

# Memo

To: Michael Robey, Ed.D. Superintendent

From: Barbara Dahly, Director of Teaching and Learning

Cc: Board of Education

Date: March 14, 2013

RE: Department Update

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➤ **District Improvement Planning**

The District Improvement Planning team met on February 15<sup>th</sup> and 28<sup>th</sup> to continue work on indicators supporting district and school improvement processes. At the March 15<sup>th</sup> meeting the District team will review assigned indicators and research based effective practices that are foundational to supporting improvement processes, including Indicator CII1, The district and schools have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning.

➤ ***A Framework for Teaching Professional Development***

The first early release Tuesday SIP work on March 5, 2013 was focused on *A Framework for Teaching*, devoted to Domain 3 on INSTRUCTION, Component 3d, *Using Assessment in Instruction*. Rather than just utilizing assessments to signal the end of instruction, assessment has become an integral part of instruction. Through a skillful use of formative assessments, teachers can engage in continuous monitoring of student learning to determine student understanding. During the professional development session, the DISTINGUISHED level of performance in the rubric will be explored with activities to engage teachers in the understanding of *Using Assessment in Instruction* (for more information, please refer to the power point in drop box.)

➤ ***Connected Math Curriculum Development for 6<sup>th</sup>-8<sup>th</sup> grade teachers***

The second early release Tuesday SIP work on March 12, 2013 was focused on developing mathematically proficient students in grades 6<sup>th</sup>-8<sup>th</sup>. The standard insight tool was utilized to align the *Connected Math* curriculum to the Common Core State Standards in mathematics. Professional development on the relationship between content and process in mathematics was explored through the use of teacher led Math Talks. It is the combination of content and process that gives students mathematical power. Teachers are expected to use instructional practices that provide opportunities for students to experience both on a regular basis. It is critical that the curriculum, instruction and assessment deeply align. As we continue to work towards developing the math curriculum, utilizing the Standard Insight tool, we are examining the match between curriculum, instruction and assessment in regard to the content, the context, and the cognitive demand of student learning.

➤ **Positive Behavior Intervention Supports (PBIS)**

During the month of February, the PBIS Internal Coaches and I met individually to discuss specific school data, Phases of Implementation, Multi-Tiered Action Planning, Team Implementation Checklists and Self-Assessment Survey plans. Planning resources and Tier 1 information can be located at <http://www.pbisillinois.org/> the official website of the Illinois PBIS network.

The meeting for school internal coaches was held on March 13<sup>th</sup> to review the process of “emerging” level of PBIS implementation, working towards building a solid foundation at the Tier 1 Universal level. This meeting was followed by a District level meeting addressing the Tier 1 supports in place. The processes of T-chart implementation (Classroom/Office managed behaviors), COOL TOOL implementation district wide, beginning Check In- Check Out support for students and reward systems for K-8<sup>th</sup> grade students that make a difference, were discussed.

PBIS School representatives will be attending the **Middle School Forum** on **April 9<sup>th</sup>** with sessions on:

- Bullying Prevention
- Analyzing Data, Progress Monitoring Outcomes and Action Planning
- Involving Junior High Leaders in the PBIS Implementation
- Universal Behavior Screening
- Behavior Lessons Based on Data and Involving Parents in the PBIS Process
- SAIG: Social / Academic Instructional Group

Information will be shared with school teams and staff members with plans developed for implementation.

➤ **WCMI Mathematics Assessment Resource Service (MARS)**

MARS testing will begin on **March 25-March 28** for 6<sup>th</sup>-8<sup>th</sup> grade students at Garfield, Irving, Lincoln and Roosevelt. This test is designed to assess whether a student understands when to use a particular mathematical skill, which mathematical tools the student chooses to solve problems, how well the student communicates their thinking, and how the student uses the calculations to make decisions. Reflecting expectations of the Common Core State Standards, the test will expose District 89 students to mathematical tasks at a high level of cognitive demand, and build teachers' ability to anticipate, recognize, and respond to students' mathematical misconceptions.

➤ ***Preschool for All Parent Workshops***

*Preschool for All* Parent workshops are scheduled at:

- Irving School on April 15, 2013 at 3:00-4:00
- Emerson School on April 22, 2013 at 3:00-4:00
- Lincoln School on April 29, 2013 at 3:00-4:00
- Garfield School on May 6, 2013 at 3:00-4:00

The workshops will be presented by Barbara Dahly with information on child development, kindergarten support for students transitioning from Pre-K to Kindergarten and PFA registration information for the 2013-2014 school year.

➤ **Kindergarten – 2<sup>nd</sup> grade classroom visits**

Professional Development data on *A Framework for Teaching* aligned to High Yield strategies in grades K-2 is being gathered to reflect on the impact of professional development on classroom instructional practices. Please refer to the reflection tool attachment.