



WOODRIDGE
SCHOOL DISTRICT 68



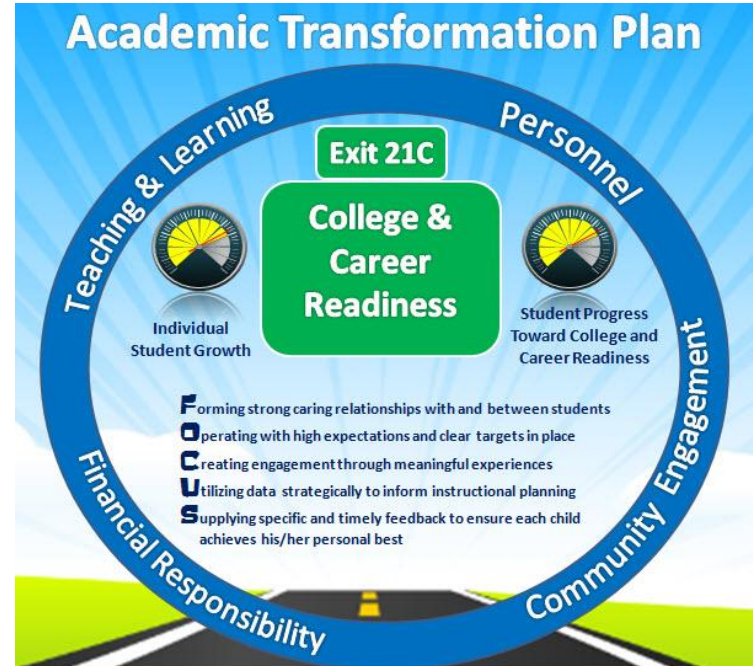
John L. Siple Elementary School

Board of Education Presentation | October 27, 2025

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.





Today's Goal

Learn about Siple's school
improvement goal focused on
student response opportunities.

School Improvement Goal

Implement systematic student response opportunities in all classrooms, resulting in all teachers using varying levels and modalities to increase student engagement and academic achievement.

Enhancing Student Engagement

RATIONALE FOR GOAL

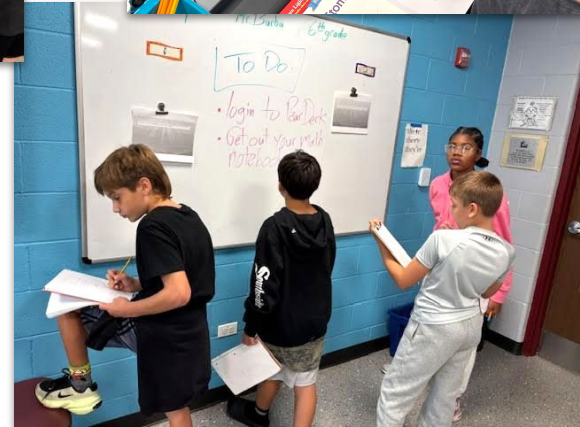
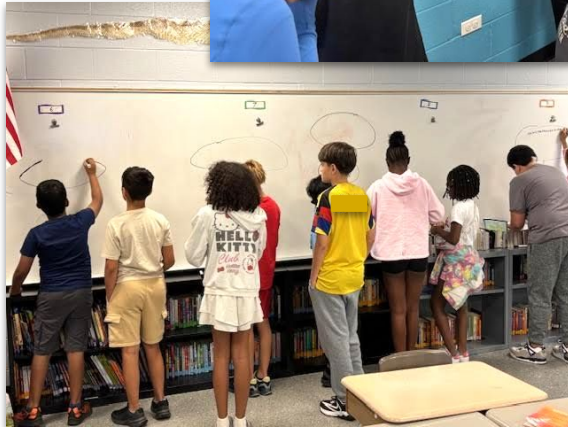
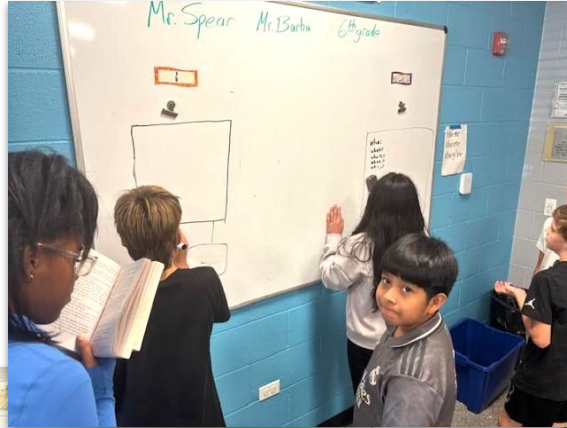
Student Impact

The impact on students will create more opportunities for them to engage in inquiry, answer questions, and perform tasks at varying levels of complexity and across different modalities, ultimately leading to higher levels of student engagement.

Connection to Academic Transformation Plan

The goal of increasing student response opportunities is to further enhance student growth and advance their readiness for college and careers, which are the two key indicators in our Academic Transformation Plan. The teams will use the teach-measure-learn cycle to assess how successful student response opportunities are in enhancing student learning based on assessment data.

Responses in Action



Encounters

CHALLENGES AND GAPS

Obstacles—Any potential obstacles may be brief while acclimating new staff to the expectations of impact team meetings.

Capacity Gaps—We have the knowledge, skills, and time to enhance impact team meetings. We feel really good about where we are at and the shifts that we can make at each grade level.

Implementation Strategy

PHASE I

- All teams began meeting in September and began their first Teach, Measure, Learn cycle.
- Teams are learning the four levels of student responses.
- Teams are in the process of developing questions at each student response level across each subject area to develop familiarity with student response levels.

	Level 1	Level 2	Level 3	Level 4
ELA	Who are the characters?	Turn and talk to your partner to describe the characters.	Find evidence to support the characteristic of your character.	Write the ending to the story if your character didn't....
	Level 1	Level 2	Level 3	Level 4
Math	What is the sum of ___?	Share with a partner how you solved the problem.	Why did you choose that strategy? What is another strategy you can use?	Create a word problem with the digits.

Implementation Strategy

PHASE II

Grade levels will work collaboratively to plan lessons while embedding questions, tasks, and activities that solicit student responses at varying levels and across varying modalities.

Impact Meeting	Topic(s)	Agenda Items and Notes
TML Cycle	REVIEW	☐ Equivalent Fractions ☐ What can they identify? ☐ Pischke- most can identify equivalent fractions when given ☐ Bossler & Serpe- all can identify when given
	TEACH	☐ Section goal- students can identify and generate equivalent fractions ☐ Use manipulatives ☐ Fraction tiles manipulatives or Brainingcamp, fraction tile handout to color in equivalent fractions ☐ Using a ruler for straight edges
	MEASURE	☐ Checkpoint B ☐ Bring next week
	LEARN	☐

Evidence and Adaptation

QUANTITATIVE DATA

- Baseline data was conducted in September. Don and Chrissy visited each classroom for twenty minutes to count the number of student response opportunities there were and the level of student responses present at each level, which will serve as a baseline from which to determine later success.
- In September, the entire school had 156 student response opportunities, of which, 125 were at a level 1, 25 were at a level 2, and 6 were at a level 3.

Evidence and Adaptation

ADAPTATION

- We will continually monitor our success each week when teachers meet during their Impact Team Meeting.
- Teams will learn what questions, tasks, and activities were successful and led to successful student responses (everyone answering) and adjust their plans based on their findings each week.

Evidence and Adaptation

Goal: To increase meaningful student response opportunities, targeting vocabulary and priority standards.

Strategy: Allowed for instant understanding checks, timely feedback for all, and immediate scaffolding.

Impact: Increased engagement and accountability, built confidence, and fostered a deeper connection to the text.



Evidence and Adaptation

CONTINUED

“The power of response opportunities is that it increases engagement. Students paid closer attention to the details of the story as they quickly realized that they were going to be questioned and held accountable to respond. All students felt a level of success, particularly as we did lower-level DOK questioning and success breeds success. Students were able to interact with the lesson in a new way.”

-Ryan Barba, Learning Behavior Specialist



Evidence and Adaptation

QUALITATIVE DATA: EARLY IMPACT

Example: Ms. Sorem's kindergarten class

Goal: intentionally increase the number and quality of student responses

- Pre-planned a variety of questions with varying depth of knowledge (DOK) levels before the lesson.
- Questions were designed to cover key story events (beginning, middle, end) and encourage deeper thinking (cause/effect, alternative actions).
- Utilized partner sharing and whole-group responses.



Evidence and Adaptation

EXAMPLE

1. Name something the caterpillar ate in the middle of the story.
2. Turn to your partner and share what happened at the beginning of the story.
3. What caused the caterpillar to have a stomachache? Show how you know.
4. What could he have done differently to not have a stomachache? Explain your answer.

Name Piper

Flow Map- Retelling the Story

Beginning	Middle	End
		

Implementation Strategy

PHASE III

- This phase will demonstrate full implementation.
- Teams will learn how students are responding to their planned lessons, seeking input from students.
- Walk-through data will be collected to compare the number of student responses and the level of student responses across the school to the data collected in September as we monitor our success.



Tonight you...

learned about Siple's school
improvement goal focused on
student response opportunities.

Questions?

