

DIAMOND EDGE

SEPTEMBER 2024



#SparkleOn

VER EN ESPAÑOL



DIAMOND *Award*

Lily Gonzalez

Congratulations to Lily Gonzalez who was recently nominated and presented with the Diamond Award at our September 24th Board of Education meeting.



COMMUNITY LIAISON

We're excited to share some of our recent accomplishments! This summer, our school hosted three highly successful mobile family markets, providing essential resources and fresh produce to our community. We also held a back-to-school supply distribution, ensuring every student was well-equipped for the new school year.

To better understand our families' needs and provide tailored support, we recently sent out the Student Needs Survey. We encourage all families to complete this survey as it will help us identify areas where we can offer additional assistance and resources. Your input is invaluable in ensuring that every student has the tools they need to succeed.

If you or someone you know needs assistance or support, please do not hesitate to reach out to us. You can contact me directly via email at scalderson@dist76.org or by phone at 847-388-2598. Additionally, we encourage you to take a moment to fill out our survey, as your feedback helps us better understand and address



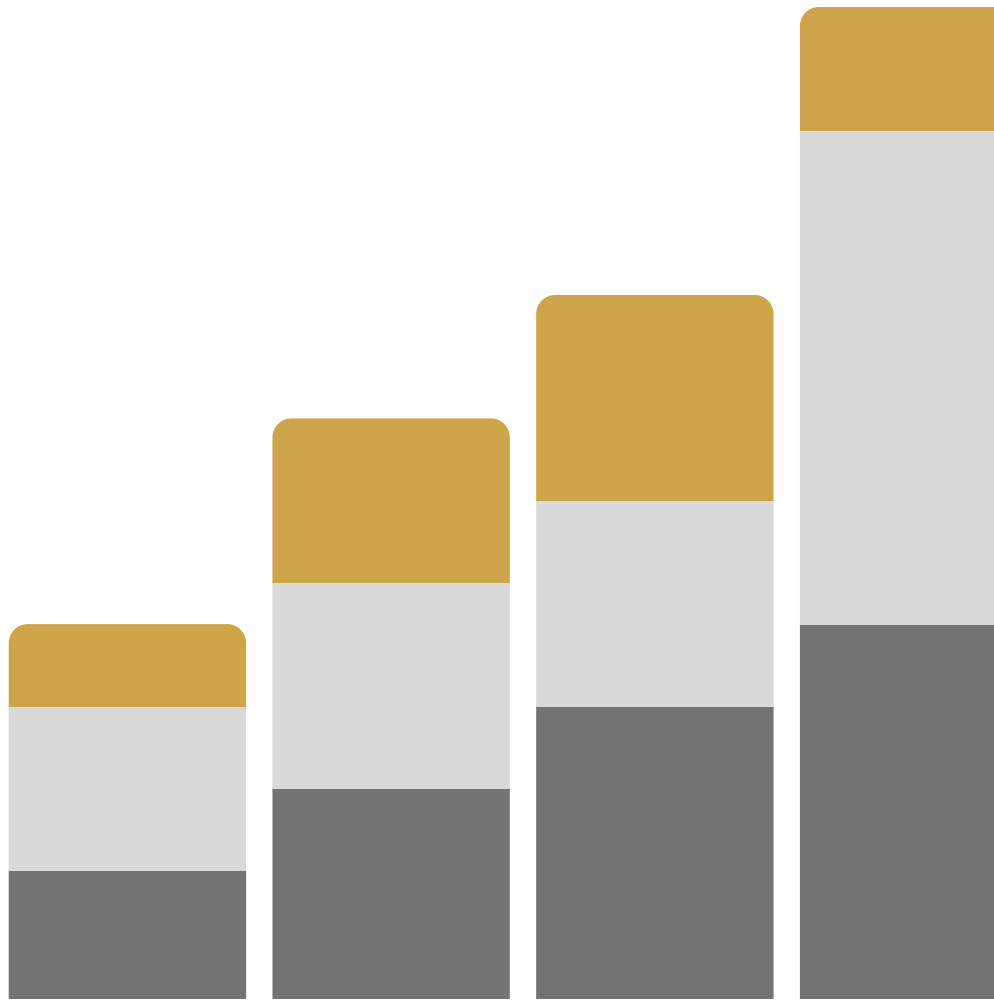
ENGAGEMENT & GROWTH

Through the introduction of Professional Learning Communities (PLC), staff across the district engaged in this new model for conducting team meetings. The primary goal of PLC is to increase academic growth through goal setting, continuous progress monitoring, and a shared vision of success. Structured, purposeful, and positive student-focused conversations are guided by grade level or department team leads, instructional coaches, and administrators to determine the necessary processes to motivate students, differentiate instruction, and build partnerships with families. The PLC model establishes practice among teams to improve both teaching practices and student outcomes by exploring multiple data points and making collaborative, data-driven decisions to meet student needs and appropriately challenge their learning.

Fall STAR test scores were emailed to families to show your child's performance within the fall benchmark testing cycle. These initial scores provide us with an opportunity to set goals with students and ensure that we are adjusting our teachings, lessons, and practices to meet the needs of our students and establish a growth mindset. Students will take STAR tests again in December to establish our winter benchmark. This will provide us with data to compare to the fall benchmark scores and measure how much academic growth our students achieved. Fall benchmark scores are an excellent tool to use as informative data that can assist in establishing academic routines and practices at home. Additional academic support within the home can significantly impact student performance and growth. If you have any questions about your child's STAR score report, please contact your child's principal.



FINANCE & OPERATIONS



2024-25 Budget Approved

The Board of Education officially adopted the 2024-25 budget at their September 10th meeting. Please click [HERE](#) to view the budget presentation. The fiscal year planning shows a slight operating deficit. Fund Balances remain at financially healthy levels and the District is committed to closely monitoring all spending throughout the year. Besides salaries, primary expenditures this year will focus on continued facility work such as a building automation system replacement at WOC, science/STEAM room renovations at WOC, and new curriculum adoptions.



Students in grades K-8 have recently finished taking the STAR Assessment of Readiness in reading, math, and in Spanish reading for those in our Dual Language Program. This assessment, which is given three times a year, helps teachers identify strengths and areas of need in order to inform their classroom instruction. The STAR assessment is also used to identify students who can use more individualized support, enrichment and intervention in reading, math and/or Spanish. Scores were sent home electronically to families on Friday, 9.20. If you have any questions about your student's placement or the support each school offers, please do not hesitate to contact your child's principal.

For the 24-25 school year, all three schools are using a Standards-Based Report Card (SBRC). Standards-based grading is the practice of measuring student proficiency against defined standards and learning targets. Because standards-based grading closely ties academic performance to learning standards, it allows for a more accurate and specific report of student academic performance. D76 uses a scale of 1-4, with a level 3 being proficient in each skill. If families would like more information for each standard that is assessed, the Proficiency Scale for each standard is available on the D76 website.

This year is the first year that West Oak Middle School is using a SBRC. The middle school will also be averaging the standards assessed and converting those scores to a letter grade, which will be updated at progress-reports and on the report card. Friday, 9.27, is the first progress-report of the year. Families will be able to see students' progress on standards. **The letter grade will be added at the end of the Trimester.** For more information, please visit the Report Card webpage.



Student	
Name	
Grade	
Student Number	

Attendance			
	T1	T2	T3
Days Absent			
Days Present			
Days Enrolled			
Unexcused			

End of Year Qualities	
P	Proficient: Consistently meets expectations.
D	Developing: Inconsistently meets expectations.
C	Concern: Area of concern.
NE	Not Evaluated

Standards	
4	Exceeds: Student demonstrates an in-depth understanding of concepts, skills and processes taught in this reporting period and exceeds the required performance.
3.5	In addition to score 3.0 performance, partial success at score 4.0 concepts and processes.
3	Meets: Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 concepts and processes. Standards
2	Approaches: Student is beginning to demonstrate an understanding of concepts, skills and processes taught in this reporting period.
1.5	Partial success at score 2.0 content and possibly errors or omissions regarding score 3.0 concepts and processes.
1	Not Yet: Student does not yet demonstrate an understanding of concepts, skills and processes taught in this reporting period.
NE	Not Evaluated

Course Grades	Teacher	T1
Acc LA 8	Owen	
Art 8	Sohn	
Band 7th	Mesa	
Com Arts	Holtman	
Digital Media Arts 8	Byrne	
Health 8	Haack	
Honors Math 8	Goldberg	
PLTW 8	Dorr	
Physical ED 8	Ceregrino	
Physical ED 8	Ceregrino	
Physical ED 8	Ceregrino	
Science 8	Padour	
Social Studies 8	Barrong	

Science	T1
Students understand ideas about the universe and its stars, Earth and the solar system and the history of planet Earth.	3
Students understand the ways that human activities impact Earth's other systems.	NE
Define problems precisely, to conduct a more thorough process of choosing the best solution and to optimize the final design.	2
Gather information and use this information to support explanations of the structure and function relationship of cell.	4
Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy in ecosystems.	2
Students can use models to describe ways gene mutations and sexual reproduction contribute to genetic variation.	3
Students can construct explanations based on evidence to support fundamental understandings of natural selection and evolution.	3.5
Students understand ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not.	NE
Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter.	NE

Social Studies	T1
Student can organize evidence from primary and secondary source documents into a coherent argument about the past.	NE
Student is able to demonstrate knowledge of the events of U.S. History on end-of-unit objective question assessments, projects and/or writing assessments.	3.5
Student is able to create questions to help guide their research about a chosen topic.	NE
Student is able to correctly cite sources used in an essay.	NE
Student is able to write claims and counterclaims in response to a question.	NE

	T1
Cite textual evidence to determine a theme of a text and provide an objective summary, while analyzing story elements in relation to characters, setting, plot.	
Effectively support their ideas and opinions verbally through various modes (both verbal and written) through partner discussion, small group discussion, whole group discussion, and small writing assignments.	2.5
Make connections between informational and fictional texts by drawing conclusions specific people and events.	NE
Develop, organize and create clear and consistent writing that follows the appropriate writing expectations (narrative, informational, argumentative).	NE

Art	T1
Creating: Experiments with a variety of materials.	
Connecting and Responding: Expresses thoughts, feelings, and ideas through self-reflection and critiques.	
Presenting: Uses and collaborates the knowledge of the art-making process.	

Band	T1
Engagement in Music-Making: Students demonstrate individual and collaborative ensemble skills in a variety of rehearsal and performance contexts.	3
Performing: Students can play music with technical accuracy, expression, and appropriate interpretation.	3.5

Comments	
Com Arts	
Social Studies 8	



STUDENT SERVICES



Positive Behavior Interventions and Supports (PBIS) is a framework designed to promote positive behavior and create a safe and supportive learning environment for all students. Our district PBIS team has been meeting regularly to discuss the effectiveness of our current strategies and identify areas for improvement. As we continue to promote positive behavior and create a safe and supportive learning environment for all students we're also taking steps to reinforce our teaching expectations. We've implemented a system to recognize students who demonstrate positive behavior. We encourage parents and guardians to be active partners in our PBIS efforts. Please don't hesitate to reach out to your child's teacher or principal if you have any questions or concerns. By working together, we can create a positive and nurturing learning environment where students feel safe, supported, and motivated to succeed.



TECHNOLOGY & COMMUNICATIONS

School AI: What it Offers Educators



This year, D76 is excited to implement School Ai, a cutting-edge personalized learning platform designed to enhance student learning across multiple subjects. School Ai utilizes advanced artificial intelligence to tailor educational experiences to each student's unique needs, abilities and learning pace. By analyzing performance data and providing customized lessons, it ensures that students receive the support they need to thrive in areas where they may struggle, while also offering enrichment opportunities in subjects where they demonstrate strength. This personalized approach not only boosts academic achievement but also increases student engagement by making learning more interactive, relevant, and aligned with individual interests. With School Ai, students are empowered to take control of their learning journey, fostering independence and a deeper connection to the content they study.



UPCOMING EVENTS

- **October 3, 2024:** Rosh Hashanah (No School)
- **October 4, 2024:** Non Attendance Day

- **October 7, 2024:** Late Start for Students
- **October 8, 2024:** Board of Education Meeting
- **October 14, 2024:** Indigenous Peoples Day (No School)
- **October 22, 2024:** Board of Education Meeting
- **October 24, 2024:** 4th Grade Concert
- **October 31, 2024:** Early Release/Teacher Institute Day
- **November 1, 2024:** Día de los Muertos

STAY CONNECTED

#SparkleOn



INTAGRAM



FACEBOOK






DIAMANTE Premio

Lily Gonzalez

¡Felicidades a Lily González, quien fue recientemente nominada y premiada con el Premio Diamante en nuestra reunión de la Junta de Educación el 24 de septiembre!



ENLACE COMUNITARIO

¡Estamos emocionados de compartir algunos de nuestros logros recientes! Este verano, nuestra escuela organizó tres mercados móviles familiares con gran éxito, proporcionando recursos esenciales y productos frescos a nuestra comunidad. También

realizamos una distribución de útiles escolares, asegurándonos de que cada estudiante estuviera bien equipado para el nuevo año escolar.

Para entender mejor las necesidades de nuestras familias y ofrecer un apoyo más personalizado, enviamos recientemente la Encuesta de Necesidades Estudiantiles. Animamos a todas las familias a completar esta encuesta, ya que nos ayudará a identificar áreas donde podamos brindar más asistencia y recursos. Tu opinión es invaluable para asegurarnos de que cada estudiante tenga las herramientas necesarias para tener éxito.

Si tú o alguien que conoces necesita ayuda o apoyo, no dudes en comunicarte con nosotros. Puedes contactarme directamente por correo electrónico a scalderson@dist76.org o por teléfono al 847-388-2598. Además, te animamos a que tomes un momento para completar nuestra encuesta, ya que tus comentarios nos ayudan a entender mejor y atender las necesidades específicas de



A través de la introducción de las Comunidades de Aprendizaje Profesional (PLC, por sus siglas en inglés), el personal de todo el distrito se involucró en este nuevo modelo para realizar reuniones de equipo. El objetivo principal de las PLC es aumentar el crecimiento académico a través del establecimiento de metas, el monitoreo continuo del progreso y una visión compartida del éxito. Las conversaciones estructuradas, con propósito y centradas en los estudiantes son guiadas por líderes de equipo de nivel de grado o departamento, coaches instruccionales y administradores para determinar los procesos necesarios para motivar a los estudiantes, diferenciar la enseñanza y construir asociaciones con las familias. El modelo de PLC establece una práctica entre equipos para mejorar tanto las prácticas de enseñanza como los resultados estudiantiles, explorando múltiples puntos de datos y tomando decisiones colaborativas basadas en datos para satisfacer las necesidades de los estudiantes y desafiar adecuadamente su aprendizaje.

Los puntajes de la prueba STAR de otoño fueron enviados por correo electrónico a las familias para mostrar el rendimiento de su hijo dentro del ciclo de pruebas de referencia de otoño. Estos puntajes iniciales nos brindan la oportunidad de establecer metas con los estudiantes y asegurarnos de que estamos ajustando nuestras enseñanzas, lecciones y prácticas para satisfacer las necesidades de nuestros estudiantes y fomentar una mentalidad de crecimiento. Los estudiantes volverán a tomar las pruebas STAR en diciembre para establecer nuestro punto de referencia de invierno. Esto nos proporcionará datos para comparar con los puntajes de referencia de otoño y medir cuánto crecimiento académico han logrado nuestros estudiantes. Los puntajes de referencia de otoño son una excelente herramienta para usar como datos informativos que pueden ayudar a establecer rutinas y prácticas académicas en casa. El apoyo académico adicional en el hogar puede tener un impacto significativo en el rendimiento y crecimiento de los estudiantes. Si tienes alguna pregunta sobre el informe de puntajes STAR de tu hijo, por favor comunícate con el director de su escuela.



Presupuesto 2024-25 Aprobado

La Junta de Educación adoptó oficialmente el presupuesto 2024-25 en su reunión del 10 de septiembre. Haz clic **AQUÍ** para ver la presentación del presupuesto. La planificación del año fiscal muestra un pequeño déficit operativo. Los saldos de los fondos se mantienen en niveles financieramente saludables, y el Distrito está comprometido a monitorear de cerca todos los gastos a lo largo del año. Además de los salarios, los principales gastos de este año se enfocarán en continuar con trabajos en las instalaciones, como la sustitución del sistema de automatización del edificio en WOC, renovaciones en los salones de ciencias/STEAM en WOC, y la adopción de nuevos currículos.



Los estudiantes de los grados K-8 acaban de terminar la evaluación STAR de preparación en lectura, matemáticas, y lectura en español para los que están en nuestro Programa de Lenguaje Dual. Esta evaluación, que se realiza tres veces al año, ayuda a los maestros a identificar fortalezas y áreas que necesitan mejorar, para así guiar mejor la instrucción en el aula. También se usa para identificar a los estudiantes que pueden beneficiarse de un apoyo más individualizado, enriquecimiento e intervención en lectura, matemáticas y/o español. Los resultados se enviaron electrónicamente a las familias el viernes 20 de septiembre. Si tienes alguna pregunta sobre la colocación de tu estudiante o el apoyo que ofrece cada escuela, no dudes en contactar al director de la escuela de tu hijo.

Para el año escolar 24-25, las tres escuelas están utilizando un Boletín de Calificaciones Basado en Estándares (SBRC). Este tipo de calificación mide la competencia del estudiante en relación con estándares y objetivos de aprendizaje definidos. Dado que este sistema vincula de manera más directa el rendimiento académico con los estándares de aprendizaje, permite un informe más preciso y específico del rendimiento académico de los estudiantes. El D76 utiliza una escala del 1 al 4, donde un nivel 3 significa que el estudiante es competente en una habilidad. Si las familias desean más información sobre cada estándar que se evalúa, la Escala de Competencia para cada estándar está disponible en el sitio web del D76.

Este año es el primer año que la Escuela Intermedia West Oak está usando el SBRC. La escuela intermedia también promediará los estándares evaluados y convertirá esos puntajes en una calificación con letra, que se actualizará en los reportes de progreso y en el boletín de calificaciones. El viernes 27 de septiembre es el primer reporte de progreso del año. Las familias podrán ver el progreso de los estudiantes en los estándares. **La calificación con letra se añadirá al final del trimestre.** Para más información, visita la página web del Boletín de Calificaciones.



Student	
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Grade	
Student Number	

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Science 8	Padour	
Social Studies 8	Barrong	

Science	T1
Students understand ideas about the universe and its stars, Earth and the solar system and the history of planet Earth.	3
Students understand the ways that human activities impact Earth's other systems.	NE
Define problems precisely, to conduct a more thorough process of choosing the best solution and to optimize the final design.	2
Gather information and use this information to support explanations of the structure and function relationship of cell.	4
Analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy in ecosystems.	2
Students can use models to describe ways gene mutations and sexual reproduction contribute to genetic variation.	3
Students can construct explanations based on evidence to support fundamental understandings of natural selection and evolution.	3.5
Students understand ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not.	NE
Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter.	NE

Cite textual evidence to determine a theme of a text and provide an objective summary, while analyzing story elements in relation to characters, setting, plot.	T1
Effectively support their ideas and opinions verbally through various modes (both verbal and written) through partner discussion, small group discussion, whole group discussion, and small writing assignments.	2.5
Make connections between informational and fictional texts by drawing conclusions specific people and events.	NE
Develop, organize and create clear and consistent writing that follows the appropriate writing expectations (narrative, informational, argumentative).	NE

Art	T1
Creating: Experiments with a variety of materials.	
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Band	T1
Engagement in Music-Making: Students demonstrate individual and collaborative ensemble skills in a variety of rehearsal and performance contexts.	3
Performing: Students can play music with technical accuracy, expression, and appropriate interpretation.	3.5

Social Studies	T1
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Student is able to demonstrate knowledge of the events of U.S. History on end-of-unit objective question assessments, projects and/or writing assessments.	3.5
Student is able to create questions to help guide their research about a chosen topic.	NE
Student is able to correctly cite sources used in an essay.	NE
Student is able to write claims and counterclaims in response to a question.	NE

Comments	
Com Arts	
Social Studies 8	



Las Intervenciones y Apoyos de Conducta Positiva (PBIS, por sus siglas en inglés) son un marco diseñado para promover el comportamiento positivo y crear un ambiente de aprendizaje seguro y de apoyo para todos los estudiantes. Nuestro equipo distrital de PBIS se ha estado reuniendo regularmente para discutir la efectividad de nuestras estrategias actuales e identificar áreas de mejora. A medida que continuamos promoviendo el comportamiento positivo y creando un ambiente de aprendizaje seguro y de apoyo para todos los estudiantes, también estamos tomando medidas para reforzar nuestras expectativas de enseñanza. Hemos implementado un sistema para reconocer a los estudiantes que demuestran un comportamiento positivo. Animamos a los padres y tutores a ser socios activos en nuestros esfuerzos de PBIS. No dudes en comunicarte con el maestro o el director de tu hijo si tienes alguna pregunta o inquietud. Trabajando juntos, podemos crear un ambiente de aprendizaje positivo y enriquecedor donde los estudiantes se sientan seguros, apoyados y motivados para tener éxito.



School AI: What it Offers Educators



Este año, el Distrito 76 está emocionado de implementar School Ai, una plataforma de aprendizaje personalizado de vanguardia diseñada para mejorar el aprendizaje de los estudiantes en múltiples materias. School Ai utiliza inteligencia artificial avanzada para adaptar las experiencias educativas a las necesidades, habilidades y ritmo de aprendizaje único de cada estudiante. Al analizar los datos de rendimiento y proporcionar lecciones personalizadas, se asegura de que los estudiantes reciban el apoyo necesario en las áreas donde puedan tener dificultades, al mismo tiempo que ofrece oportunidades de enriquecimiento en las materias donde demuestran fortaleza. Este enfoque personalizado no solo impulsa el logro académico, sino que también aumenta el compromiso de los estudiantes al hacer que el aprendizaje sea más interactivo, relevante y alineado con los intereses individuales. Con School Ai, los estudiantes tienen la oportunidad de tomar el control de su proceso de aprendizaje, fomentando la independencia y una conexión más profunda con los contenidos que estudian.

[Terms & Support](#)

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