



# Mid-Year Academic Transformation Plan Update

BOARD OF EDUCATION PRESENTATION | FEBRUARY 9, 2026

# Today's Targets

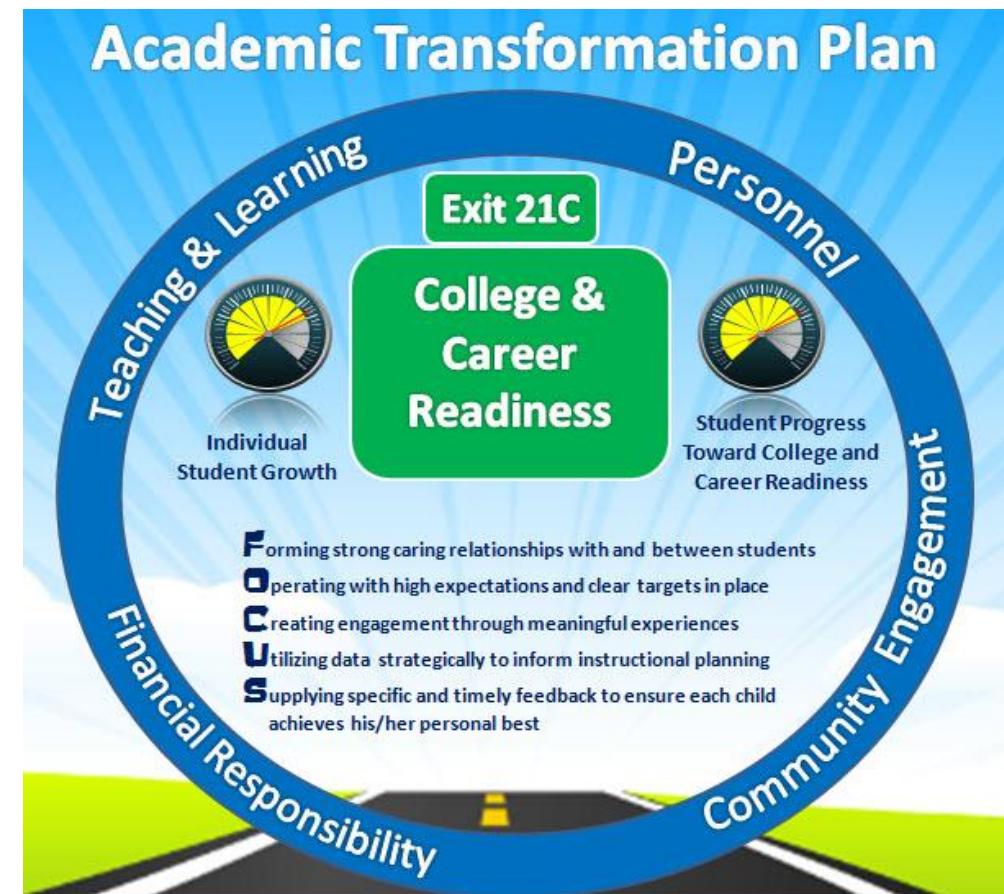
1. Provide updates on current year initiatives
2. Review Illustrative Math year one implementation
3. Present findings and recommendations from the gifted services identification audit
4. Outline instructional plans for the 2026-27 school year



# 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.



# Highlights & Opportunities



# District F.O.C.U.S.

## Highlights

- ★ Focused on enhancing Collective Teacher Efficacy (CTE) across the district
- ★ Continued implementation of the new Impact Teams concept and increased team planning across the district
- ★ Introduced Science of Learning principles to all staff in order to continue to increase instructional practices leading to student success

## Next Steps

- Continue to develop ways for staff to understand the impact their instruction has on student learning through Impact Teams
- Further engrain the Teach-Measure-Learn process utilized during Impact Teams at all levels to build and develop CTE
- Further implement Science of Learning principles

# Science of Learning

HOW THE BRAIN LEARNS

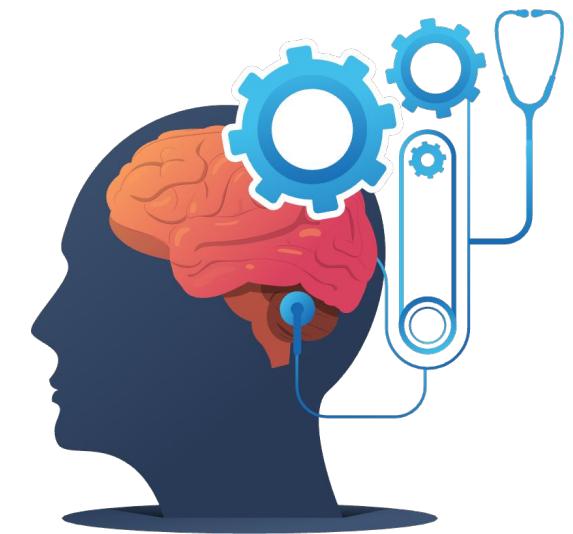
## Capture



## Connect



## Callback



# Working Memory

- Typical: 4 (+/- 1) items at a time
  - Less in the primary
- Dyslexia: 3 (+/- 1) items at a time
- ADHD: Move on & off bridge more quickly



# Science of Learning

HOW THE BRAIN LEARNS

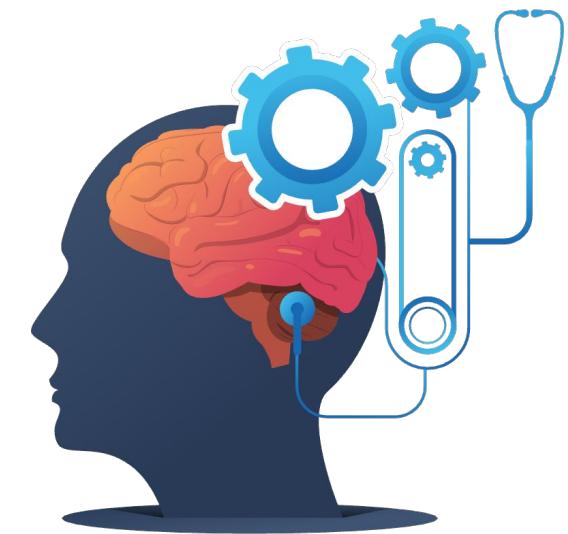
## Capture



## Connect



## Callback



# Science of Learning

**Guided Notes:** During or after as retrieval practice

- The brain learns when lessons include three steps: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
- We must \_\_\_\_\_ student \_\_\_\_\_ at the start of learning.
- If we don't \_\_\_\_\_ new information to \_\_\_\_\_ knowledge, no learning can occur.
- The final stage of \_\_\_\_\_, also known as \_\_\_\_\_ strengthens learning.
- \_\_\_\_\_ is key in memory consolidation

**Think-Pair-Share:** “I used to think..., but now I know...”

Based on the Capture, Connect, Callback model answer the following question and then share with your shoulder partner

**Writing as Thinking:** “Because, But, So”

- The science of learning matters, because...
- The science of learning matters, but...
- The science of learning matters, so...



# Rainstorm Tapping

# English Language Arts

## Highlights

- ★ Reading Horizons coaching opportunities to strengthen implementation across the district
  - Partnered with EL and LBS coach
- ★ Added formative assessments to each reading unit to support teachers in lesson design
- ★ Developing tools to support teachers to build relevancy
  - [Google Gem](#) to create decodable texts based on a specific phonics skill and a topic of the user's choosing
  - Started to create grade level-specific [Google Gem](#) that will create a text based on student interest and generate standards-aligned questions
  - Previewing upcoming unit vocabulary in students' native language
    - [Ukrainian example for DNA](#)
  - Reteaching author's craft moves in a text in a different way
    - [Flashback and Flashforward example](#)

## Next Steps

- ELA Committee will:
  - create writing expectations by grade level
  - align language and grammar expectations across grade levels

# English Language Development Pilot

## CURRENT CURRICULUM

### Existing Resources

- Imagine Learning
- Reading Horizons
- Various online resources

### Opportunities for Improvement

- Inconsistency instructional practices across buildings
- Misalignment of practices and expectations
- Gaps in language skill progression
- Limited progress monitoring and accountability

# ELD Pilot

CLUSTER GRADES 1-2, 4-5, 7-8

Identify two resources to be used  
in the pilot study  
Identify grade levels

Students' pre-assessment  
Professional development  
(training) on both programs

Students' post-assessment  
Complete feedback surveys for both resources  
(teachers and students)  
Analyze data collected

June 2025

Sept 2025

Dec 2025

Ongoing check-ins, classroom  
observations, and feedback  
collection

Mid-point check

Aug 2025

Sept 2025

Select/inform teachers to be part  
of the pilot study

Piloting of both programs  
(10 weeks)



# ELD Pilot

## TEAM MEMBERS

School	ELD program	Team members & grades
Goodrich	EL Achieve	Violeta Gamez (primary grades) Maria Gonzalez (intermediate grades)
John L Sipley	EL Achieve	Mario Ortega (primary) Mona Restum (intermediate)
William F Murphy	Language Power	Janette Galvan (primary) Maribel Ruiz (intermediate)
Willow Creek	Language Power	Roselin Feliciano (primary) Lydia Dudenas (intermediate)
Jefferson Junior High	Language Power	Greta Cervantes (7th - 8th)

# ELD Pilot

## TWO PROGRAMS REVIEWED & KEY DIFFERENCES

Program	Teaching style	Lesson structure	Student Engagement
ELD Achieve	Focuses on instructional frameworks and teacher practice	Provides guiding frameworks that require teacher interpretation and planning	Engagement varies based on implementation
Language Power	Student-centered, emphasizing authentic language use connected to content and real-world themes	Turnkey, proficiency-level lessons with clear objectives and minimal prep	Built-in engagement through high-interest themes, interactive tasks, and structured academic talk

# ELD Pilot

## TEACHER FEEDBACK

- **Strong differentiation and placement:** Multiple grade clusters and proficiency levels allow for accurate student placement and appropriate levels of challenge, growth, and success for all ELs.
- **Built-in scaffolds support language development:** Sentence starters, visuals, word banks, cooperative learning, and domain-specific tasks consistently support students across proficiency levels.
- **Comprehensive language instruction:** Lessons address all language uses (narrate, inform, explain, argue) and all language domains, aligned to ELD and WIDA standards across content areas.
- **High student engagement:** Kagan-aligned cooperative structures, small-group instruction, and interactive tasks promote meaningful student talk, collaboration, and writing.
- **Clear instructional design:** The Gradual Release of Responsibility (GRR) framework is clearly embedded in lessons, aligning with district best practices and supporting effective instruction.
- **Robust digital and print resources:** High-quality visuals, vocabulary supports, intro/background videos, weekly connected texts, and student workbooks enhance comprehension and engagement.

# ELD Pilot

## RECOMMENDATION

After careful consideration of instructional needs and program alignment, the purchase of **Language Power** is recommended to support language development for Multilingual Learners

**Initial program cost:** approximately \$80,000 and subsequent yearly costs of \$6,300

### Benefits to students and staff

- **Language Power promotes access and equity for all English Learners**, valuing students' linguistic and cultural assets while supporting W68's focus on inclusive, student-centered instruction.
- **Consistent lesson routines build safety and confidence**, supporting ELs through predictable structures and gradual release aligned to district best practices.
- **Integrated listening, speaking, reading, and writing** provide daily opportunities for authentic language use aligned to WIDA language domains and uses.
- **Built-in scaffolds and synthesis opportunities** support comprehension, language growth, and academic discourse across proficiency levels.
- **Aligned to WIDA standards across content areas**, Language Power supports both academic language development and social communication for MLS students.

# Math

## Highlights

- ★ Officially launched Illustrative Mathematics program for K-5, supported by two days of initial training and ongoing impact cycles with instructional coaches.
- ★ Completed progress checks in nearly every classroom to inform targeted coaching and help teachers effectively respond to student thinking.
- ★ Instruction is anchored by Eureka Math for grades 6-8 providing a rigorous foundation reinforced by vertically aligned priority standards.
- ★ Realigned the Accelerated Math (650) course to cover the 7th-grade curriculum, ensuring high-achieving 6th graders are seamlessly prepared for advanced coursework.

## Next Steps

- Conduct focused math lesson discovery sessions with all elementary grade level teams
- Continue to receive feedback on implementation via the district math committee

# Social Studies

## Highlights

- ★ Strengthened alignment between elementary and junior high to ensure content builds upon each other to lessen the overlap
- ★ Implemented the Defined Careers program in grades 6-8 as part of the PACE framework
  - See PACE framework handout

## Next Steps

- Continue to align topics with state mandates to ensure compliance
- Determine effectiveness



# Science

## Highlights

- ★ Trained all sixth grade teachers on the new Project Lead the Way launch program
- ★ Implemented the Project Lead the Way launch program in all sixth grades
- ★ Conducted alignment study of curriculum with new Illinois Science Assessment descriptors
- ★ Rewrote 7th and 8th grade Wolverine Wellness course curriculum

## Next Steps

- Move the Human Body Systems unit from JJH science to Wolverine Wellness as part of our health and wellness program changes
- Add earth science to the 7th grade curriculum



# Exploratories at JJH

## Highlights

- ★ Refined Innovative Communication curricula
- ★ Added Defined Careers to Financial Literacy
- ★ Utilized Impact Team time to increase collaborative learning opportunities

## Next Steps

- Implement PLTW App Creator course in 2026-27
- Keep having fun!



# Art/Music/PE

## Highlights

- ★ Continued refinement of curriculum to better meet student needs across all elementary levels
- ★ Provided all physical education and music teachers the opportunity to attend their respective state conference
- ★ Purchased 128 fitness watches at JJH
  - Monitor activity in gyms, fitness center, and on the track
  - Monitor heart rate levels toward target heart rate goals
  - Immediate data for daily/weekly goal progress tracking

## Next Steps

- Continue collaboration within departments to share best practices



# Instructional Technology

## Highlights

- ★ Staff for grades 5-8 were introduced to SchoolAI, a student-facing AI tool, to enhance instruction
- ★ All 7th grade science students continue to use graphic and video-based assessment to make their thinking visible utilizing Canva and Screencastify
- ★ Virtual Reality experiences, through ClassVR, has been implemented in 6th grade's holocaust unit, as well as 5th grade's civil rights unit
  - 30 additional headsets purchased
- ★ 3D printers are made available in each building for all students and staff
  - 6 new 3-D printers purchased
- ★ Continued implementation of the scope and sequence of core digital skills by grade level aligned to IL computer literacy standards
- ★ All staff focused on Modification and Redefinition phase of the SAMR model

# Instructional Technology

## CONTINUED

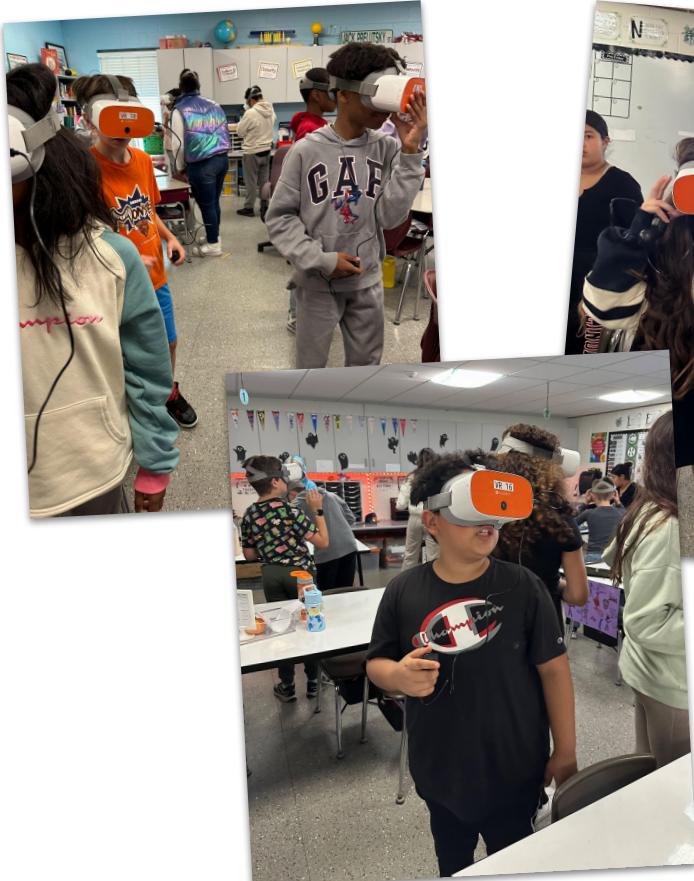
### Highlights (cont'd)

- ★ Full implementation of PowerSchool Suite (SIS, PowerTeacher Pro, Parent Portal)
- ★ Mid-year implementation of typing program, TypingClub, for 3rd and 4th grade students

### Next Steps

- Continued focus of AI (redefinition)
- Enhance student sharing and collaboration amongst students using the Vivi screen casting system
- JJH student focus group and survey of AI usage
- Establish an AI staff committee
- Developing intensify AI teacher training for next year

# VR Classroom Experiences



Civil Rights Movement (5th grade)



Civil Rights Movement (5th grade)



# Gifted Services

## AUDIT INFORMATION AND FINDINGS

Contracted Dr. Scott Peters to conduct an audit of our gifted identification process

- In-depth look at gifted identification processes and procedures due to current over-identification

### Recommendations

- New elementary identification: 93rd percentile on NGAT or group norm for EL or free & reduced lunch (FRL)
- New junior high identification: 93rd percentile on iReady reading and NGAT or group norm for EL or FRL
- New Math 650 identification for acceleration at end of 5th grade: 90th percentile on iReady math and NGAT quantitative
- Eliminate gifted services in science at JJH; current 7th grade students will be continue receiving services in 8th grade
- Discontinue ELA/social studies integration; students will no longer receive services in social studies

# Gifted Services

## Highlights

- ★ Curriculum integration: launched fall, winter, and spring learning experiences for students in grades 3-6, prioritizing design-thinking and team-based collaboration that further supports gifted DEB curriculum
- ★ Practical application: supported students in utilizing critical thinking frameworks to solve authentic global challenges
- ★ Added depth and complexity icons to gifted curriculum to further enhance critical thinking application opportunities

## Next Steps

- ➔ Continue to utilize the data from Naglieri General Abilities Test (NGAT) to develop a strengths-based approach to gifted curriculum and instruction to promote critical thinking application opportunities
- ➔ Implement new gifted identification procedures based upon gifted audit

# District Gifted Collaboration



3rd  
grade



4th  
grade



5th  
grade



6th  
grade

# Multilingual Services

## UNDERSTANDING THE K-2 BILINGUAL PROGRAM

- **Early Exit Bilingual (Spanish) Self-Contained Program (W68 model):** Designed to transition students to English-only general education by the end of second grade.
- **Instructional Design:** Spanish is the primary language of instruction with English Language Development embedded throughout the day.
- **Gradual Transition to English:** English instructional opportunities increase annually to support readiness for third grade.
- **Changing Student Needs:** As incoming students demonstrate higher English proficiency, the current model no longer fully supports biliteracy development.

# Multilingual Services

## Highlights

- ★ MLS Instructional Coach
  - Strengthened instructional coherence for MLS services by building strong coaching relationships with MLS staff and classroom teachers across buildings.
  - Supported high-quality language instruction districtwide through targeted coaching aligned to W68 priorities and WIDA standards.
  
- ★ ELD Pilot
  - Successfully piloted Language Power across grade clusters, demonstrating strong alignment to W68 instructional priorities and WIDA standards.
  - Teacher feedback indicates increased student engagement, effective scaffolding, and clearer differentiation to support language development for MLS students.

# Multilingual Services

## CONTINUED

### Next Steps

- Monitor K-2 bilingual program
- Language Power will be implemented districtwide in the 2026-27 school year, ensuring a consistent, W68 & WIDA-aligned, instructional approach to support language development and academic success for all MLS students.

### Important Update

- ❖ We have registered **10** newcomers this year, **0** of which are considered refugees.
- ❖ Last year at this time, we had registered 98 newcomers, 39 of which were refugees.

# Special Education

## Highlights

### ★ **Implementation of Facilitated IEP**

- Strengths-based approach that enhances collaboration and trust among all team members
- Emphasizes family partnership and priorities
- Breaks down technical IEP paperwork into meaningful priorities and goals
- Incredibly positive parent and staff feedback

### ★ **Specially Designed Instruction in the Co-taught Setting: Continued Implementation**

- Goalbook resource supports IEP goal development and specially designed instructional strategies that are aligned to grade level standards
- Special Education Instructional Coach supports meaningful Impact team planning and individual student planning for inclusive setting

## Next Steps

- Improved application of the different co-teaching models as warranted by students' needs, instructional plans, and standards
- Improved alignment of IEP goals to grade level standards through further Goalbook implementation
- Expansion of Specially Designed Instruction (SDI) strategies that align to students' needs, goals, and grade level standards



# Spanish Afterschool Programming

## Highlights

- ★ Implemented [Mango Languages](#) to provide individualized language development to students in grades 2-6
  - 116 students currently enrolled, 38 actively involved

## Next Steps

- Determine new funding stream for 2026-27 school year
  - ◆ Title IV will no longer be an option



# Meadowview School

## TARGETED STATUS

### Information

- ★ Targeted status identified for African-American subgroup
- ★ Provided \$37,000 for school improvement planning and goal implementation
- ★ School improvement planning and review conducted by 10 member team
- ★ Illinois Quality Framework for Illinois Schools rubric completed
- ★ Needs assessment conducted

### Next Steps

- Determine 2026-27 school improvement plan for reading and math
- Focus on attendance and absenteeism

# Goals for 2026-27



# Goals for 2026-27

- **Strengthen Teacher Collaboration:** Enhance collective teacher efficacy through expanded collaboration and teamwork opportunities.
- **Launch New Gifted Services:** Implement updated gifted identification protocols and programmatic changes from the Gifted Audit.
- **Adopt Language Power ELD Program:** Roll out the Language Power curriculum across all seven schools to support English language learners.
- **Increase Student Engagement and Feedback:** Ensure all students actively participate in thinking, speaking, writing, or doing, while receiving timely, specific feedback on their progress and improvement strategies.

# Recap

1. Provided updates on current year initiatives
2. Reviewed Illustrative Math year one implementation
3. Shared findings and recommendations from the gifted services identification audit
4. Outlined instructional plans for the 2026-27 school year



# Questions?

