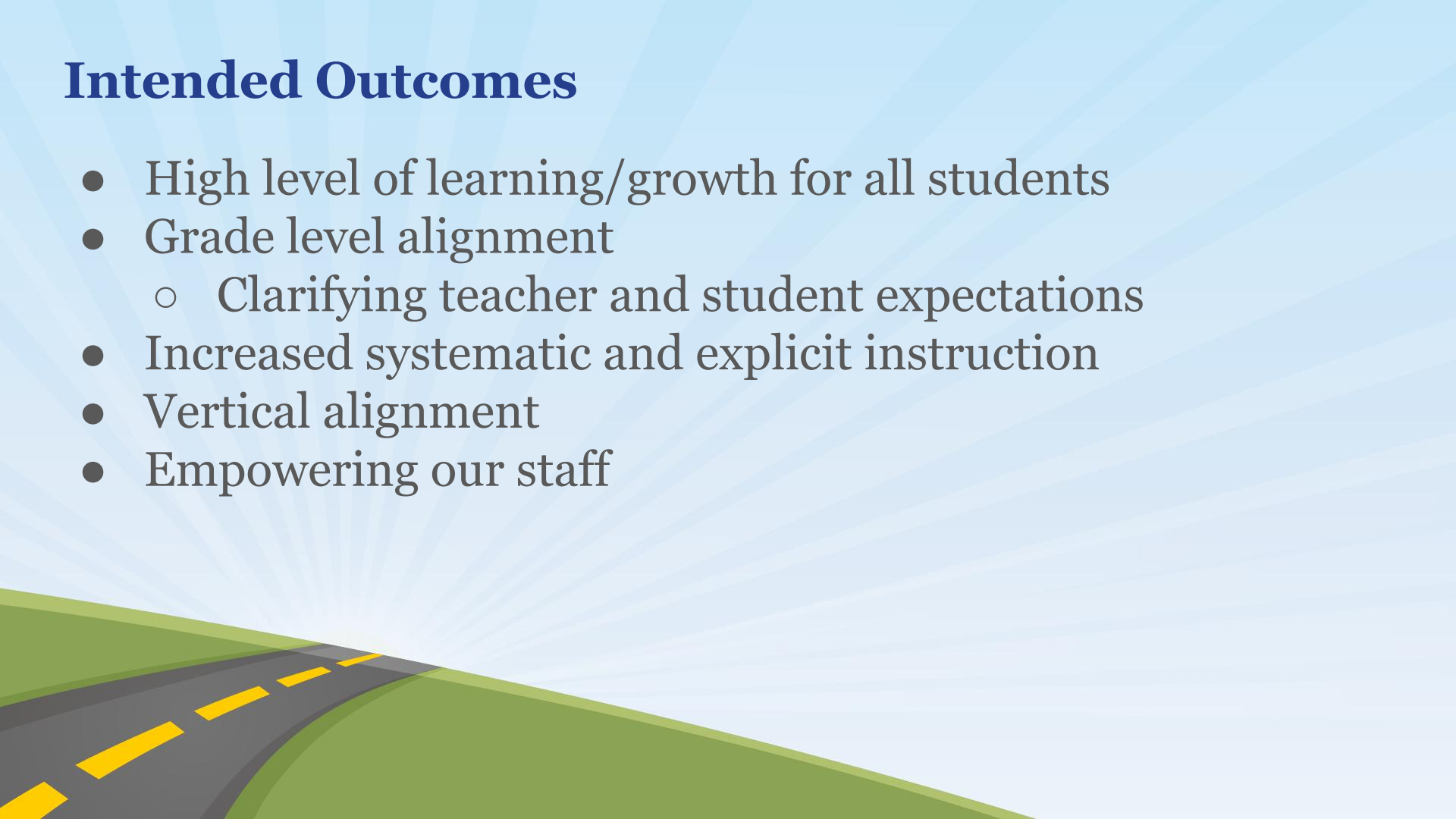
Flexible based on individual team needs!

Current Focus

- Continue to develop GVTC
 - Evaluating our curriculum based on *standards*
 - Looking at resources
 - Ongoing data collection to evaluate needs
- Inclusive Schools professional development 1x/month
 - Partnership with True North



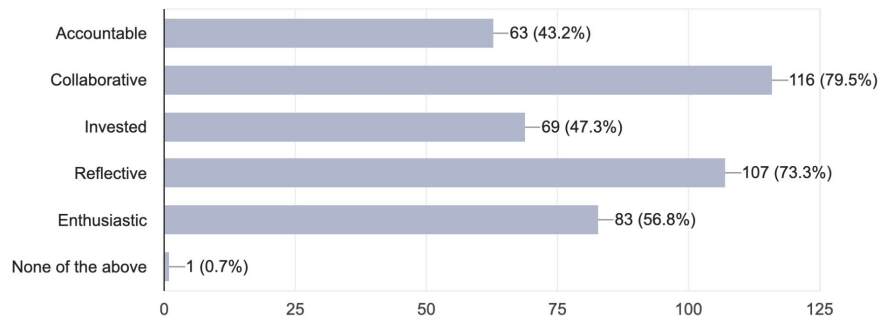
Intended Outcomes

- High level of learning/growth for all students
 - Grade level alignment
 - Clarifying teacher and student expectations
 - Increased systematic and explicit instruction
 - Vertical alignment
 - Empowering our staff
- 

Staff Feedback

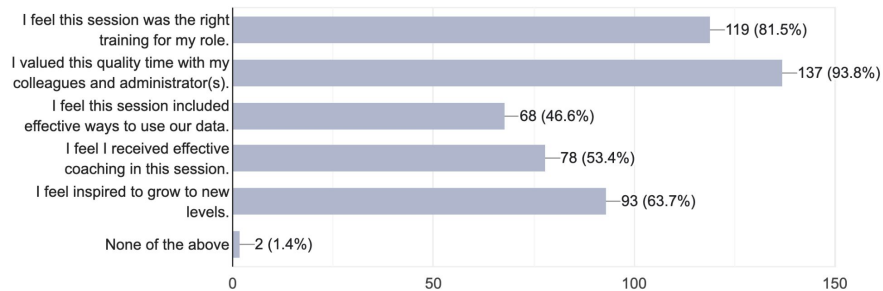
After this session, I feel more (select 1 or more Portrait of an Adult Attribute):

146 responses



Select all that apply:

146 responses



“I loved how collaborative it was. I felt as though my team's input and feedback was listened to. I felt like I had a voice in the decision making process.”

“I always like having the ability to work collaboratively with my team and Jackie to find new ways to present curricular materials and lessons. Teaching a new grade level can be challenging but I always feel invigorated and reset after this planning time. This is truly so amazing to have this time together.”

“I highly value this time working with my teammates to create standard-based instruction that is engaging and focuses on priorities for our students.”

“What I appreciated about this session was the opportunity to sit down and review the standards. While we all are familiar with the 2nd grade standards, we often don't take the time to prioritize them using a specific criteria. Looking at the standards was very effective for me, and I believe it will be really beneficial for our planning as we move ahead!”

“I absolutely LOVE having this dedicated time each week to work with my team on developing curricular resources / strategies to help my students grow. It is tremendously helpful to have this prioritized!!”

Next Steps

- Continue to develop GVTC
- Transparent curriculum available to community Fall 2025
- 25-26 focus on assessment

Curriculum Blueprint > Math > 5 > Grade 5 Math > Unit 1: Expressions, Equations and Volume

PREVIEW MODE - Unpublished Subjects, Courses, and Units are now viewable

DRAFT

Unit 1: Expressions, Equations and Volume

Stage 1: Learning Goals

Established Goals	Transfer		
Standards	Long-Term Transfer Goals		
<p>Common Core</p> <p>Mathematics: 5</p> <ul style="list-style-type: none"> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (CCSS.MATH.CONTENT.5.OA.A.1) Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation add 8 and 7, then multiply by 2 as $2 \times (8 + 7)$. Recognize that $3 \times (1892 + 921)$ is three times as large as $1892 + 921$, without having to calculate the indicated sum or product. (CCSS.MATH.CONTENT.5.OA.A.2) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (CCSS.MATH.CONTENT.5.MD.C.3B) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (CCSS.MATH.CONTENT.5.MD.C.5A) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (CCSS.MATH.CONTENT.5.MD.C.5B) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. (CCSS.MATH.CONTENT.5.MD.C.5C) 	<p>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Students will be able to independently use their learning to understand that efficient strategies simplify the process of evaluating an expression or equation. (T1) Students will assess the reasonableness of their answers. (T2) 	<p>Meaning</p> <p>Essential Questions</p> <p>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to use efficient strategies? (Q1) How do we decide if a strategy is effective and efficient? (Q2) 	
	<p>Understandings</p> <p>What specifically do you want students to understand? What inferences should they make? Students will understand that...</p> <ul style="list-style-type: none"> A problem can be evaluated by using the most efficient strategy (U1) Noticing patterns and number relationships may help simplify the process. (U2) A problem solver understands what has been done, knows why the process was appropriate, and can support it with reasons and evidence. (U3) 		
	<p>Acquisition of Knowledge & Skill</p> <p>Knowledge</p> <p>What facts and basic concepts should students know and be able to recall? Students will know...</p> <ul style="list-style-type: none"> how to use the properties of operations to evaluate and write expressions and equations (K1) how to find the volume of a rectangular prism (K2) the following definitions: expression, equation, volume, length, width, height, base, grouping symbols, cubic unit, associative property, distributive property (K3) 		<p>Skills</p> <p>What discrete skills and processes should students be able to use? Students will be skilled at...</p> <ul style="list-style-type: none"> using the order of operations to evaluate expressions (S1) using a variety of multiplication strategies (partial product, doubling/halving, the over/under strategy, 5 is 1/5 of ten, and associative property) to evaluate and write expressions and equations (S2) multiplying (base x height, length x width x height) to find the volume of a rectangular prism (S3) explaining the reasonableness of their answers (S4)

The background features a stylized landscape with a grey road curving through green hills. The sky is light blue with numerous thin, white, radiating lines emanating from a point on the horizon, creating a sense of light or focus. The overall aesthetic is clean and modern.

Questions?