



**CURRICULUM COMMITTEE OF THE BOARD OF EDUCATION  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Virtual Meeting  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Tuesday, January 12, 2021 - 7:00 AM**

**AGENDA**

I. 2021-2022 Textbook/Instructional Material Change Requests - 1st Reading	2
II. Second Semester Student Supports	8
III. Update on Semester Grades and Grading Practices	10

**BY ORDER OF  
MRS. MOLLY MURPHY BRUTON, CHAIRPERSON  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
100 SOUTH BRAINARD AVENUE  
LA GRANGE, IL 60525**

# LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: [seggerding@lths.net](mailto:seggerding@lths.net)
- Fax: (708) 579-6036
- Website: [www.lths.net](http://www.lths.net)



**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott Eggerding

DATE: January 12, 2021

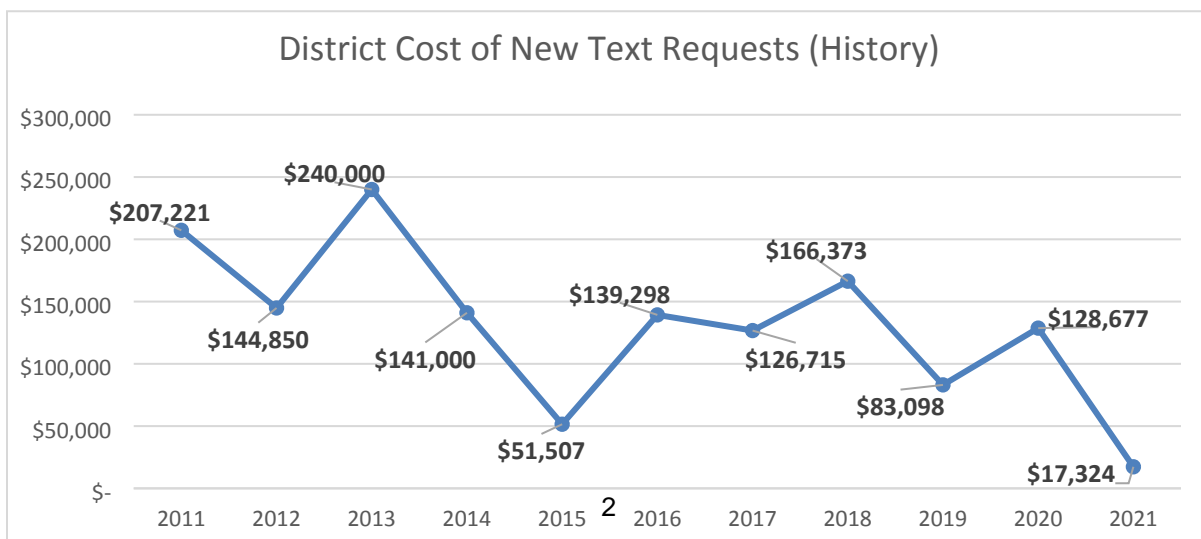
RE: 2021-2022 Instructional Material Change Requests – First Reading

## BACKGROUND

Below and attached, please find the summary of the 2021-2022 proposed textbook/instructional material change requests. Some details still need to be finalized, but the amounts for District funded texts will not change significantly. Estimated District expenditures are \$17,324.

## Observations:

- All texts that are being replaced are 5 or more years older, indicating that we have maximized the use of previously purchased texts. We require a text to be adopted for a minimum of 5 years.
- The low requested amount is reflective of two trends: 1) The use of digital materials has reduced the use of traditional textbooks in many courses and 2) the discussion of shifting to 1 to 1 computing made people pause before proposing books to see what the laptops might mean for use of textbooks going forward.
- Our Drones class will use an as-yet unreleased book from Embry Riddle. This will be an up-to date text for current FAA drone requirements, and is therefore only available with a title and a mock-up of the cover.
- Drops reflect courses no longer running and in the Language arts Division, indicate texts that have been replaced.
- Some courses shifted texts to class sets for reference rather than assigning a book to each student.
- A more detailed textbook financial history and forecast will be included in the second reading.



**Text Designation Adoption/Change:** The information provided is sorted by the text designation and includes division, course title, book title, ISBN, unit cost, projected enrollment, and total item cost to the District. Total costs do not include teacher resource materials unless they are included as part of the package price offered by publishers. All costs are estimated based on enrollment histories, where available. As a reminder, we designate our textbooks based on the following codes:

DT = District Text. These books are purchased by the District and loaned to students. The student textbook fee is used primarily to purchase this kind of textbook.

CS = Class Set. These books are purchased in bundles to be used by an entire class at one time. They are kept in the classroom and are usually needed for a unit or short period of time.

CN = Consumables. Consumables are books purchased by students in addition to their textbook fee. These materials include workbooks and novels that are not returned at the end of the semester.

DRP = Dropped Text. We will no longer purchase or distribute dropped books. The bookstore looks to sell back any remaining books to textbook companies to offset other textbook costs.

**Divisional Cost Summary:** This page shows the total amount of textbooks requested for 2021-2022 and include those that will be purchased by students and those purchased using District funds.

**Additional Items for Consideration during the First Reading:**

1. Revenues/Expenditures Summary will be coming in the second reading to more accurately reflect enrollment projections and 2021-2022 costs.
2. Each textbook/material change request has been reviewed with the appropriate division chair. Textbook adoptions are, at a minimum, on a five year cycle, with a goal to replace texts with the most recent edition possible; however, new texts may be recommended if a new book is available that better fits the course objectives. In some instances, publishers have changed editions of textbooks, requiring a change since older editions are no longer available and/or instructionally inadequate. Other changes are a result of a partnership with a college that requires a new text to qualify for dual credit.
3. In some cases, items were dropped and not replaced.
4. Individual textbook/material change request forms along with new titles will be on public display at the Board meeting and will remain on display in Rm. 103, North Campus for 30 days until second reading in February.
5. Additional texts will be brought forward in April based on new editions or changes to dual credit partnership materials. The new Multicultural Literature class will have its texts brought forward later as well.

**RECOMMENDATION**

I recommend that the Board review the attached 2021-2022 Textbook/Instructional Material Change Requests for first reading and place texts up for adoption on public display for 30 days.

## Text Adoption/Change by Designation

### District Purchased Texts (Purchased by the District and supplemented through the textbook fee)

Division	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
FA: World Lang.	German I	Portfolio Deutsch Neu Level 1	9783126053204	14	DT	\$67.95	75	\$5,096.25
FA: World Lang.	German II	Portfolio Deutsch Neu Level 2	9783126053242	14	DT	\$67.95	50	\$3,397.50
FA: World Lang.	German III/IV	Portfolio Deutsch Neu Level 3+4	9783126053280	7	DT	\$67.95	25	\$1,698.75
Math	Financial Algebra	Financial Algebra: Adv. Algebra with Fin. Apps.	9780357423509	N/A	DT	\$87.75	50	\$4,387.50
Science	STEM Research	STEM Student Research Handbook	9781936137244	N/A	DT	\$24.76	25	\$619.00
<b>\$15,199.00</b>								

### Class Sets (Purchased by the District and stored in the classroom)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
LAD/English	English IV Prep: Lit. of Comedy	The Hitchhiker's Guide to the Galaxy	9780345391803	N/A	CN-CS	\$0.00	0	\$0.00
LAD/English	Playwriting	Sweat	9780822237648	N/A	CS	\$10.00	25	\$250.00
Science	Environmental Science	Toxic Communities: Enviro Racism, Ind. Pollution	9781479861781	N/A	CS	\$25.00	75	\$1,875.00
GS: Social Studies	Constitutional Law	Street Law: A Course in Practical Law	0-07-860019-7	N/A	DT-CS	N/A		\$0.00
GS: Applied Tech	Architect. Engrng Design 1 & 2	Architectural Residential Drafting and Design	9781590706992	N/A	DT-CS	N/A		\$0.00
Science	Environmental Science	Visualizing Environmental Science	9781119377146	N/A	DT-CS	N/A		\$0.00
<b>\$2,125.00</b>								

## Text Adoption/Change by Designation

### Consumables (purchased by students and not returned/sold back to the bookstore)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
LAD/English	English I Accel	The Nickel Boys	9780345804341	28	CN	\$12.00	410	\$4,920.00
LAD/English	English American Studies Accel	The Piano Lesson	9780452265349	30+	CN	\$11.59	100	\$1,159.00
FA: World Lang.	French V	<i>Petit Pays</i> Reader	9780320087301	N/A	CN	\$16.00	20	\$320.00
FA: World Lang.	German I	Portfolio Deutsch Neu Level 1 Workbook	online access	14	DT	\$13.95	75	\$1,046.25
FA: World Lang.	German II	Portfolio Deutsch Neu Level 2 Workbook	online access	14	DT	\$13.95	50	\$697.50
FA: World Lang.	German III/IV	Portfolio Deutsch Neu Level 3+4 Workbook	online access	7	DT	\$13.95	25	\$348.75
FA: World Lang.	Italian IV AP	Ace the AP Italian Language and Culture Exam 5th	9781937923266	4	CN	\$48.95	15	\$734.25
FA: World Lang.	Latin Poetry	Vergil A Legamus Transitional Reader	9780865165786	16	CN	\$31.00	50	\$1,550.00
FA: World Lang.	Latin Prose (2022-23)	Res Gestae Divi Augusti	9780865164550	7	CN	\$25.00	50	\$1,250.00
FA: World Lang.	Latin Prose (2022-23)	Petronius: Selections from <i>Satyricon</i>	9780865162884	7	CN	\$35.00	50	\$1,750.00
FA: World Lang.	Latin Prose (2022-23)	Pliny the Younger Selected Letters	9780865168404	7	CN	\$29.00	50	\$1,450.00
FA: Music	Music Theory	Auralia 6		5	CN	\$335.00	15	\$5,025.00
GS: Applied Tech	Private Pilot operations	Private Pilot FAA Knowledge Test Prep	9781618543486	1	CN	\$13.00	18	\$234.00

### Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
LAD/English	English I Honors	The Adventures of Huckleberry Finn	9780843487583		DRP			
LAD/English	English I Accel	Frankenstein	9780141439471		DRP			
LAD/English	English American Studies Accel	Death of a Salesman	9780140481341		DRP			
GS: Social Studies	Constitutional Law	The Supreme Court Explained	9780393316384		DRP			
GS: Business Ed	AP Computer Science A	Java Concepts for AP Computer Science	9780470181607		DRP			

## Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
LAD/English	English I Accel	The Nickel Boys	9780345804341	28	CN	\$12.00	410	\$4,920.00
LAD/English	English American Studies Accel	The Piano Lesson	9780452265349	30+	CN	\$11.59	100	\$1,159.00
LAD/English	English IV Prep: Lit. of Comedy	The Hitchhiker's Guide to the Galaxy	9780345391803	N/A	CN-CS	\$0.00	0	\$0.00
LAD/English	Playwriting	Sweat	9780822237648	N/A	CS	\$10.00	25	\$250.00

Total **\$6,329.00**

**Cost to District \$250.00**

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
FA: World Lang.	French V	<i>Petit Pays</i> Reader	9780320087301	N/A	CN	\$16.00	20	\$320.00
FA: World Lang.	German I	Portfolio Deutsch Neu Level 1	9783126053204	14	DT	\$67.95	75	\$5,096.25
FA: World Lang.	German I	Portfolio Deutsch Neu Level 1 Workbook	online access	14	CN	\$13.95	75	\$1,046.25
FA: World Lang.	German II	Portfolio Deutsch Neu Level 2	9783126053242	14	DT	\$67.95	50	\$3,397.50
FA: World Lang.	German II	Portfolio Deutsch Neu Level 2 Workbook	online access	14	CN	\$13.95	50	\$697.50
FA: World Lang.	German III/IV	Portfolio Deutsch Neu Level 3+4	9783126053280	7	DT	\$67.95	25	\$1,698.75
FA: World Lang.	German III/IV	Portfolio Deutsch Neu Level 3+4 Workbook	online access	7	CN	\$13.95	25	\$348.75
FA: World Lang.	Italian IV AP	Ace the AP Italian Language and Culture Exam 5th	9781937923266	4	CN	\$48.95	15	\$734.25
FA: World Lang.	Latin Poetry	Vergil A Legamus Transitional Reader	9780865165786	16	CN	\$31.00	50	\$1,550.00
FA: World Lang.	Latin Prose	Res Gestae Divi Augusti	9780865164550	7	CN	\$25.00	50	\$1,250.00
FA: World Lang.	Latin Prose	Petronius: Selections from <i>Satyricon</i>	9780865162884	7	CN	\$35.00	50	\$1,750.00
FA: World Lang.	Latin Prose	Pliny the Younger Selected Letters	9780865168404	7	CN	\$29.00	50	\$1,450.00
FA: Music	Music Theory	Auralia 6	online access	5	CN	\$335.00	15	\$5,025.00

Total **\$24,364.25**

**Cost to District \$10,192.50**

## Divisional Cost Summary

Division/Dept	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
GS: Social Studies	Constitutional Law	Street Law: A Course in Practical Law	0-07-860019-7	N/A	DT-CS	N/A		\$0.00
GS: Applied Tech	Private Pilot operations	Private Pilot FAA Knowledge Test Prep	9781618543486	1	CN	\$13.00	18	\$234.00
GS: Applied Tech	Architect. Engrng Design 1 & 2	Architectural Residential Drafting and Design	9781590706992	N/A	DT-CS	N/A		\$0.00
<b>Total</b>								<b>\$234.00</b>
<b>Cost to District</b>								<b>\$0.00</b>

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Math	Financial Algebra	Financial Algebra: Adv. Algebra with Fin. Apps.	9780357423509	N/A	DT	\$87.75	50	\$4,387.50
Science	STEM Research	STEM Student Research Handbook	9781936137244	N/A	DT	\$24.76	25	\$619.00
Science	Environmental Science	Visualizing Environmental Science	9781119377146	N/A	DT-CS	N/A		
Science	Environmental Science	Toxic Communities: Enviro Racism, Ind. Pollution	9781479861781	N/A	CS	\$25.00	75	\$1,875.00
<b>Total</b>								<b>\$6,881.50</b>
<b>Cost to District</b>								<b>\$6,881.50</b>

# LYONS TOWNSHIP HIGH SCHOOL

---

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: [seggerding@lths.net](mailto:seggerding@lths.net)
- Fax: (708) 579-6036
- Website: [www.lths.net](http://www.lths.net)



**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott Eggerding

DATE: January 12, 2021

RE: Second Semester Student Supports

---

## **BACKGROUND**

As we all have worked to determine the effect of the pandemic on learning at LT, Leslie Owens gathered a group of teachers, counselors, social workers and administrators together to brainstorm ways to support students in the second semester.

At the December meeting, we shared the following ideas for supports:

### **Second Semester Supports**

Many ideas were discussed for second semester supports and most are based on whether school is in person or remote. The committee will continue to discuss the options and bring forward recommendations in January. Among those ideas being discussed, but by no means entirely planned or finalized and in no particular order, are the following:

- Expand re-entry for students who need an adult to help them navigate collecting and turning in assignments-especially students with an Incomplete.
- Implement a check-in/check-out system for chronically disadvantaged students.
- Re-open test make-up centers during VP time and lunch periods.
- Have students who fail/withdraw from a course enroll in Edgenuity or another online course platform ASAP during an open period or VP time with someone to monitor their work.
- Consider online tutoring for students who fell behind first semester so that they are starting fresh with additional supports second semester.
- Consider different models based on urgency (i.e. seniors, 504, IEP, low attendance)
- Encourage full-year courses to spend the first two weeks on review for those who got behind and enrichment for those who are on target.
- Survey other Districts to see what they are doing or trying.

The attached document provides the specific actionable plans for second semester. As we move further through the school year, we may feel the need to add additional supports, which we will share with this committee.

Decisions regarding FTE will need approval and will be discussed at the HR Committee meeting.

## **RECOMMENDATION**

The recommendations are presented for review and discussion.

## 2<sup>nd</sup> Semester Intervention Proposal

Along with planning for the safe physical re-opening of our school, there has been much discussion and planning for supporting students through the significant academic and social/emotional impact of the pandemic. Support structures that were in place prior to the pandemic, such as Student Support Teams, have continued and have adapted to the challenges of seeking different types of data to ensure that struggling students are not missed while a new committee has been formed with the goal of explicitly defining the concerns, then matching appropriate interventions. This interdisciplinary committee used quantitative data on failures as well as the qualitative reports from teachers, counselors, and administrators to organize both short- and long-term responses.

As you are already aware, one outcome of the committee was the determination that any final 1<sup>st</sup> semester course grade of 'F' would convert to a 'W'; a W signifies that the course was not successfully completed but does not factor into students' GPA's. Additionally, only W's for graduation requirements need be made up. Teachers granted students extended deadlines for submitting assignments, completing/retaking assessments and also allowed Incompletes for those students with few remaining tasks. The deadline extensions and W's only partially addressed the academic concerns and resulting anxiety; therefore, the committee also proposed the following, additional 2<sup>nd</sup> semester solutions for consideration by the administration and Board of Education. It is important to note that data analysis will continue as 1<sup>st</sup> semester grades are posted and as we continue to learn about the ways in which the pandemic is affecting our students. The following list will almost certainly evolve and will include more long-term supports and interventions that will meet the needs of students beyond the 2020-21 school year.

CONCERN	PROPOSED SOLUTION
Learning difficulties in remote environment	<ol style="list-style-type: none"> <li>1) Maximize in-person learning by inviting selected "high priority" students to in-person learning 4 days/week. Initial invites will be for students in at-risk groups (EL, Special Education, 504) beginning Monday, January 11; however, pending an attendance analysis, may expand to include additional student invites during the week of January 19 and beyond.</li> <li>2) Invite selected students to campus 4 days/week for supervised 'remote' cafes to support quiet work environments, internet connectivity, adherence to schedule, and accountability.</li> </ol>
Need for additional sections of courses/ supports for 2 <sup>nd</sup> Semester to address 1 <sup>st</sup> Semester failures	<ol style="list-style-type: none"> <li>1) Add two additional sections (0.2 FTE) of Edgenuity during the school day, which is supervised by certified staff. Students can be enrolled in a variety of courses through Edgenuity and staff can provide support and accountability. (.1 FTE is already covered by discretionary FTE, an additional .1 FTE is requested).</li> <li>2) Add additional section (0.1 FTE) of Staggered Algebra 2 to accommodate students who did not pass 1<sup>st</sup> semester (this is already covered by discretionary FTE).</li> </ol>
Lack of Engagement	<ol style="list-style-type: none"> <li>1) Hire counselor (Brooke Spencer) to fulfill Student Services paraeducator position with the goal of supervising Edgenuity sections as well as daily check-in/check-out support with a small caseload of students.</li> <li>2) Assign Special Education paraeducators to daily check-in/check-out duties (ratio of 1:3) for Special Education students.</li> </ol>
Mental Health Concerns	<ol style="list-style-type: none"> <li>1) Add 0.4 FTE social work support to be allocated to addressing mental health concerns of students referred through SST.</li> </ol>
Need for Additional Academic Options	<ol style="list-style-type: none"> <li>1) Utilize "9<sup>th</sup> Hour" (formerly referred to as Night School) to offer additional courses for credit recovery, with priority on seniors.</li> <li>2) Reduce senior schedules, for struggling students, to include only graduation requirements</li> </ol>
Preparing Students for Next-In-Sequence Courses	<ol style="list-style-type: none"> <li>1) Provide summer "bridge" courses for students who earned I or W grades in math and English with consideration for other sequential courses (science, languages).</li> </ol>

# LYONS TOWNSHIP HIGH SCHOOL

---

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: [seggerding@lths.net](mailto:seggerding@lths.net)
- Fax: (708) 579-6036
- Website: [www.lths.net](http://www.lths.net)



**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott Eggerding

DATE: January 12, 2021

RE: Update on Semester Grades and Grading Practices

---

## **BACKGROUND**

While only eleven days of school have occurred since the last Curriculum Committee meeting, much has happened with grading.

- Staff were given the guidance on finalizing semester grades, including the procedure of posting grades and the philosophy and methodology of changing failing grades to Withdrawals.
- The semester ended on December 18.
- Institute Day on January 4 had four breakout sessions on grading practices (objectives attached) as well as time for teaching teams to meet and make any adjustments necessary for second semester. The four breakout sessions were:
  - Managing Retakes and Revisions,
  - Designing Frequent and Varying Summative Experiences,
  - Classroom Strategies to Help Students Grasp Practice Matters,
  - Using Infinite Campus to Effectively Communicate with Students and Parents, and
  - Formative and Summative: The Difference, Alignment and Examples.
- Final grades were submitted by January 5
  - Students assigned an “Incomplete” have 6 weeks to resolve their grade, which will change the final semester grade data later in February.
- All F grades were converted to W’s.

## **Next Steps:**

- Review final grade distribution, in particular identifying trends and issues that pertained to pandemic learning and/or the shift in grading practices
- Reconvene the Grading Practices Implementation Committee to interpret the grading data and determine the areas of improvement for spring and fall of 2021.
- Develop a presentation for parents to have another opportunity to hear about the purpose for the change in grading practices.
- Determine if final grade data warrants the need for additional training for teachers during 3<sup>rd</sup> quarter.
- Develop training for teachers using A-F (no points) to help develop more consistency throughout the school.
- Begin planning for April institute Day to help teachers set up gradebooks, articulate assessments, make changes to solve challenges encountered with first semester implementation, and plan summer work.
- Determine summer workshops necessary to better integrate grading practices into courses and provide training that is still needed for faculty.

## **RECOMMENDATION**

No action is required. This item is informational.

# January, 2021 Institute Day Sessions

## Managing Retakes & Revision

### OBJECTIVES:

- Explain the reasons for and the research supporting retakes and revision
- Learn ways my colleagues are managing the mechanics of facilitating retakes and revision
- Learn how my colleagues are designing their retake and revision opportunities

## Designing Frequent & Varying Summative Experiences

### OBJECTIVES:

- Explain various ways to assess learning summatively
- Divide large summative assessments into smaller summative experiences
- Review examples of varied summative assessments

## Classroom Strategies that Help Students Grasp PRACTICE MATTERS

### OBJECTIVES:

- Explain what constitutes an empowered or assessment-capable learner
- Learn ways to cultivate the growth mindset in your students
- Learn strategies for students to: track their learning, self-assess, set goals
- View examples of teacher tools

## Using IC to Effectively Communicate with Students & Parents

### OBJECTIVES:

- Articulate what constitutes effective communication
- Explore the differences between the parent/student and teacher views in IC
- Hear tips for communicating grading practices to parents
- Explain the importance of including formative tasks or practice in IC
- Review strong examples of my colleagues' gradebooks, as well as communication efforts

## Formative & Summative Assessment: The difference, alignment, and examples

### OBJECTIVES:

- Explain the difference between formative & summative assessment
- Explain the connection between learning objectives, formative tasks, and summative assessment
- View strong and weak examples
- Reflect on my curricular alignment between learning objectives, formative tasks, and summative assessments