

# Education Committee

December 3, 2013



# Committee Updates

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- ◎ **CCAT** (Common Core State Standards)
- ◎ **SST** (RTI, Differentiation, Special Education)
- ◎ **21T<sup>3</sup>** (Instructional Technology Guidelines)
- ◎ **ESC** (ELL Best Practices)

**CCAT Goal Statement:** All students can learn which means all students will demonstrate accelerated growth year after year.

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**Who:**

- Action Learning Systems
- 39 K-8 Certified Staff Members
- Building Principals
- Director of Academic Excellence
- Superintendent

**What:**

- Building Background (CCSS)
- The Synced Solution
- ELA Curriculum Development

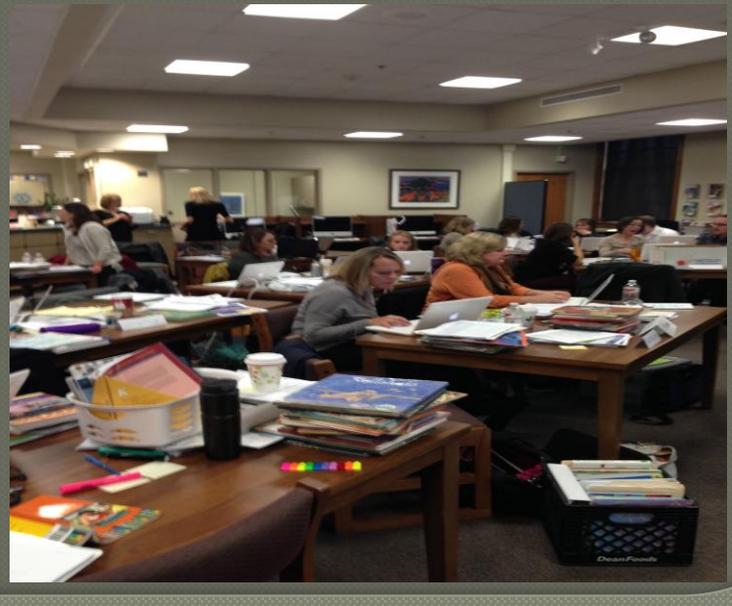
**When:**

11.6 and 11.7  
11.20 and 11.21

**Next Steps:**

- Continue to design ELA curriculum and assessments embedded in best practice and CCSS alignment

# CCAT Hard at Work



# By the End of Our First Two Days of CCSS Alignment



**SST Goal Statement:** To provide clear and consistent guidelines for all D96 staff to support all students' academic and behavior needs.

**Who:**

- 10 K-8 certified teachers
- Director of Academic Excellence
- Superintendent
- Presenter: Dr. Paula Kluth
- Collaboration with D181

**What:**

- Defining a district-wide RTI academic and behavior system
- Evaluating PK-8-programs:
  - Delivery model of services (IEP)
  - Transition all grades levels; between buildings and high school

**When:**

- First meeting 9.21.13
- 10.7 and 11.18 first two of six professional development sessions with Dr. Paula Kluth
- 11.26 Dr. Paula Kluth all staff presentation institute day

**Next Steps:**

- Reviewing RTI and IEP related services to ensure that we are meeting the needs of all students.

**21T<sup>3</sup> Goal Statement:** Establish clear and consistent guidelines and procedures that support 21<sup>st</sup> Century learning and skills.

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**Who:**

- 9 Certified Teachers
- Director of Academic Excellence
- Superintendent

**What:**

Evaluating and improving our current instructional technology program

**When:**

- 10/26 meeting:
  - Strengths and areas for growth
  - What 21<sup>st</sup> Century teaching and learning looks like

**Next Steps:**

- LRC/Instructional technology bridge
  
- Begin designing an instructional technology plan aligned to D96's CCSS curriculum

**ESC Goal Statement:** Build academic programming to optimize education for English Language Learners (ELL) by:

- Fostering collaboration of staff, students, and community
  - Researching ELL best practice methodology
  - Embracing diverse cultures
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**Who:**

- 9 Certified Teachers
- Director of Academic Excellence

**What:**

- Completed Needs Assessment of ELL Program
- Developed goal statement
- Reviewed ELL case law
- Built background on ELL instruction

**When:**

- 11.15
- 12.17

**Next Steps:**

- Share ELL State Audit
- Update on audit
- Design professional development on second language acquisition and the Spanish language arts standards

# Institute Days

# Multi-District Institute Day

**Who:** Districts 94, 95, 96, 208

**What:**

**AM:**

- All district: Wavelength at RBHS
- Special Education met with District Attorneys
- Staff attended self-selected breakout sessions CCSS

**PM:**

- Elementary Teachers-FOSS Training
- Jr. High: Articulation meetings
- Director of Academic Excellence and Hauser A.P. met with local administrators regarding CCSS alignment, MAP to Explore comparison and College and Career Readiness

**When:**

- 10.25.13
- Multi-District Administrator follow-up meeting on 11.14.13

**Next Steps:**

- Director of Academic Excellence and administrators from RB feeder schools will meet throughout the year.
- Possible topics: Math curriculum alignment, PARCC assessment and RTI

# District Institute Day

**Who:** D96 staff

**What**

**AM:**

Presenter:

Dr. Paula Kluth and best practices in inclusion

**PM:**

Hauser Jr. High:

- Teamwork and culture building- Steve Ritter from Team Clock

Elementary:

Classroom Teachers:

- Word Study PD 1.5 hours
- FOSS PD 1.5 hours (LIST Teachers articulation time)
- Specials/Quest Articulation Meetings

**When:** November 26<sup>th</sup>

**Next Steps:**

SST Committee will continue its work with Paula Kluth and lead the communication and professional development with all staff

Hauser Jr. High:

Monthly staff meetings, develop action and communication plan

Elementary:

Staff members provide model lessons in the classrooms. Administrators may cover classrooms peer observations

# Fifth Grade QUEST Math

## SUCCESSSES

- Common core standards implementation
- Students admit to feeling challenged for the first time
- Very positive feedback from the classroom teachers and parents
- Students do not have “double math homework”
- Classroom teachers feel they are able to better meet the needs of their math students
- Classroom teachers are not playing catch-up with their QUEST students when they miss math
- Incorporating many projects that challenge their level of mastery
- Teaching work ethic that will help prepare them for Hauser

## DIFFICULTIES

- Lack of teaching resources
- With traveling schedule, lack of availability for students outside of class

## AREAS FOR GROWTH

- Incorporating more common core mathematical practices
- Less time spent on fifth grade standards next year and years following
- Review qualifications for QUEST
- Textbook or reference book for students/parents

# Some CCSS Covered First Trimester

## Number Operations

*5.NBT.5:* Fluently multiply multi-digit whole numbers

*5.NBT.7:* Add, subtract, multiply, and divide decimals to the hundredths

*6.NS.2:* Divide multi-digit numbers fluently

*6.NS.3:* Add, subtract, multiply, divide multi-digit decimals

*6.NS.4:* GCF of two numbers less than 100

*6.NS.4:* LCM of two numbers less than 12

*6.NS.4:* Distributive Property  
( $36+8 = 4[9+2]$ )

## Fractions

*5.NF.1:* Add and subtract fractions with unlike denominators

*5.NF.2:* Word problems with addition and subtraction of fractions

*5.NF.3:* Interpret fractions as division of whole numbers using visual models

*5.NF.4:* Multiply fraction or whole number by fraction

*5.NF.5:* Interpret multiplication as scaling/resizing

*5.NF.6:* Solve real world problems involving multiplication of fractions and mixed numbers

*5.NF.7:* Divide unit fractions by whole numbers and whole numbers by unit fractions

*6.NS.1:* Multiply and Divide Fractions (Visual representations, Writing real world problems, Solving real world problems )

# Special Education Department Update

## Strengths:

- Quality of staff
- Administrative support
- Parent and community involvement

# Areas for Improvement

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- Processes, policies and procedures
- Lack of options for continuum of services
- Lack of space for continuum of services
- Number of students placed off campus
- Supplementary curriculum
- Allocations of resources including paraprofessionals
- Over identification of special education students
- LADSE vs. District staff allocations
- Appropriate determination of eligibility
- Community relationships and overall communication
- ECE Programs in the LRE

# Focus of Our Future Work

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- ◉ Develop special education processes and procedures to facilitate legal implementation of services
- ◉ Identify roles and Responsibilities
- ◉ Establish policies in the areas of Behavior, Attendance, Visitation, Grading
- ◉ Develop a staff needs assessment and program plan for continuum of services
- ◉ Develop appropriate use of paraprofessionals and training needs

# Focus of Our Future Work

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- ◉ Develop a menu of supplementary curriculum materials for District staff
- ◉ Review IEPs of off Campus Students to identify necessity of placement
- ◉ Investigate District hiring of psychologists and social workers vs. using LADSE Staff
- ◉ Determine how to provide LRE options within District 96 schools

# Focus of Our Future Work

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- ◉ Develop parent programming
- ◉ Evaluate eligibility procedures
- ◉ Develop guidelines for staff responding to parents
- ◉ Determine options for ECE LRE
- ◉ Accountability for Proportionate Share Services

# Focus of Our Future Work

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- Develop a clear understanding of LADSE's Role in providing services and supports to District 96
- Develop a District Procedure for accessing LADSE's Services
- Develop Action Plans for each of the listed Items

# West Suburban Academic Excellence Consortium (WSAEC)

Class Size and Early Entrance  
Policies

# Class Size Policies

	No class size policy	Grade Level: Class Size			Other Information
Riverside District 96		K-3: 20 students	Gr 4-5: 23 students	Gr 6-8 Target: 26 students in core classes	Superintendent shall seek Board approval prior to any increase in the class sizes.
River Forest District 90	X				
Komarek District 94	X				
Gower District 62	X				
Hinsdale District 181	X  Guidelines	K-1: 20-26 students Instructional Assistant Support 24 students = .5	Gr 2-3: 20-26 Instructional Assistant Support 26 students = .5	Gr 4-5: 20-27 Instructional Assistant Support 27 students = .5	
Western Springs District 101		K-3: Maximum 30 When possible, classes of 26-30 will have a certified teacher as a classroom aide	Gr 4-5: Maximum 30 When possible, classes of 28-30 will have a certified teacher as a classroom aide	Gr 6-8: Maximum 32 When possible, classes will have 28 or fewer students.	A statement is also included that allows the BOE to deviate from these guidelines in extenuating circumstances
Oak Park District 97	X	Addressed in CBA to address need for additional classroom support.			

# Early Entrance to Kindergarten and/or First Grade

	Must be 5 years old on or before September 1	Early Admission to Kindergarten	Early Entrance to 1 <sup>st</sup> Grade
Riverside District 96	X	No early admission policy.	
River Forest District 90	X	Parent may request early admission. Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.	Student will be allowed to attend 1 <sup>st</sup> grade if they attended a non-public preschool and kindergarten taught by a certified teacher and will be 6 years of age on or Before <b>December 31.</b>
Komarek District 94	X	No early admission policy.	
Gower District 62	X	Parent may request early admission. Child must turn five on or before December 31 of that school term. <b>Parents must obtain private psychological testing, at their expense, from a recognized school psychologist.</b> Testing must be administered after May 1 and completed before August 1 to be admitted. Superintendent's decision is binding.	Parent may request early admission. Child must turn 6 on or before <b>December 31</b> of that school term. Must meet same requirements as required for early admission to kindergarten. Superintendent's decision is binding.
Hinsdale District 181	X	No early admission policy.	Must be 6 years of age on or before September 1 of that school year or have successfully completed a State accredited kindergarten program

# Early Entrance to Kindergarten and/or First Grade (con't)

	Must be 5 years old on or before September 1	Early Admission to Kindergarten	Early Entrance to 1 <sup>st</sup> Grade	?
Oak Park District 97	X	Parents/guardians may request early admission for a child. The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.	Similar language to Early Admission to Kindergarten.	
Western Springs District 101		<p>Child must have been in a structured learning environment.            Child's birth date must be between September 1<sup>st</sup> and September 30<sup>th</sup>.            Before March 1<sup>st</sup> of kindergarten entrance, parent must submit a written request to principal stating reason for early admission.            A letter of recommendation from the child's pre-school or pre-kindergarten program is required.            District 101 faculty member will observe the child in the pre-school or pre-kindergarten setting.            Assessment of kindergarten readiness will be done through the Kindergarten Screening Program            An assessment of expressive language will be completed by the school district.            An educational assessment of the child's skills in a variety of areas may be required.            All areas of the above assessment must indicate a level of achievement and development which is in the top quartile of incoming kindergarteners being screened.            The superintendent will review the recommendation and make the final decision.            The school reserves the right to counsel the early entrant out of the kindergarten classroom by November 1<sup>st</sup> if they are less than successful in the school setting.</p>	No policy.	