



TEACH.LEARN.CARE

DISTRICT 228
ACADEMICS & INSTRUCTION
UPDATES~CELEBRATIONS

FEBRUARY 2022 TO MAY 2023

ULTIMATE WHY





GUIDING PILLARS



MISSION

Why do we exist?

To ensure every student has access to the best educational experience he or she can through a safe and caring environment, with high expectations for achievement, while being good stewards of district finances.

PILLAR N°1



VISION

What must we become to achieve our purpose?

Teach~Learn~Care

PILLAR N°2



VALUES

How will we behave to achieve our vision?

- *Focus on Learning (Student Learning & Adult Learning)*
- *Collaborative Culture & Teaming*

PILLAR N°3



GOALS

What are our priorities? How do we mark progress?

- *Social-Emotional Learning (SEL)*
- *Standards Based Learning (SBL)*
- *Math Instruction*
- *Response to Intervention (RtI)*

PILLAR N°4

FUNDAMENTALS



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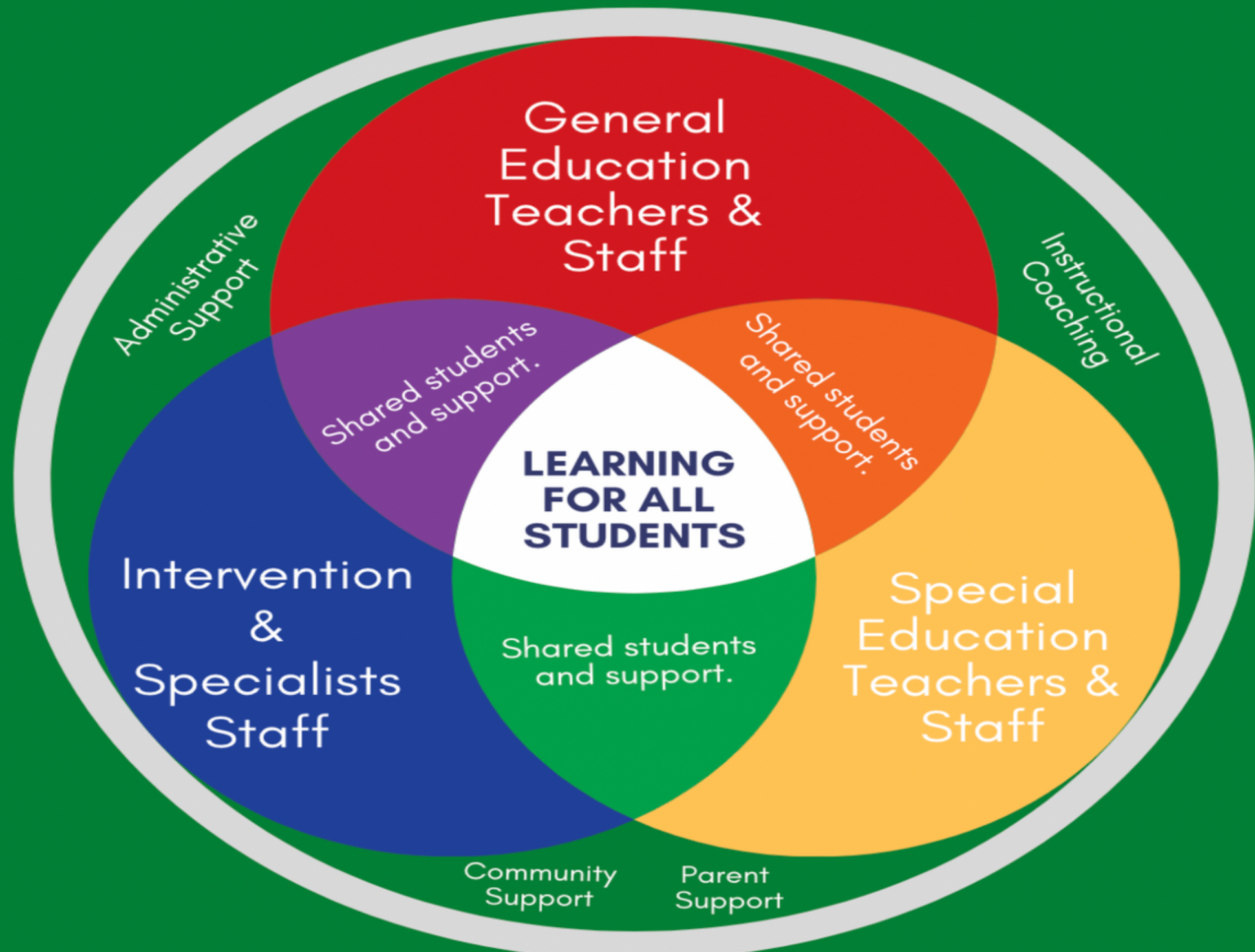
BELIEFS

All Students Can Learn

The connected work of our educators leads us to a comprehensive opportunity in which ALL students receive the support they need in order to be successful.

This happens through intentional and shared collaboration, discussions and planning. No group is an island in the work of supporting students and their needs.

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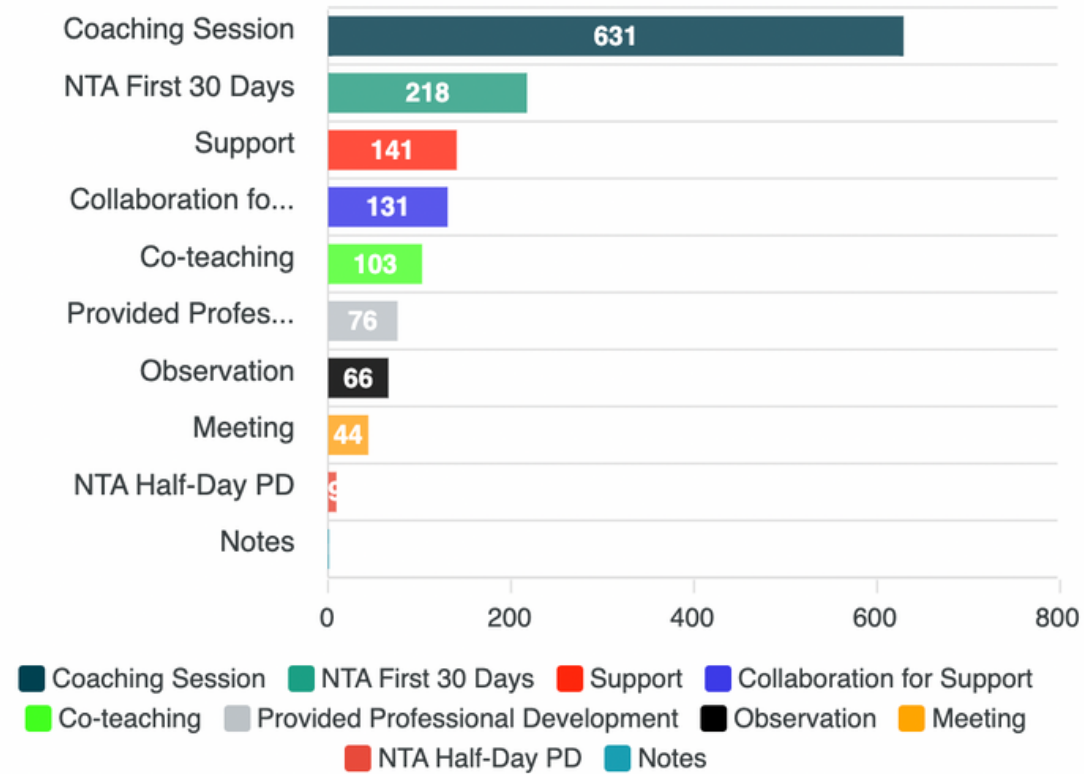




IMPACT OF SUPPORTS

Coaching

Total Interactions



Rtl

36

Students dismissed from Math Rtl October-May (Anticipated)

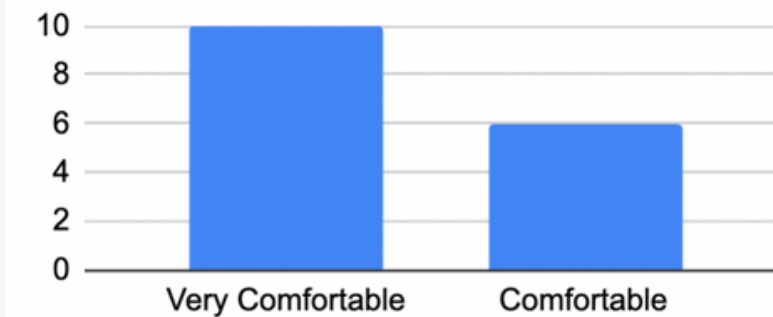
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Students transitioned from Tier 3 to Tier 2 Math support.

56% of students responded positively to interventions in math.

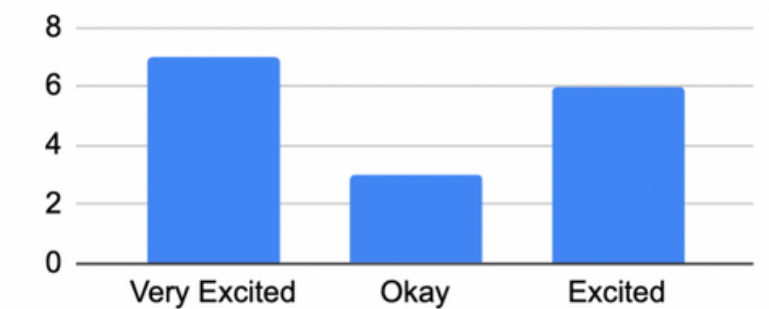
Math Team (PD)

Comfort level w/ Math



62% of Math Team v. **25%** of Non-Math Team Members

Excitement level about Math



81% of Math Team v. **33%** of Non-Math Team Members

Math Team Members

195

New Teacher Academy interactions in August & September 2022

26

ELA & Math students dismissed (6th-8th)
36% of students responded to Rtl;
9% increase from 2021-2022

Math Team Member's MAP Growth Scores from F to W were greater by **(+.5-6)** points than non-math team members.

103

Co-Teaching Interactions

Math Enrichment; Co-Teaching; Push-In; Target Skill Groups

56% of K-5 AND **100%** GMS 6th & 7th teachers are Math Team members.

A LOOK AT LEARNING

Critical Student Prediction Metrics of Future Academic Success

3rd Grade Reading

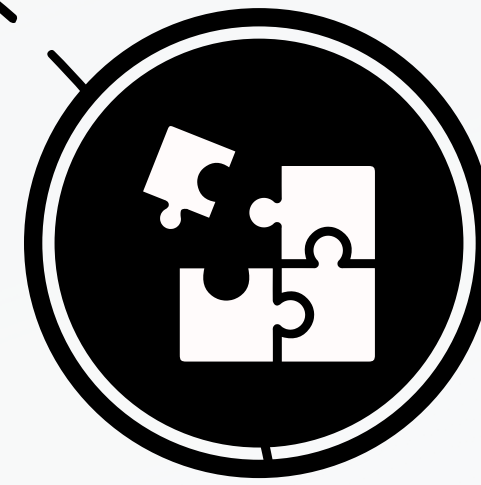
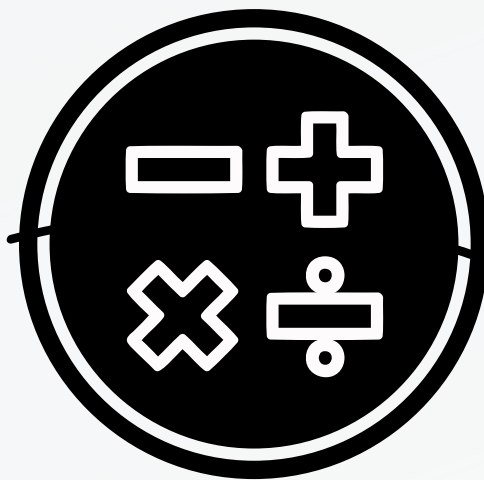
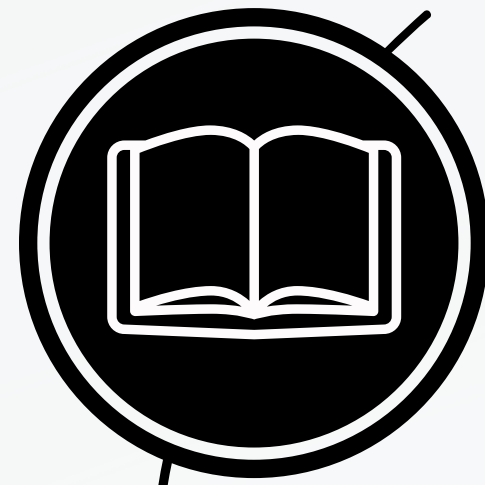
12.6% INCREASE in achievement as measured by IAR, since pre-Covid benchmark (2019).

5th Grade Math

10% INCREASE in achievement as measured by IAR, since pre-Covid benchmark (2019).

Freshmen on Track

1st Semester GHS data indicates a 98% "On Track" rate for graduation.



FUNDAMENTALS



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FRAMEWORK

- Collaborative teaming questions provide the curiosity spark that prompt learning (TLT) and incite the action of our educators (SBL Work).
- As we seek answers to these questions, we leverage the critical steps in evaluating and developing a guaranteed and viable curriculum aligned to standards.

STANDARDS BASED LEARNING

Connection Map



+



COLLABORATIVE TEAMS

Question 1

What do we want our students to know and be able to do?

Question 2

How will we know our students have learned it?

Question 3

How will we respond if they don't learn it?

Question 4

How will we respond if they already know it?

STANDARDS CONNECTION

Connection 1

- Prioritize Standards
- Vertical Alignment
- Proficiency Scales/Learning Progressions
- Curriculum Mapping

Connection 2

- Proficiency Scales/Learning Progression Feedback
- Pre-assessment
- Formative & Summative Assessments

Connection 3

- Relearning
- Reassessment
- Intervention (T2/T3)
- Can't Do/Didn't Do Assessment

Connection 4

- Differentiation
- Extension or Enrichment Learning

Preschool APPLICATION

Application 1

- Standards create shared commitments and anchor for essential learning goals.
- Proficiency Scales outline the progression of learning towards standards.
- Curriculum Mapping leverages resources, i.e. Creative Curriculum, to construct learning opportunities that engage students in reaching the standard.

Application 2

- Proficiency Scales allow us to identify where students are in relation to their understanding towards the standard.
- Starting with standards FIRST allows us to leverage and create assessments in targeted ways to monitor progress in learning; rather than assessment as the driver

Application 3

- Prioritizing Standards allows us to have set goals we hold as "non-negotiables" that we are committed to revisiting, reteaching, and reassessing in order to move students as close to mastery as possible.
- Prioritization allows us to leverage time and resources in ways that target those commitments.

Application 4

- Prioritized standards gives us a common benchmark of learning for all students.
- Proficiency scales help us to identify, give feedback and respond to the students' level of performance, including mastery, so that student learning is always in motion.



SEL: CARING ENVIRONMENT

- SEL Committee Team- Monthly Meetings since January- focus on evaluating our current needs and developing plans for continuous support.



- CASEL 5 Team Training

- Professional Development

- Elementary (November): SEL through Content
- Breakout Session (January): Stress Awareness
- District 228 (March): Teach-Train-Thrive
- **Coming January 2024:** Teach-Train-Thrive Level II Training



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CURRICULUM & INSTRUCTION: MATH

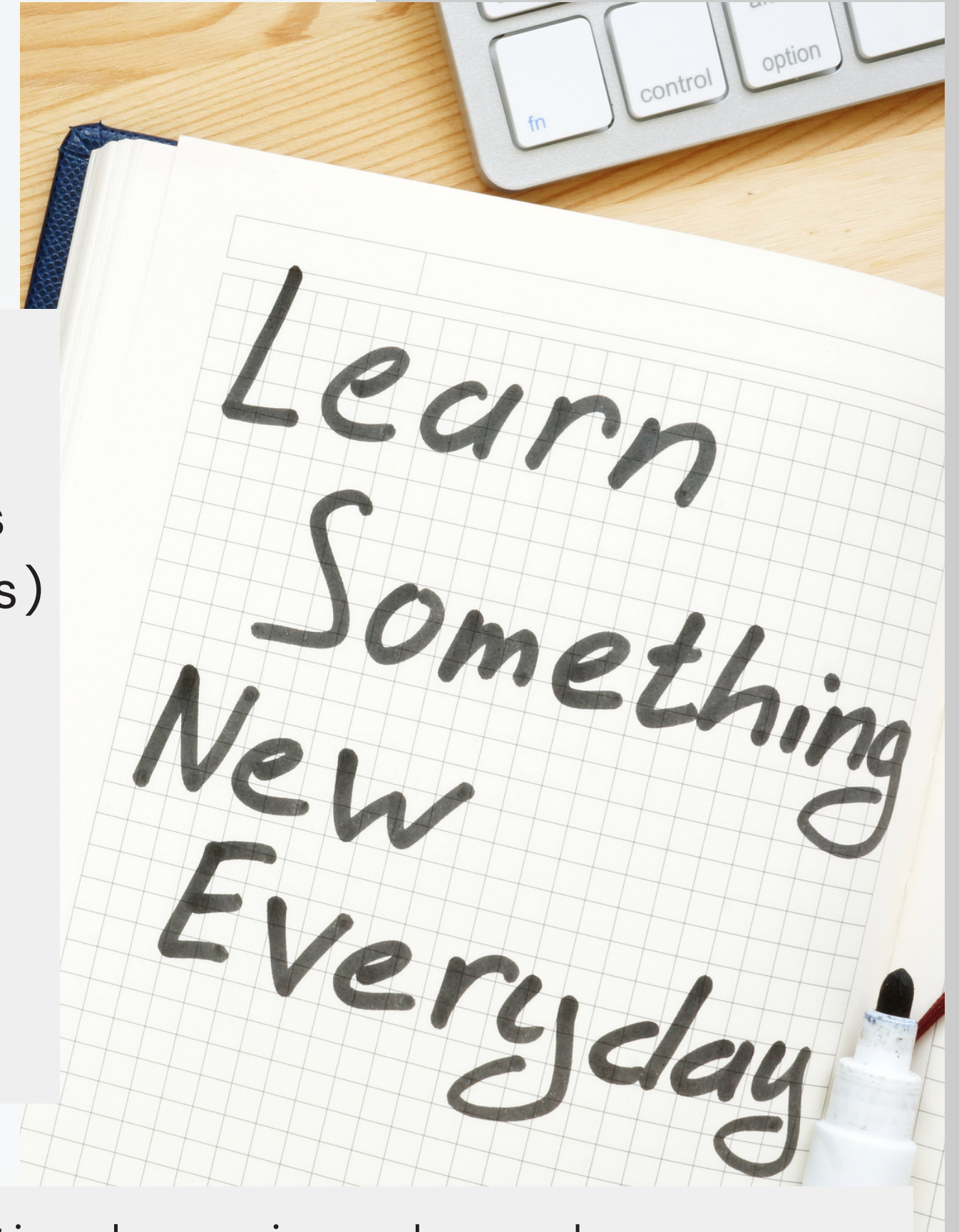


Curriculum

- Priority Standards; Aligned Interventions
- Proficiency Scales & Learning Progressions
- SEL & Math Integration (PD; PreK Standards)

Instruction

- Summer Math Camp (June 2022)
- **Math Team Phase 2:** Expansion; Instructional Best Practices
- Math PD for PreK-12 + SpEd (Standards, Fluency, Problem Solving)



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EXTENDING OUR LEARNING

What's next...? How will we continue to respond to student learning and educator needs moving forward?

Planning in progress to support Collaborative Teams in an opportunity to develop curriculum and align best practices for Elementary Math.

SUMMER WORK

- Continue expanding PD opportunities for Math to GMS-GHS collaborative teams: Thinking Classrooms.
- Special Education support for Intervention and Best Practices.

FALL PD

Taking Math Team to the WHOLE Team... Engaging Collaborative Teaming practices and Math Team learning for success!

TIER 1



SEL

CASEL 5 Leadership Framework and Implementation Steps; Continued behavior supports (BCBA, PD, Shared Strategies; Teacher Leaders)



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THANK YOU

We appreciate the Board of Education, our leaders, educators, parents and community for supporting our mission and vision as we work to ensure we are teaching, learning and caring every day.