



Social Science (6-8) Curriculum Review Process for the Board of Education

April 19, 2022

The vision of Roselle District 12 is to prepare students to ethically engage in our global society.



Our Core Beliefs

In Roselle District 12, we believe:

- all students are OUR students
- everyone in D12 must learn and grow
- school must be a safe space for everyone where we prioritize relationships and connections
- all students deserve to be prepared for limitless opportunities
- decisions are made based on the needs of students



Thank you to our Leadership Team

6-8 Curriculum Review Leadership Team:

Jonathan Logli

Dan Nowak

Joel Simburger

Lisa Steiner





Process Overview

- discussed our current Social Science resources and the learning and teaching needs of our 6th-8th grades
- decided as a team that updated resources are needed that align to the revised Illinois state Social Science standards, are flexible for continual additions of mandatory requirements, and support the goals of the district
- used district strategic plan and instructional frameworks as focus
- researched current resources available



Process Overview

- analyzed resources that:
 - integrate inquiry-based, student-centered instruction
 - support culturally responsive education
 - develop critical thinking and analysis skills
 - provide tools to differentiate
 - include multiple assessments of learning
- piloted lessons, provided feedback, and discussed
- narrowed to one 6-8 resource

***Requesting approval to display 6-8 SS resource for 30 days**



ELA Curriculum Review for the Board of Education

April 19, 2022

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ELA Curriculum Leadership Team

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Amanda Lundberg (Kindergarten)

Jennifer Jozwiak (Kindergarten)

Julie Miller (1st grade)

Amanda Hathaway (2nd grade)

Valerie DeFelice (3rd grade)

Diana Shannon (4th grade)

Jolene Hocker (5th grade)

Kathy Henne (6th grade)

Lauren Bart (7th grade)

Terri Schoen (Reading Intervention)

Amy Lisak (Special Ed)

Olga Wiatr (EL)

Lisa Steiner and Natalie Poli (Instructional Coaches)

Mr. Girmscheid and Mr. Molby (Principals)





Strategic Plan

OVERARCHING DISTRICT GOALS

All students who enter Roselle SD12 in kindergarten will be reading at grade level by the end of third grade.

All Roselle SD12 students will be well-rounded and demonstrate mastery of core content standards in all subject areas.

Eliminate the achievement gap among subgroups of students.

The goal of the ELA Curriculum Leadership Team is to examine academic programs that optimize student learning experiences and that provide continual professional development.



Professional Collaboration

5 Characteristics of Highly Effective Language Arts Teaching and Learning:

- Learning Climate
- Classroom Assessment and Reflection
- Instructional Rigor and Student Engagement
- Instructional Relevance
- Knowledge of Content



K-5 Benchmark Advance



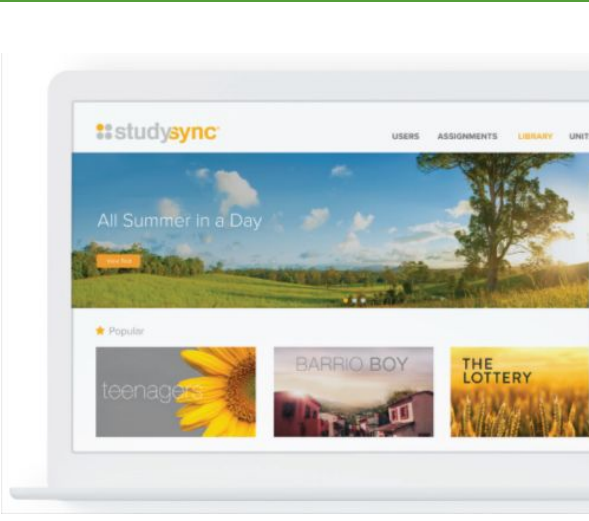
“Build knowledge, vocabulary and perspectives over time.

Teach foundational literacy skills through explicit, systematic instruction.

Reach the needs of each learner and ensure cultural inclusivity”



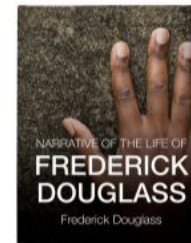
6-8 Study Sync



Comprehensive Student and Teacher Digital Experience



Student Print Edition



Novel Options

“StudySync is a complete ELA curriculum designed to meet the rigorous academic needs of today’s classroom. In print or online, StudySync is designed to engage every student, because every student deserves the same opportunity and access in the classroom, regardless of his or her native language, learning level or physical, social and emotional ability.”



Strategic Plan 1.21.C Instructional framework will be implemented across all grade levels for ELA and math

The D12 ELA Responsive Instructional Framework will be supported through professional learning communities (PLCs) and professional development.

Both resources:

- support the framework providing learning and teaching resources for whole group direct instruction, small group guided practice and differentiated independent practice
- feature culturally responsive instruction, equitable resources, and social-emotional learning
- build students' stamina with independent reading while fostering an enjoyment and confidence of themselves as readers and writers



Strategic Plan 1.21.B Learning targets will be used by teachers to identify and clarify the purpose of each learning and increase focus on the IL learning standards

Learning targets and assessments are used to identify where each student is on their progression of mastering standards and how to support their individual needs.

Both resources:

- ensure students build foundational language and comprehension skills, as well as integrate reading and writing
- provide a variety of assessments which can help us monitor student learning, adjust instruction, and support the needs of each student
- include EL support in all lessons and assessments



Strategic Plan 1.22.D Identify standard math and reading interventions and consistent and standard implementation across grade levels

High-quality interventions are created for all of our learners, because every student deserves opportunity and access to supportive instruction.

Both resources:

- scaffold instruction and include multiple opportunities for students to practice new skills
- provide support for reteaching, remediation, practice, enrichment, and extension
- support a 3-tier Response to Intervention (RtI) model with research-based strategies targeted to individual needs



Strategic Plan 1.22.C Establish professional learning for all staff that is personalized and targeted to meet the needs of individual staff members

Everyone must learn and grow so the professional development must be relevant to teacher needs, rigorous, engaging, and meaningful.

Both resources:

- begin with Initial Program Overview Professional Development
- provide resources for comprehensive professional development during SMART days, Teacher Academies and embedded with Instructional Coaching
- deliver On-Demand training modules to enhance understanding of research, methodologies, and best practices



Feedback from Committee

- *Resources fit with our framework well with a lot of choices and flexibility*
- *There were more student-led, rich discussions*
- *Students talked about vocabulary words which engaged and extended their understanding*
- *Texts were interesting, relevant, and engaging*
- *Super user-friendly for students in how it is organized and ease of use*
- *Students responded that they liked the online platform*
- *There is a strong differentiation piece, easy to adjust*
- *Alignment with T3 intervention and EL additional resources*
- *Students loved the text*



Next Steps Pending Board Approval

- communicate with all stakeholders
- order with anticipation of teacher materials prior to summer break
- gather quotes for intervention and EL supplemental resources
- schedule professional development

Long-term plan:

- Continuation of ELA committee meetings
 - 2022-2023 - Meet each trimester to discuss implementation
 - 2023-2024 - Meet each trimester to discuss status and sustainability
- Strategic Plan 1.22.B Develop regular cycles of program and curriculum review to ensure continuous improvement throughout the organization
 - 20-21 Began Curriculum Review
 - 21-22 Curriculum Review
 - 22-23 Curriculum Implementation
 - 23-27 Curriculum Monitor
 - 26-27 Begin Curriculum Review



Questions?

