



LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

BOARD OF EDUCATION AGENDA

APRIL 8, 2014

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, April 8, 2014 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call
Time: 1 Hour 5 Minutes
- B. Pledge of Allegiance
- C. Community Participation
- D. Discussion Items
Time: 30 Minutes
 - 1. 2014-2015 Board Meeting Schedule 2
 - 2. Assistant Curriculum Coordinator Position for 2014-2015 Update 4
 - 3. Technology Pilot Update 5
 - 4. Enrichment Learning Model (ELM) Committee Update 10
 - 5. Part-time Receptionist/Records Clerk 29
- E. Action Item
Time: 5 Minutes
 - 1. Approval of Field Trip for Science Olympiad 32
- F. Community Participation
- G. Executive Session
Time: 30 Minutes
- H. Adjournment



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: April 4, 2014
Re: Board Meeting Schedule Revised 2014-2015

The attached revised schedule reflects a change in the July meeting that was originally presented to you at the March 4, 2014 COW meeting. We propose to move that meeting from July 8 to July 15, 2014 to allow the Business Office time to prepare the monthly bills.



LINCOLNSHIRE-PRAIRIE VIEW
SCHOOL DISTRICT 103

BOARD OF EDUCATION
REGULAR and COMMITTEE OF THE WHOLE (COW)
MEETINGS SCHEDULE
2014-2015

Tuesday	July 15, 2014 (REGULAR)
Tuesday	August 19, 2014 (REGULAR)
Tuesday	September 2, 2014 (COW)
Tuesday	September 16, 2014 (REGULAR)
Tuesday	October 7, 2014 (COW)
Tuesday	October 21, 2014 (REGULAR) @ Sprague
Tuesday	November 18, 2014 (REGULAR)
Tuesday	December 2, 2014 (COW)
Tuesday	December 16, 2014 (REGULAR)
Tuesday	January 20, 2015 (REGULAR)
Tuesday	February 3, 2015 (COW)
Tuesday	February 17, 2015 (REGULAR) @ Half Day
Tuesday	March 3, 2015 (COW)
Tuesday	March 17, 2015 (REGULAR)
Tuesday	April 7, 2015 (COW)
Tuesday	April 21, 2015 (REGULAR)
Tuesday	May 5, 2015 (COW)
Tuesday	May 19, 2015 (REGULAR)
Tuesday	June 2, 2015 (COW)
Tuesday	June 16, 2015 (REGULAR)

All meetings are held at Daniel Wright Junior High School Library
1370 N. Riverwoods Road, Lincolnshire, Illinois, beginning at 7:00 p.m.,
except October 21, 2014 (SP) and February 17, 2015 (HD).



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Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent for Instruction
CC: Dr. Scott Warren
Date: April 1, 2014
Re: Consultant Contract Renewal

The intent of this memo is to request that Judy Frank-Gonwa's consulting contract be renewed for the 2014-2015 school year. Dr. Frank-Gonwa filled the part time curriculum coordinator position requested and approved by the Board of Education in July, 2014.

Since November, 2014, Dr. Frank-Gonwa has worked on multiple projects including: attending building and district ELA and Math committee meetings; hiring additional substitutes; creating a plan for the district to be in compliance with Erin's Law; organizing the ELA pilot; working on the district's grammar, writing, service learning and problem base learning curriculums; creating parent communications for math pathways and PARCC assessments; and providing professional development for new teachers. This spring she will facilitate the state required Student Discipline Committee, revise the parent curriculum guides, plan the new teachers induction program, participate in ELA curriculum writing activities and plan professional development for new ELA materials and writing.

Extending Dr. Frank-Gonwa's consulting contract for the 2014-2015 school year provides the Curriculum and Instruction Department stability within the position, making it possible to give Dr. Frank-Gonwa long-term goals and assignments. It also allows for the position's responsibilities to be further defined. Projects for next school year would include facilitating the implementation of new reading materials, aligning those materials to our current pacing guides, integrating writing into the curriculum maps in all disciplines, providing professional development for writing instruction, implementing the new teacher induction program and continuing to support the day-to-day operations of the Curriculum and Instruction Department. This curriculum writing support will also alleviate of the teachers' workload and time spent out of the classroom.



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Memorandum

To: Board Members
From: Dr. Scott Warren, Superintendent
Katie Reynolds, Asst. Supt. For Instruction
Mark Westhoff, Director of Technology
Date: April 8, 2014
Re: 1:1 Teaching and Learning Extended Pilot

Planning

The District 103 mission is to provide innovative learning experiences that empower each student to excel and make a difference in a diverse and interconnected world. We strive to provide learning experiences that are more student-directed and empowering, and technology enables us to do this. Further, with the advent of personal devices such as the iPad, empowering students and providing them with student-directed learning environments has become easier.

Our 1:1 Teaching and Learning vision for our schools provides learning spaces where students are empowered to think critically and problem solve, communicate in a variety of ways, collaborate, express and explore creativity, participate in self-paced and self-directed learning experiences. Many of these things are happening now and with a 1:1 environment, we will have the ability to provide these innovative experiences on a more consistent basis.

District 103 is not the first district to begin using iPads for teaching and learning. We have been deliberate in our use of devices in the classroom as is evidenced by our pilots being completed this year, while some other districts have been using devices in the classroom for a few years (and some schools having a 1:1 environment for many years). Our pilot teachers' experiences warrant us to continue exploring a 1:1 environment. Here are some direct comments from a meeting with pilot teachers last week: "Students are more social, not less; students collaborate more; students are more self-directed; students are rarely sitting alone; learning is richer; behavior is improved; the transitions are better--

coming back from lunch—it's better; students are just doing stuff on their own, turning to their partner, rich conversations; increased student engagement, self-pacing; managing missing assignments easier; nice to be able to access assignments outside of school."

An important part of the planning process is engaging parents and school board members. We have been engaging parents since the spring of 2013 on the potential of iPads and Chromebooks to help students be more in control of their learning. Beginning in the fall of 2013, we have been communicating with parents—often pilot classroom parents—in a variety of ways from teachers using Twitter to providing articles in "The 103 Monthly" to hosting parent nights, to providing videos for pilot parents to watch with their children. Last February during the Board-Administrator workshop, we began discussing the potential that a 1:1 environment has to release students' talents in a collaborative and engaging manner. Parent engagement and communication will continue as we implement extended pilots. Continual engagement of parents is key to help understand the paradigm shift that is happening (shifting from teacher-centered to student-centered).

By the end of this month, we plan to have a communication strategy spelled out that considers all stakeholders: students, parents, teachers, administrators, board members, and community. During our communication with various stakeholder groups we will collect feedback for continuous improvement.

Preparation

We have seen and heard from other schools and our own teachers that teachers need to be comfortable actually using the technology that will be entering their learning environments. By the end of this school year we plan to have iPads in the hands of all the teachers who will be participating in next year's 1:1 Teaching and Learning Pilot expansion. Should we fully implement the Teaching and Learning Pilot the following year, we would follow suit by providing classroom teachers with an iPad in order to complete professional development activities and become more comfortable with using the device.

Aligning our professional development with our change management strategies is key to ensuring proper implementation over the next few years. The district staff development committee is using 'engage' as the theme for the next couple of years, and we have been brainstorming professional development opportunities for staff. Our professional development relating to teaching and learning in a 1:1 environment needs to be nimble, and we hope to present our development as a model for how teachers would facilitate learning for students; i.e., we are going to "teach teachers" how we want teachers to teach students.

iPads and other software have to fit our pedagogical goals. Our learning management system (LMS) is no different. Haiku is a learning management system that can also function as a social media learning network. We piloted Haiku this school year and anticipate its use increasing next school year. We also

plan to have a set of core apps to be installed on each pilot iPad (this set of apps may differ depending on school or grade level). Our professional development activities will incorporate Haiku and some of the apps that we expect pilot teachers will be using.

Another big part of preparation, is the cost of a large quantity of iPads. For this upcoming school year the cost of expanding the 1:1 pilots is included in our regular budget. The business office will work with other administrators in determining what the total cost of participating in the 1:1 Teaching and Learning program would be should it be fully implemented in 2015-16. We will determine the total cost of the device (including any warranties, cases, etc) per year per student. This will help us plan and prepare a preferred ownership and finance model. We will also investigate any partnership opportunities available for services or products we will be purchasing in conjunction with the extended pilot.

Defining essential procedures is important in preparing for 1:1 deployments. We have already developed some procedures that were used with our pilot classrooms this school year. We plan to evaluate these procedures and make any changes as necessary. Additionally, we will gather parent input. Part of the parent input will be helping us form our FAQ's; essentially, these will be prepared responses to anticipated questions. We plan to have these essential procedures completed by the end of May, 2014.

Implementation

The actual implementation phase for the extended pilots for next year will begin taking place later this month, as we order devices and continue throughout the summer. There are support personnel at each building and service and repair structures have been established with the pilots that have gone on this school year. At this time, we don't anticipate needing additional support staff.

As in the other phases, parent engagement during implementation is important. We anticipate deployment to students (with parents) sometime in August, 2014. We plan to provide a variety of parent sessions via in-person, online videos and email communications. We will also communicate with all staff during implementation.

Review

We are committed to continuous improvement. We have begun reviewing this year's pilots and will use that information to help with the extended pilots next year. We will adjust practical as well as instructional items as we see the need. Pilot teachers, technology coaches, parents, and administrators will review the extended pilots on a consistent basis and adjust as necessary. Examples of items to review are what/how we communicate with parents, what/how we

communicate with teachers, distribution of devices, content of FAQs, service structures, and technical infrastructure.

Phase 1: Planning

Research (2013, 2014, ongoing)

Clarify your vision for 1-1 learning (Ongoing)

Engage your school board or parents (Sep, 2013 & ongoing)

Plan a communication strategy (April, 2014)

Conduct a detailed infrastructure readiness assessment (Feb-May, 2014)

Prepare a detailed budget (March-April, 2014; March, 2015)

Select a preferred ownership and finance model (Dec, 2014)

Phase 2: Preparation

Align PD and prepare change management strategy (March, 2014 & ongoing)

Ensure teachers have device first (May, 2014; May, 2015)

Prepare physical learning spaces (ongoing)

Select software tools to fit pedagogical goals

Explore supplier partnership opportunities (May, 2014)

Calculate total cost of participation in program (Dec, 2014)

Define essential procedures & policies (May, 2014)

Prepare responses to anticipated questions (June, 2014)

Phase 3: Implementation

Establish onsite service structures (Jun, 2014)


Conduct parent and/or community sessions (Aug, 2013; Apr, 2014; May, 2014; Aug, 2014; Aug, 2015)

Order devices and prepare for deployment (April-July, 2014; April-July, 2015)

Distribute devices (Aug, 2014; Aug, 2015)

Phase 4: Review

Review and reform (Jan, 2015; April, 2016)

 proposed implementation along with strategic planning process



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Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent of Curriculum and Instruction
CC: Dr. Scott Warren
Date: April 03, 2014
Re: Enrichment Learning Model Review Committee Update

Attached is an update of the work completed to date on the Enrichment Learning Model Review.



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Executive Summary

The Enrichment Learning Model (ELM) Committee met two days, once in February and once in March. The purpose of the two meetings was to review the current ELM program, research best practice and make program recommendations to be implemented either during the 2014-2015 or 2015-2016 school year. Each committee member participated on a subcommittee that met between the two committee meetings to research and create findings or recommendations for the larger committee to discuss.

Decisions

1. The committee determined the best enrichment model for the students of District 103 would be a multi-tiered model (see Figure A). This decision was based on the fact that typically 50% of the districts’ students achieve in the 90% percentile nationally. Since the average performance of our students is significantly higher than other districts, a traditional pull out program would be less effective, because the majority of our students would qualify for such a program. Without integrating enrichment activities into the general education classroom, the amount of enrichment service students currently receive would decrease.

Figure A: Description of Three Tier Model

Tier I All Students	Tier II Some Students	Tier III Few Students
Classroom instruction for all students utilizing evidence based materials and practices that teach the core subjects. Differentiated instruction occurs within the classroom instructional time.	When student needs exceed general education objectives, additional strategic, targeted, evidence-based instruction is provided.	When individual student needs exceed Tiers I and II, evidence-based intensive targeted interventions are provided.

2. The committee created a vision statement for the program:

Vision Statement: District 103 is dedicated to preparing students for lifelong success by developing global thinkers, problem solvers and self-directed learners. Enrichment is an integral part of the curriculum. Innovative, multi-disciplinary methods are used to differentiate learning experiences. Additional enrichment is provided, as need is demonstrated, to challenge students to grow. The district enrichment model is designed to adapt to the changing needs of our students.

3. The committee recommends that all staff receive professional development training in differentiated learning.

See Next Steps section on page 12 for future decisions to be made.

Program Report

Timeline of Committee Work

November, 2013: Each District 103 Board Member participated in a focus group session in November, 2013.

December, 2013: A Parent Survey was distributed. One hundred and eighty parents responded to the ten question survey. The results of the survey are incorporated into this report. The ELM committee will use the survey results, in addition to other data, to assess the implementation of our current program and to inform programming decisions.

February, 2014: The committee met to review available district data, create a working problem statement, and divide into subcommittees.

February, 2014-March, 2014: Subcommittees met to research and create recommendations for Vision, Creativity and Innovation, Assessments, and Models.

March, 2014: The committee met for subcommittees to share findings with all committee members. The committee began to create language that described the multi-tiered program model and service delivery model.

Summary of Current ELM Model

The current District 103 ELM program was developed from the research of Dr. Joseph Renzulli and Dr. Sally Reis. Currently the Enrichment Learning Model (ELM) program is staffed by four teachers; one teacher is assigned to Sprague, one is assigned to Half Day and two staff members are assigned to Daniel Wright. At Daniel Wright one of the staff members is responsible for the math and science enrichment, and the other is responsible for the English Language Arts and social studies enrichment. The ELM Coordinators' roles include working with teachers to integrate enrichment activities into the curriculum and assist teachers when differentiating the curriculum. The coordinators also work with small groups of children, in students' classrooms or in an a separate classroom to provide opportunities for extension and exploration of special interests. In all instances, ELM Coordinators use a flexible grouping model. This means that students move in and out of groups for a variety of reasons based on unit goals as well as readiness, abilities, interest, and learning preferences.

- ❖ Successes of the Current Model
 - Enrichment activities are occurring in the general education classroom.
 - Pilgrim Simulation
 - Rivershire Activities
 - Lego Robotics
 - Every child participates in enrichment activities
 - Flexibility/grouping
 - Focus on inclusion

- Availability of enrichment curriculum materials and resources
 - Continuity and commitment of ELM Coordinators
- ❖ Summary of Challenges Identified
- Focus on Skill Based Assessments
 - MAP and classroom assessments are concept and skill based, do not assess potential
 - Number of Staff Members
 - impacts scheduling
 - not enough time for curriculum development
 - Lack of Program Definition
 - not easy to communicate
 - appears nebulous
 - lack of continuity across buildings
 - Professional Development in Differentiation needs to be provided to all staff members

Parent Survey

In December 2013, a survey was administered to parents soliciting their feedback on the Enrichment Learning Model (ELM) Program.

One hundred and eighty parents responded to the ten question survey, with a fairly even representation across the grade levels. 59% of parents responded that their child(ren) benefited from the current ELM program in some way, but many of the comments expressed concerns about the lack of communication about the program. Parents stated they were unclear about the program philosophy and felt unable to accurately answer the question. When asked if parents felt their children were challenged in core academic areas the, “always” category (a rating of 9 or 10) ranged from 30%-45%. When including ratings of a 6 or higher the percentage of satisfied parents increased to 74%-85%. Parents at Sprague expressed that their children were the most challenged in reading, while Half Day and Daniel Wright parents rated math the most challenging. Across the district, the subjects in which parents felt students were the least challenged were science and social studies. Although 70% of the parents believe that the core curriculum meets their individual child’s needs, the comments again reflected a need for more communication to understand what the curriculum learning targets are and how differentiation happens in the classroom. In addition, there were comments expressing a concern about consistency of curriculum and ELM implementation from classroom teacher to classroom teacher. Question 5 asked parents to rate the emphasis placed on development of their child(ren)’s individual talents. Again, parent responses showed communication was a concern, with only 12-24% of the parents responding that they always felt informed about the educational enrichment opportunities.

46% of responses indicated that children participated in enrichment experiences outside of the school day, with most of the comments stating that their child was being tutored in math either at home or at a tutoring center.

The final four questions on the survey were open response:

1. What do you think the goals of an enrichment program should be?
2. What aspects of ELM parents were pleased with?
3. What questions or concerns do parents have with the ELM implementation?
4. What general comments parents wished to share?

Overall the comments were aligned with comments described in the first five questions. Parents expressed that they did not understand the philosophy or direction of the program and that there was a lack of communication about when their students were engaged in ELM activities.

Problem Statement

Based on the feedback from the Board Focus Groups, Parent Survey and review of assessment data, the committee created the following Problem Statement to guide their work:

How can we provide a multi-tiered system of enrichment services for the students of District 103 in such a way that:

1. Enrichment opportunities are consistent and progressive between grade levels and address the needs of the whole child
2. Assessments are ongoing and enrichment services are provided in response to information obtained from assessments
3. Specific academic goals are created for students who need more than the core curriculum provides
4. Motivation, creativity, innovation and multiple intelligences theory are key factors considered when planning enrichment opportunities for students
5. All stakeholders (teachers, parents, students, community) have a common understanding of the program and communication is clear, consistent and ongoing, about the service delivery model
6. Human and material resources are appropriately allocated
7. Program goals and student outcomes are observable and measurable, qualitatively and quantitatively

Subcommittee Research

Four subcommittees were created to research different aspects of the problem statement. Each committee was provided with a task to complete before the March, 2014 meeting.

1. Vision Committee

Task: Create a draft philosophy statement aligned to the problem statement goals.

Work Completed:

Vision Statement- District 103 is dedicated to preparing students for lifelong success by developing global thinkers, problem solvers and self-directed learners. Enrichment is an integral part of the curriculum. Innovative, multi-disciplinary methods are used to differentiate learning experiences. Additional enrichment is provided, as need is demonstrated, to challenge students to

grow. The district enrichment model is designed to adapt to the changing needs of our students.

2. Multiple Intelligences Committee

Task: Research the different types of intelligences and create a recommendation for what types of intelligences D103 should provide enrichment services.

Work Completed: This committee began their work by looking at their connection to ELM. They determined the connection to be: to provide opportunities for enriching the learning experience for the “whole child,” and to support and foster exploration, creativity and innovation. They created a list of concerns and questions about our current program:

- Are we providing motivation for students to demonstrate what they know in ways that allow for creative expression?
- Are we identifying and tracking students based on what they know rather than what they are capable of learning? (opportunities are not equal for all students – i.e., tutors, school on weekends)
- Are we meeting the needs of “true outliers?” Are students “slipping through the cracks?” Do the current assessments provide enough information?
- Do all teachers give students the same opportunities?
- Do we need a “line in the sand?”
- Multiple cultures and ethnic backgrounds results in a wide variety of educational viewpoints. Multiple intelligences are not embraced in the same manner.
- Traditional methods vs. 21st century learning - still assessment and data driven
- Staffing needs- Do we have the resources to provide all students with these enriching opportunities consistently?

After research and discussion the committee developed a list of recommendations and ideas for further exploration:

- How do we bring service learning/problem-based learning into all grades?
- BIG PICTURE of education conversation
- Using the integration Matrix (Attachment 2) imbed multiple intelligence activities into the regular curriculum
- Professional Development for differentiation
- Determine a way to keep up with cutting edge educational experiences to keep up with changes where “curriculum can’t keep up” i.e. - Genius/Passion Hour, Hour of Code
- Small groups to allow students to explore strengths, have choices (Tier 2)
- Staffing Needs
- Research assessments and report cards or portfolio approach to demonstrate student growth

3. Assessment Committee

Task: Research assessment models for multi-tiered service delivery models that include motivation, innovation and multiple intelligences as factors when making decisions about services. What assessments exist that could prove to be useful when deciding what tier of services students should be receiving? Are there assessments that measure interest, creativity and innovation?

Worked Completed: The committee created lists for best practices in assessments, consideration when choosing assessments, and next steps.

Best Practices

- Assessments should be identified based on the intent of the enrichment model; for example, aptitude, knowledge, creativity, task commitment
- Procedures are based on current theories, models and research
- Assessment is ongoing and purposeful: Enrichment services are provided in response to information obtained from assessments
- Multiple assessments allow the expression of diverse characteristics
- Assessments are qualitative and quantitative from a variety of sources, off level as needed, non-biased, equitable, dynamic and technically adequate for their described purposes
- Label the service rather than student (i.e., enrichment clustering, curriculum compacting).

Considerations

- Consistency with best practices for assessment
- Ability of assessment to be used effectively with our enrichment model, e.g., what are the goals for assessment in identifying ways to enrich student learning?
- Reliability, validity, bias, norming for standardized assessments
- Time involved for teachers and students
- Training needed for reliable and valid assessments for both formal and informal assessments.
- Cost of assessments

Next Steps

After the enrichment model has been finalized and services for each tier have been defined:

- Consider our total student population
- Identify assessment resources required to implement enrichment model and how those will be used
- Identify talent identification procedures which include identifying assessment instruments (both qualitative and quantitative) and develop a matrix to synthesize this data for use in decisions required in developing talent based on best practices list above

4. Models Committee

Task: Research multi-tiered enrichment approaches. Compare the Schoolwide Enrichment Model's tiered approach to other multi-tiered models. Be prepared to present the comparison of the tiered models.

Work Completed: Reviewed three multi-tiered models

Schoolwide Enrichment Model

Definition: A model that first seeks to enrich the curriculum for **ALL** by exposing them to various topics, areas of interest, and fields of study, and then to apply advanced content and process skills to areas of interest (i.e., Enrichment Triad Model).

Additional services (curriculum compacting, Type III enrichment) are offered to approximately 15-20% of high ability / high potential students, defined by ability, task commitment, and creative expression.

Response to Intervention Model

Definition: A multi-tiered data-driven system of support that provides guidance for delivering comprehensive quality instruction for **ALL** students. An RtI framework is designed to provide evidence-based instruction and targeted interventions that lead to student success.

Tier 1 typically addresses the needs of approximately 80-90% of students. 5-10% of needs will be addressed in Tier 2, and 1-8% of the population require Tier 3.

Personalized Learning Environment Model

Definition: A student-directed planning and monitoring tool that customizes learning opportunities, broadens their perspectives, and supports attainment of goals.

This model incorporates 4 key features:

- blended learning environments, which includes face-to-face, online, and digital instruction;
- individualized college and career readiness learning plans;
- implementing competency-based models so **ALL** students can learn at their own pace;
- and engaging and empowering key stakeholders.

Major Advantages of Each Model

Schoolwide Enrichment Model (SEM)	Response to Intervention (RtI)	Personalized Learning Environments (PLE)
1) Much of enrichment can take place within the classroom environment, which can make this model cost-effective.	1) Very defined and easy to communicate.	1) Allows students to identify and pursue their own interests.
2) All students receive enrichment through the Enrichment Triad Model, and students with high ability, task commitment, and creative expression receive additional enrichment.	2) Data-driven can be a positive if we use data we are already collecting.	2) Emphasizes 21st Century Skills.
3) Programming is very flexible and can be tailored to meet the needs of D103 students.	3) Programming is very flexible and can be tailored to meet the needs of D103 students.	3) Some of the appealing components of this model can be integrated into another model.

Major Disadvantages of Each Model

Schoolwide Enrichment Model (SEM)	Response to Intervention (RtI)	Personalized Learning Environments (PLE)
1) Significant professional development for <i>all</i> staff critical for success.	1) Frequent progress monitoring and assessment take away from instructional time.	1) Highly technology dependent.
2) Challenging for staff to communicate enrichment that is occurring within the classroom setting.	2) Testing tends to lead to more academic / skills-based enrichment. Gifted students are more in need of enrichment that develops creativity, flexible thinking, and application of concepts.	2) Requires high level of student maturity and motivation. Lots of literature focuses on secondary education; thus applicability to District 103 is questioned. Very risky!
	3) Potentially large impact on staffing levels.	3) Large focus on acceleration and not on enrichment.

Next Steps For Committee Work

April, 2014:

- Present update to Board of Education
- Facilitate parent and staff focus groups are scheduled for the week of April 14-18, 2014
- Post Committee Update Report to Curriculum and Instruction Website for parent review and comment

May-Summer 2013

- Committee meeting to review focus group results and community feedback

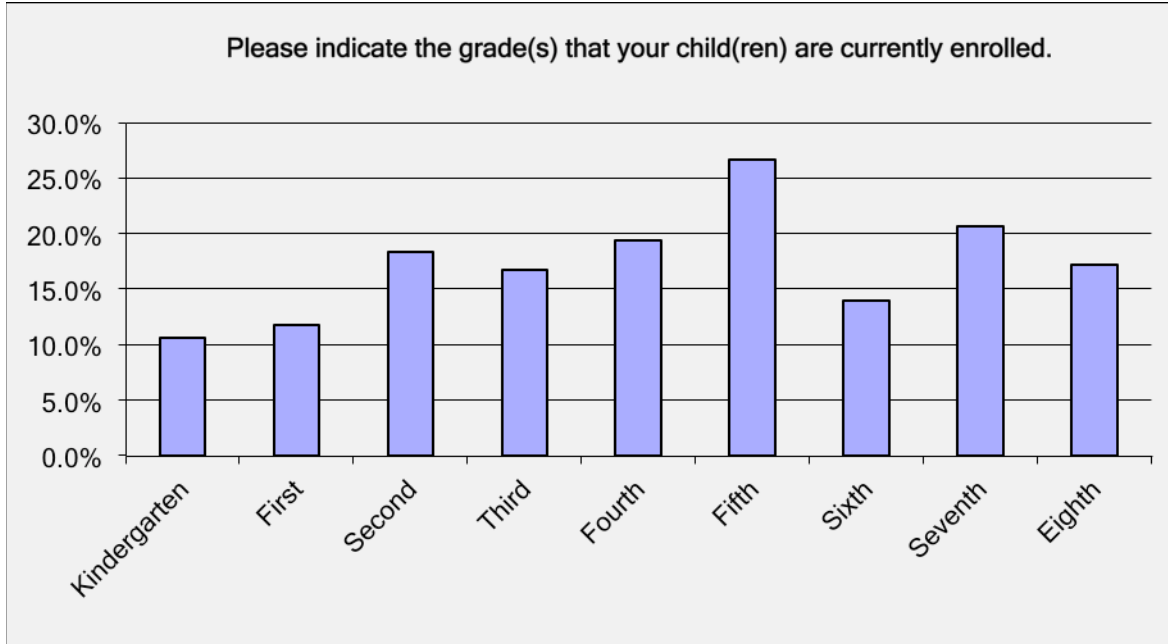
Decisions to be Finalized by the Committee

- 1. Finalize Service Models at Each Tier**
 - a. This work began at the end of the last committee meeting, but was not completed**
- 2. Determine Staffing Needs and Primary Responsibilities**
- 3. Assessment Plan for Each Tier (if needed)**
- 4. Professional Development Needs**
- 5. Communication Plan**

Attachment 1

ELM Parent Survey Results

Question #1



Question #2

Do you feel our current ELM program benefits your child(ren)?		
Answer Options	Response Percent	Response Count
Yes	58.5%	96
No	41.5%	68
Why or why not?		106
<i>answered question</i>		164
<i>skipped question</i>		16

Attachment 1

Question # 3:

Not all percentages add up to 100% on the charts. This is because three responses indicated no opinion.

Do you feel your child(ren) is/are appropriately challenged in the core subject areas? On a scale of 1-10, 10= Always, 1= Never

	Always		Never	
	(10-9)	(8-6)	(5-3)	(2-1)
Sprague				
Math	41%	37%	12%	11%
English Language Arts/Reading	45%	40%	8%	7%
Science	32%	42%	19%	7%
Social Studies	36%	46%	13%	6%

Half Day				
Math	37%	37%	20%	6%
English Language Arts/Reading	41%	43%	14%	1%
Science	38%	38%	18%	3%
Social Studies	34%	42%	16%	4%

Daniel Wright				
Math	40%	34%	13%	13%
English Language Arts/Reading	38%	45%	13%	4%
Science	30%	50%	17%	3%
Social Studies	32%	50%	12%	6%

Do you believe the curriculum in District 103 meets the individual needs of your child(ren)?

Question # 4

Answer Options	Response Percent	Response Count
Yes	69.7%	122
No	30.3%	53
Additional Comments:		66
<i>answered question</i>		175
<i>skipped question</i>		5

Attachment 1

Question 5

**Please rate the following. Only provide a response for schools where your child(ren) currently attend.
On a scale of 1-10, 10= Always, 1= Never**

	Always (10-9)	(8-6)	(5-3)	Never (2-1)
Sprague				
My child(ren) has opportunities for enrichment experiences in school.	39%	38%	17%	6%
During the day, my child(ren) is/are encouraged to develop his/her talents.	43%	36%	17%	3%
My child(ren) develop(s) projects in the classroom that reflect his/her interests.	29%	49%	19%	3%
I am informed about the educational enrichment activities for my child(ren) at school.	23%	38%	26%	13%

Half Day				
My child(ren) has opportunities for enrichment experiences in school.	37%	37%	22%	5%
During the day, my child(ren) is/are encouraged to develop his/her talents.	34%	42%	23%	0%
My child(ren) develop(s) projects in the classroom that reflect his/her interests.	28%	45%	27%	0%
I am informed about the educational enrichment activities for my child(ren) at school.	24%	27%	24%	25%

Daniel Wright				
My child(ren) has opportunities for enrichment experiences in school.	23%	30%	37%	10%
During the day, my child(ren) is/are encouraged to develop his/her talents.	21%	37%	35%	8%
My child(ren) develop(s) projects in the classroom that reflect his/her interests.	14%	46%	28%	12%
I am informed about the educational enrichment activities for my child(ren) at school.	12%	28%	34%	27%

Attachment 1

Question #6

Does your child participate in academic enrichment experiences outside of District 103 offerings? (Check all that apply)		
Answer Options	Response Percent	Response Count
No, my child does not participate in additional academic experiences outside of District 103 offerings	53.7%	94
After school academic programs	12.0%	21
Tutoring for enrichment purposes	9.1%	16
Tutoring for academic help	11.4%	20
Saturday school academic programs	10.9%	19
Summer academic programs	21.7%	38
Other (Please indicate below)	8.6%	15
Additional Comments:		37
<i>answered question</i>		175
<i>skipped question</i>		5

Integration Matrix

Unit/Theme:

Unit Question:

Bloom's Taxonomy → Gardner's Multiple Intelligences ↓	Remembering- <i>Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in</i>	Understanding- <i>Locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate</i>	Applying- <i>demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate</i>	Analyzing- <i>compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer</i>	Evaluating- <i>judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate</i>	Creating- <i>compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform</i>
Verbal/Linguistic- poetry, debate, story-telling, essay, checklist, journal						
Visual/Spacial- drawing, model, poster, photograph, storyboard, illustration, board game						

Logical/Mathematical - diagram, outline, timeline, chart, critique, graph						
Naturalist- classification, collection, solution to problem, display, observation, forecast, investigation, simulation, exhibit, identification						
Musical- song, rap, lyrics, composition, jingle! slogan, melody						
Bodily/Kinesthetic- role play, skit, pantomime, dance, invention, lab, improvisation, prototype						
Intrapersonal- journal, log, goal statement, belief statement, self- assessment, editorial						
Interpersonal- discussion, roundtable, service learning, conversation, group activity, position statement, interview						



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: April 4, 2014
Re: Part time Receptionist/Records Clerk

The district has been operating with a part-time receptionist at the District Office for several years. Each afternoon, the district office reception area remains unstaffed. Prior to the installation of the new security system, when a person entered the District Office, they would enter the building, ring a bell, and wait for a person to greet them at the front door from somewhere else in the office. Although this was not an ideal situation for visitors, it was managed with some difficulty. With the installation of the new security system, this procedure has become more complicated as the access to control the front door is limited to very few office staff. If staff members are away from their work areas, visitors may not be helped for some time.

Additionally, our records system would be greatly enhanced with the addition of a dedicated person to manage the district's records. This would be a 12-month position, 20 hours per week, with salary and benefits totaling \$20,000. I am recommending that the Board consider adding a part time receptionist/records clerk to the District Office reception area to ensure a quality experience for our visitors and to assist in managing the district's records.

JOB DESCRIPTION

Part-time Receptionist/Records Clerk Specialist

Reports to: Assistant Superintendent for Business

Job Duties:

- Answer/direct phone calls to appropriate staff members. Greet and welcome visitors. Let staff member know their appointment (or visitor) has arrived.
- Materially participate in the setup and management of the registration process
- Troubleshoot problems related to registration
- Assist district office in ordering supplies
- Coordinate scheduling of admin conference room.
- Establish, develop, and manage procedures for the district's records management program
- Establish procedures to ensure the handling of records is carried out with due regard for the duties and responsibilities of records custodians that may be imposed by law and the confidentiality of information in records to which access is restricted by law
- Interface with designated support staff and other administrators to help identify desirable results/ends/goals and records management practices affecting the success of those objectives
- Review organizational processes and procedures to ensure compliance with established policies and laws; recommending revisions to processes and procedures as appropriate and advising on best practices to ensure efficiency of operations
- Identify roadblocks, hurdles and workaround opportunities to improve the measurement and effectiveness of internal records management practices on operational requirements districtwide
- Work with teams of subject matter experts to identify compliance issues, analyze information and develop and implement quality processes and records management solutions
- Keep abreast of technical, legislative, and professional trends, related to record management programs and information management methodologies and disseminating information to appropriate personnel
- Keep abreast of industry best practices on records
- Ensure that the maintenance, preservation, microfilming, destruction or other disposition of records is carried out in accordance with the district's records management program and legal requirements
- In cooperation with the appointed personnel, identify and take adequate steps to protect and preserve essential district records and those records of permanent value
- Assist in general records filing and digital records conversions.
- Assist in the collection of fees and monies due to the district.
- Perform all other tasks and duties as assigned

Qualifications:

- Knowledge of records management principles and practice as well as, processes, procedures, internal controls, and regulatory requirements
- Organizational, communication and interpersonal skills required to achieve the goals of the position with minimal established procedures
- Knowledge of record storage and document control requirements of a records center
- Combination of training and experience that has provided the applicant with the required knowledge and abilities to successfully perform job duties
- General clerical methods and office machine operation
- Familiarity with Microsoft Office – Must be proficient with Word and Excel
- Experience with Google Suite – Must be proficient with Google docs and forms

Physical and Work Environment Requirements:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical stamina sufficient to sustain light to medium physical labor for up to 8 hours, sit and/or walk for prolonged periods of time

- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies

Education:

High school diploma or GED equivalency required

Bachelor or Associates degree preferred



Lincolnshire-Prairie View School District 103
Daniel Wright Junior High School

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Scott H. Warren, Ed.D.
Superintendent

Margaret St. Claire
Principal

Julie Bodeen
Assistant Principal

To: District 103 Board of Education
Scott Warren

From: Margaret St. Claire

Date: April 4, 2014

Re: Recommendation for Daniel Wright Science Olympiad Trip

I recommend the Board approve the Daniel Wright Science Olympiad Team to attend the State Tournament to be held April 12, 2014 in Champaign, Illinois. The team will travel Friday and return Sunday. Team roster attached.

The team placed 1st at Regionals where each Daniel Wright student in every event for both JV and Varsity teams received a medal, including 33 1st place finishers.

Thank you for your consideration.

Science Olympiad Team Roster:

Michelle Cai, Chris Cho, Allen Ding, JP Gordon, Tyler Gordon, Claire Huang, Andrew Hwang, David Liang, George Lie, Emily Liu, Emily Lu, Andrew Luo, Maitreyee Malpekar, Ryan Mitchell, Jessica Shen, Owen Simon, Tony Tan, Daniel Tao, Maiko Walrath, James Wei, Megan Wei, Elaine Xiao, Annie Xu, Austin Yang, Kitty Zeng, and Josephine Zhang.