

WOODRIDGE SCHOOL DISTRICT 68

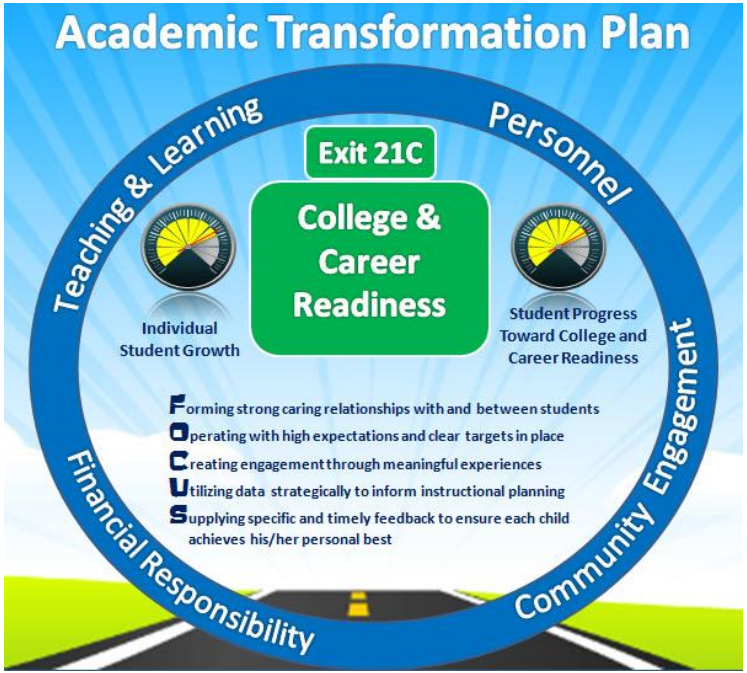
Murphy School Board Presentation

November 16, 2026

Our mission & vision

INSPIRING EDUCATION AND INNOVATION

In partnership with family and community, Woodridge School District 68 will provide a comprehensive educational foundation for all children in a safe, caring environment, preparing them to be productive, responsible, and successful members of society.



Success Criteria for Tonight

SCHOOL IMPROVEMENT PLAN

I can explain the Murphy school improvement plan, which focuses on implementing:

- CHAMPS instructional framework
- Daily Writing to Think strategies

Both school improvement goals operate with high expectations, improve student engagement, and encourage student feedback.

CHAMPS & Writing to Think Goals

F	Our CHAMPS and Writing to Think SIP goals have brought students and staff together through a common language.
O	CHAMPS is an instructional framework that provides clear expectations for students. Writing to Think increases the number of student response opportunities within a lesson and promotes thinking.
C	Engagement increases when students know what is expected of them in the classroom (CHAMPS) and when they have more response opportunities (Writing to Think) to share their thinking.
U	Data will be collected throughout lessons and observations to carefully monitor the status of our school goal and make necessary adjustments if needed.
S	Both CHAMPS and Writing to Think goals promote Feedback, helping teachers make informed classroom decisions.

Building Leadership Team

MEMBERS

- Tina Baldwin (6th grade)
- Vesna Bumbarovska Zaheriva (Music)
- Giorgia Cavalleri (Kindergarten)
- Eddie Hren (5th grade)
- Stephanie Hren (2nd grade)
- Linda Miller (Instructional Coach)
- Maribel Ruiz (EL Resource)
- Emily Swiatek (Learning Behavioral Specialist)

Staff input on 2026-27 SIP goals

GOAL #1: CHAMPS INSTRUCTIONAL FRAMEWORK

Hallway Expectations & Transitions

Addressing student movement, behavioral consistency, and smooth transitions throughout school hallways.

Voice Level Management

Establishing clear, school-wide voice level expectations across various learning environments.

Classroom Management Routines

Standardizing daily instructional routines to maximize student engagement and learning time.

CHAMPS Framework

ACRONYM

C	H	A	M	P	S
Conversation	Help	Activity	Movement	Participation	Success

5TH GRADE CHAMPS
INDEPENDENT LEARNING

C — CONVERSATION
Level 0 (Zero Voices)



No talking. Total silence so everyone can focus.

H — HELP
Ask 3 Before Me

Ask 3 before me, or place a help signal on your destion cup/sticky note on your desk, then keep working.



A — ACTIVITY
Independent Practice

Focus on your own assignment, reading, or task.



M — MOVEMENT
Stay in Your Seat

Stay in your seat. Get up only for trash, pencil sharpening, or with permission.



P — PARTICIPATION
Active Working

Be actively working the whole time. Focus on your own paper or screen.



S — SUCCESS
Achieved! Take pride in your hard work and independence!

Pride in your progress! You're building your future.



CHAMPS SIP Goal

RATIONALE

- Increase instructional time
- Create classroom equity
- Provide student autonomy
- Build student self regulation skills
- Prevent teacher burnout

Success will be evident when…

90% Teacher Implementation

At least 90% of all teachers are consistently implementing CHAMPS classroom expectations in the classroom for classroom activities, which include teacher directed, cooperative, and independent activities.

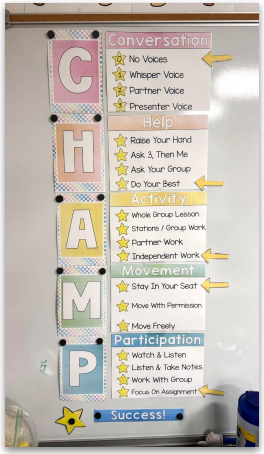
Daily Student Consistency

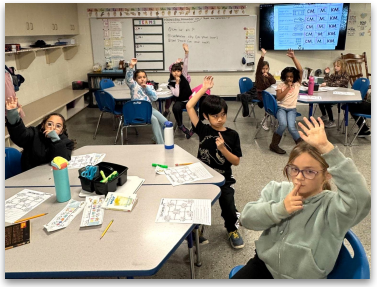
Students are observed following teacher modeled expectations in the classroom on a daily basis.

CHAMPS Experience

MS. HREN

- Refocus signal
- Voice levels
- Beginning/dismissal routines
- Learning how to “CHAMP” out transitions and common classroom activities









Roadmap for success

CHAMPS INSTRUCTIONAL FRAMEWORK: 4 PHASES

Phase I : Establish a school wide refocus signal and determine voice levels for the building.

Phase II: Identify beginning and end of the day routines to make sure they are in place and functioning.

Phase III: Create classroom expectations for all common classroom activities and classroom transitions using the CHAMP acronym.

Phase IV: Teach students CHAMPS and the expectations for each common classroom activity and classroom transition.

Staff input on 2026-27 SIP goals

GOAL #2: WRITING TO THINK

- Get students to write more often throughout their day
- Get students to write their initial thoughts down
- Lower student cognitive stress by having them write without worry about conventions
- Influenced by the work of Mr. Wolcott and his presentation to staff on the brain and student response opportunities



What is Writing To Think?

Writing to Think is…

- Writing to figure out what you want to say, rather than waiting until you already know.
- Using the act of writing as a tool to organize, test, and clarify messy thoughts in your head.

➔ Brief 1-3 minute daily writing to think exercises have a stronger impact on retention and reasoning than lengthy end of unit term papers.

Writing To Think

IMPLEMENTATION STRATEGY AND IMPACT

Implementation

Murphy staff will increase the number of student writing responses within reading, math, science, and social studies using identified Writing to Think strategies/practices by grade levels.

Impact

- Reduce cognitive load on students
- Improve student comprehension skills
- Improve student confidence and voice in writing
- Improve critical thinking skills
- Increase teacher to student feedback

Success will be evident when…

90% Teacher Implementation

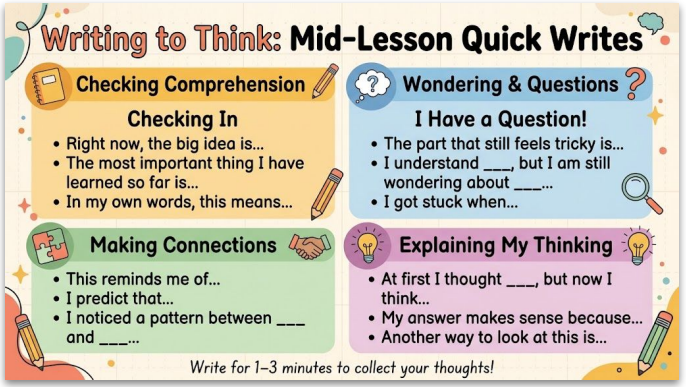
At least 90% of all teachers are consistently implementing 4 Writing to Think activities per day as measured by principal walkthrough data.

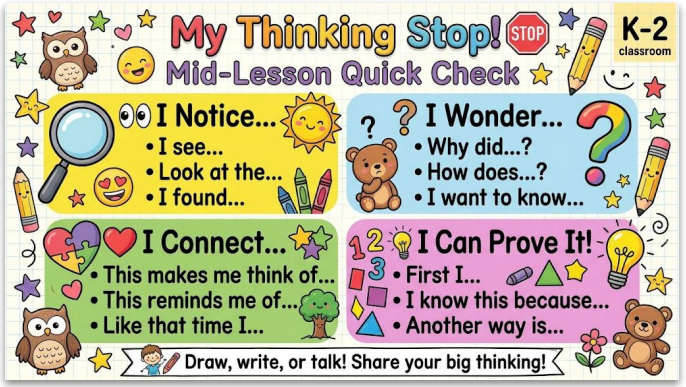
Daily Student Consistency

All student's participation and engagement increases in lessons because the number of daily student response opportunities will increase. Teachers will use this feedback to support students and adjust their instruction.

Writing To Think Strategies

- Error Analysis
- Symbol Jots
- Pictures and Labels
- Sentence Starters
- Group Silent Writing





Roadmap for success

WRITING TO THINK: 4 PHASES

Phase I : Learn what Writing to Think is/is not and how it applies to the gradual release of responsibility framework

Phase II: Learn how to plan different Writing to Think strategies across the school to build school wide practice

Phase III: Sharing experiences with Writing to Think and learning from each other

Phase IV: Learn how to take student feedback from Writing To Think activities and use it to improve student performance and plan for upcoming lessons.

Tonight you…

Learned about Murphy's school improvement goals that focus on

- CHAMPS framework
- Writing To Think strategies


Wildcats

Questions?

