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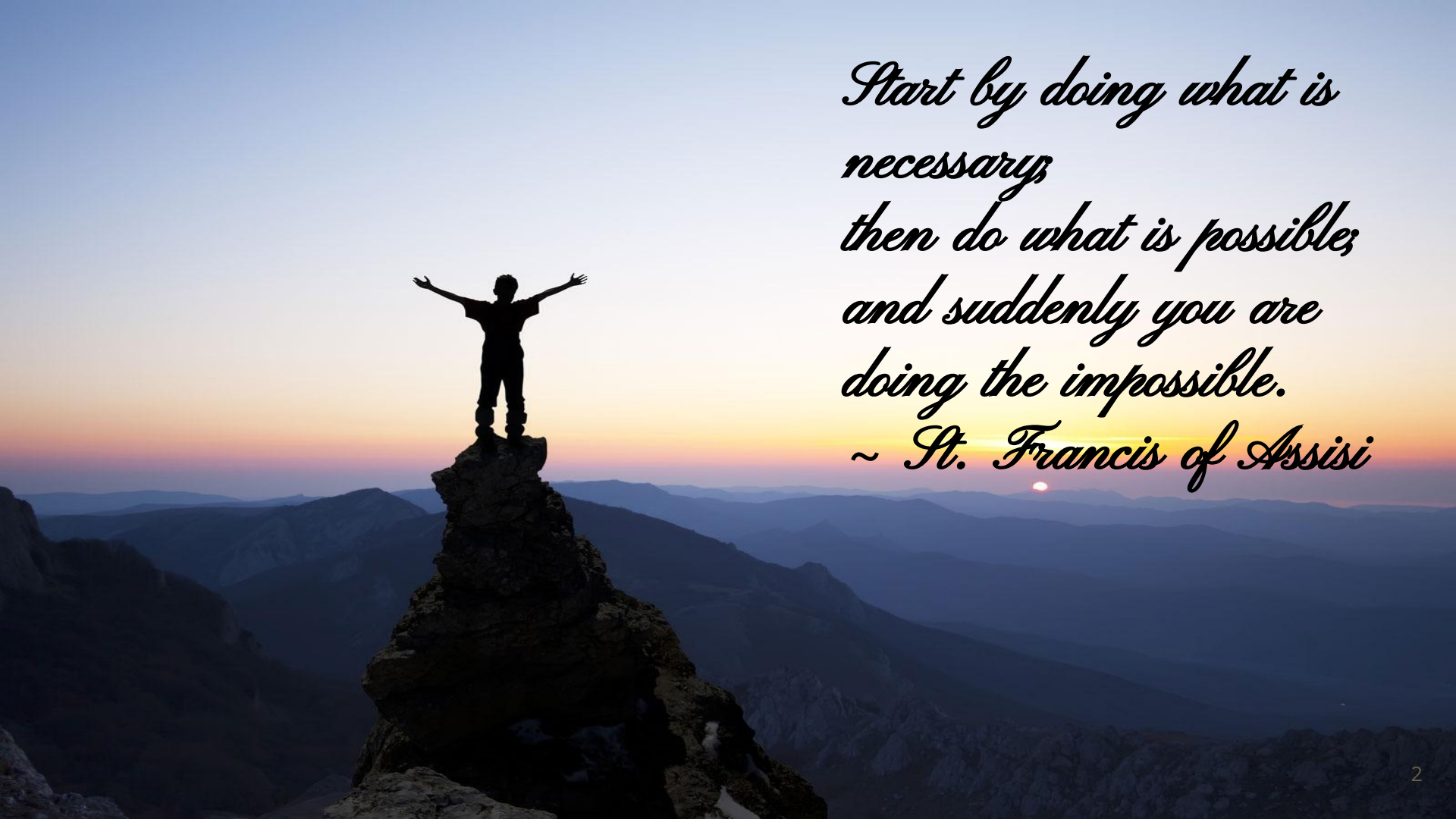
# State of the District

Westchester School District 92½

— March 1, 2016 —

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*Start by doing what is  
necessary,  
then do what is possible;  
and suddenly you are  
doing the impossible.  
~ St. Francis of Assisi*

# Introduction



## Vision

Westchester Public School District 92½, will provide every student with a well-rounded education empowering them to become the next generation of critical thinkers who will lead their communities.

## Mission

Westchester Public School District 92½ , will apply inquiry-based strategies within the curriculum and foster a culturally responsive, caring and safe environment that addresses the instructional needs of all students while developing leadership skills and opportunities.

# Inquiry Based Learning Projects

## What is IBL?

- **A framework for teaching leading to students who:**
  - are responsible
  - are resourceful
  - are persistent critical thinkers who know how to learn
  - know how to work well with others
  - are problem solvers
  - communicate well
  - manage time and work effectively
  - are open to possible failure at times
  - can weigh sources for importance and credibility
  - are open to and utilizes critical feedback





# Inquiry-based learning - 21st Century learning

## What is 21st Century Learning?

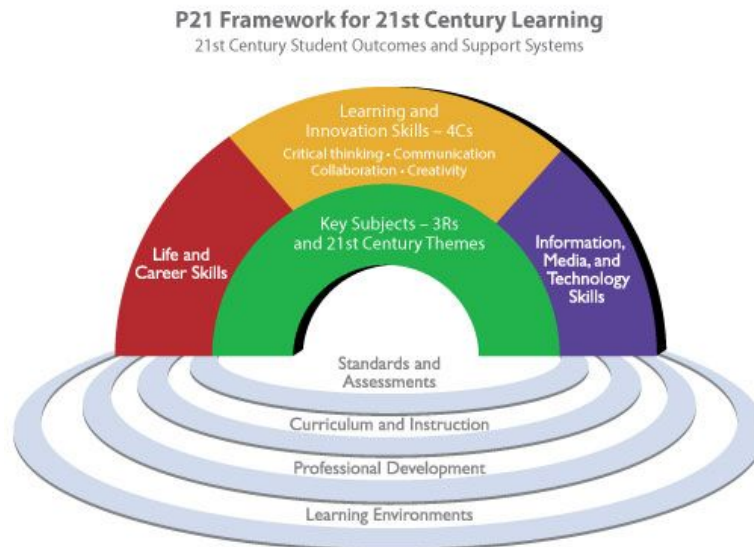
Collaboration

Critical thinking

Communication

Creativity

Cross-Cultural Understanding



© 2009 Partnership for 21st Century Learning (P21)  
[www.P21.org/Framework](http://www.P21.org/Framework)

# Inquiry-based Learning

## Culturally Responsive Teaching and Learning

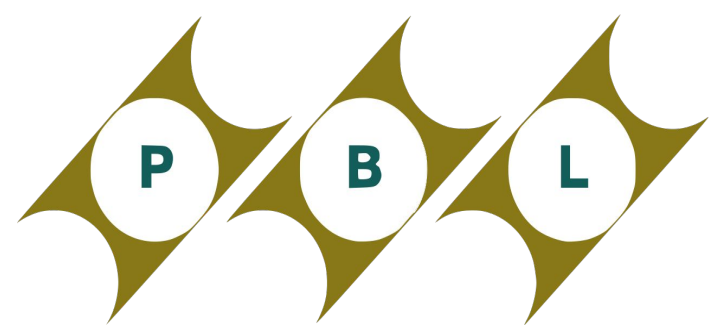


### **CULTURAL RESPONSIVENESS DEPENDS ON EXAMINING:**

- The prior experiences, backgrounds and cultural norms of our students;
- Ways to understand and use students' experiences as important and highly valuable resources;
- How students from diverse backgrounds learn best;
- How our own experiences, backgrounds and cultural norms (in and out of the classroom) influence or impact our work with youth.

# Professional Development - IBL

## Inquiry-Based Learning



- **Partnership with Mindquest 21/Illinois Consortium for 21st Century Schools**
- **Professional Development Plan**
  - **Three Cohorts**
  - **Gradual Release of Responsibility Model**
    - **Year 1 - Administrators and Specialists trained with teachers**
    - **Year 2 - Administrators and Specialists trained on coaching strategies**
    - **Year 3 - Specialists provide instructional coaching support for teachers/teams**
    - **Year 4 - Specialists conduct all IBL training for new hires and continue coaching**
  - **Themes Established for the 2015-2016 Year-Based on Survey**
    - **Conflict**
    - **Poverty**
    - **Flooding**
    - **Greening**

# IBL - Project Overview Template

## Big Idea

- Summarize project idea
- Describe what students will know (content) and be able to do (skills/process)
- Which standards will be included in this project?
- How will this project address the students' distinct cultures?

## Essential Question

- How does it grab the students attention and also represent the big idea?
- How does it provide for student voice and choice?
- How is it relevant/authentic to the learners?
- How does it require students to conduct true inquiry?

# IBL - Project Overview Template

## Guiding Questions

- How do they provide a framework for answering the Essential Question?
- How will these questions guide student learning to result in answering the Essential Question?
- How do these questions lead to deeper learning?
- How will these questions allow for formative and/or summative assessments?

## Launch

- What activity(ies) will be used to launch the project?
- Why this activity(ies)?
- What role will the students have in this launch activity?
- What outside resources were considered or included in the launch?

# IBL - Project Overview Template

## Gather Information

- What are the main sources of information the students will use?
- How much choice will the students have in the information sources they choose?
- What exemplars will the students have to reference?
- Which higher order thinking skills will be encouraged throughout the development of the project?

## Team Development

- How will you teach collaborative team conduct and individual responsibility?
- How will you form your student teams?
- What roles will be defined within the team?
- How will you assess teamwork?

# IBL- Project Overview Template

## 21st Century Skills - Critical Thinking, Creativity, Collaboration Communication, Culturally Responsive Teaching and Learning

- How will you teach the 5Cs in your project?
- What method will you use to assess the 5Cs in your project?
- What rubrics will you use to assess the 5Cs?
- How will you grade these skills?

## Organize Information

- What will students produce in each Major Group and Major Individual products?
- For grading, what is the relative weight of the Individual and Groups products?
- Which and How will Instructional Strategies be used in your project?
- Which Core Cognitive Functions will you promote and mediate?

# IBL - Project Overview Template

## Communicate Concept

- Who will be the audience?
- How will the presentations be assessed (rubrics)?
- What will be expected of students in this step of the project life cycle?
- What feedback will students receive from this process?

## Assessments

- What is the intended purpose of the formative assessments?
- Who will participate in the formative assessments?
- What process will be used to inform students of areas for improvement?
- How will you assess, weigh and grade content, standards and process skills?



# IBL - Project Overview Template

## Reflections

- How do students identify what they are going to revise?
- How many revisions will be allowed in the project schedule?
- How and who will decide when the revision process is “done”?
- How will student know their revision has resulted in an improved product?



# Teacher Reflections on IBL

## 8th Grade

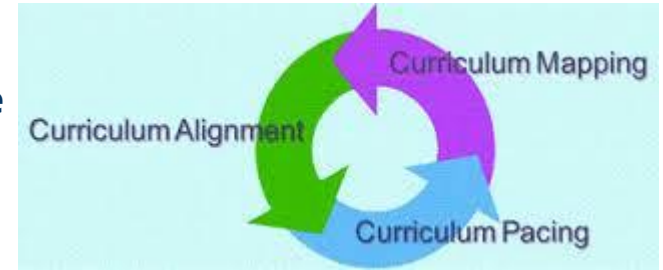
- Buy-in from the students for the project concept
- Students are becoming stronger researchers and evaluating the sources
- Stronger critical thinking skills
- Stronger skills in collaborating with peers
- Have seen the value in taking the time for students to present/talk about what they have learned
- Takes a lot more instruction time than is normally devoted to topics
- Allow for greater student input in how work is assessed
- Students have become more willing to participate and share
- In groups, students are more confident and it plays to their strengths
- Students are developing a stronger sense of making concrete level connections to larger concepts that allow them to create new understandings



# Core Curriculum Maps

## Why

- A call from teachers to go beyond a calendar and to determine what all students should learn at each grade level within each core area



## How and When

- Teachers completed diary maps, thus capturing their daily instruction in ELA and Math from February 2014 - February 2015
- ELA and Math Curriculum Core Maps developed Summer of 2015 in committee
- Implementation of core maps during 2015-2016 school year, tweaked three times per year based on grade level feedback
- Social Studies, Science and Technology Committees embarking on core mapping this year

# Curriculum Core Mapping Update

English Language Arts

Anita Dugandzic

Math

Carrie Neureuther

Social Studies

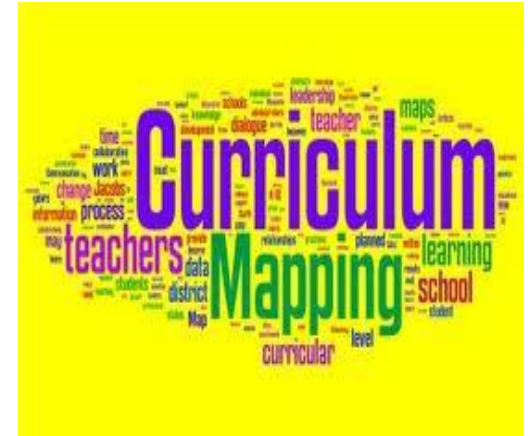
Rob Alajoki

Science

Wendy Remez

Technology

















Sally Kuhn



# English/ Language Arts

Essential Questions ×	Standards	Content ×	Skills ×	Assessments ×	Culturally Relevant Strategies ×
<p>How do I prove I understand what I read?</p>	<p>RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RL.3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>background knowledge, summarize, inference, characters, character traits, character actions, text evidence, illustrations, text features, details, stanza, scene, chapter, dramas, genres, characteristics, main idea, key events, search tools (sidebars, hyperlinks...)</p>	<p>recount/retell, identify, ask and answer questions, describe character traits, locate evidence, sequence, explain, refer, write, speak, determine, demonstrate</p>	<p>Conferencing, Checklists, Rubrics (Analytical/Holistic), AimsWeb, Fountas &amp; Pinnell, Running Records, Writing Responses, Exit Slips, Self-Assessments, Turn and Talk, Graphic Organizer, Reflection, Portfolio, MAP data, Informal Observations, Anecdotal Notes, IBL, Small Groups, Quick Checks, Journal Writing, Formal Assessment</p> <p>9/30/2016</p>	<p>Think-Pair-Share, Turn and Talk, Student Notebooks, Journal Entries, Portfolios, Literature Circles, Book Clubs, Cooperative Learning, Diverse Reading Materials, Reader's Theater, Book Buddies</p>

# Math

Essential Questions	Standards	Content	Skills	Vocabulary	Assessments	Culturally Relevant Strategies
<p> What real-life situations require the use of multiplication or division?</p> <p> How does the position of a digit in a number affect its value, and how can the values of digits be used to compare two numbers?</p> <p> How are the factors of a number determined?</p>	<p>4.OA.A.1 - Use the four operations with whole numbers to solve problems ~ Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2 - Use the four operations with whole numbers to solve problems ~ Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1</p>	<p> Flexible methods of computation involve grouping numbers in strategic ways.</p> <p> Multiplication equations can show comparisons.</p> <p> When to apply single equations or more than one equation using manipulatives, and/or diagrams to represent multiplicative comparison.</p>	<p> Translate comparative situations into drawings and equations with a symbol for the unknown and unknowns in all 3 locations.</p> <p> Solve word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number and unknowns in all 3 locations.</p>	<p> multiplicative comparison</p> <p> additive comparison</p> <p> standard form</p> <p> written form</p> <p> expanded form</p> <p> factor</p>	<p> Informal and Formal assessments focusing on multiplication and division concepts. ISBE links: <a href="http://www.livebinders.com/play/play?ld=953710">http://www.livebinders.com/play/play?ld=953710</a> (click on 4th grade / Unit 1 Multiplication and Division Concepts/ Assessments</p> <p>9/30/2015</p>	<p> Have students write multiplication and division sentences relating to their own family unit. Include grandparents and extended family who may not live in the same home. Incorporate cultural aspects to include Include as well. Incorporate technology by having them do a Google presentation to the class.</p>

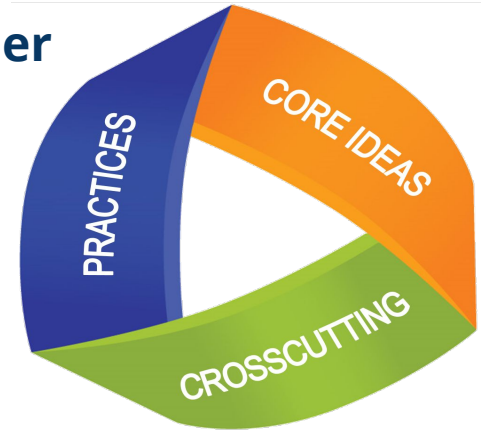
# Social Studies

- Common Core Social Studies Standards for Reading and Writing
- We learned that Illinois will be adopting their own Social Studies Content Based Standards soon
- We met in a group of four (K-5, 6, 7, 8) and discussed our non-negotiables (Units that must be covered by each grade level)
- We determined if there was any overlap in topics and if so how we could rectify the situation to better maximize our time in class in order to also work on IBL projects
- We wanted to build on skills from one grade level to the next
- We created a flowchart that is standards-based with grade level appropriate tasks that can be added onto as the student grows in their abilities (MMSSCC Flowchart)
- We also listed what topic and how each topic is covered in each Social Studies Common Core Standard for K - 8
- Finally we created a list of topics that are covered in sequence per grade level by five groupings. (K-3, 4-5, 6, 7, 8)



# Science

- **New standards: NGSS-Next Generation Science Standards**
- **Arranged in 2 ways: topical and disciplinary core idea**
- **Focus on big ideas and how they work together**
- **K-5 standards are divided by grade level**
- **Middle school standards are banded**
- **Include engineering standards for each topic**
- **Our process for developing the curriculum**





# Technology



- This year the district is creating a new Technology Curriculum
- Team includes: Yolanda Valdes (Curriculum Director), Sally Kuhn (WMS Tech Specialist), Jazmine Falicetti (WMS 7th Grade Math), Crystal McDowell (WIS Tech Specialist), Jill Jacobsen (Third Grade), Stephen Braband (WPS Tech Specialist), Jennifer Dawson (Kindergarten)
- It will be a living, breathing document that is reviewed yearly
- Backward design starts with 8th grade mastery down to grade level review and introduction of necessary technology skills based on teacher input of student need.
- This is the process and standards that will reinforce the district mission.
- The team is using the ISTE (International Society for Technology Education) Standards for Students which encompass everything we do with **Inquiry Based Learning** by applying necessary 21st century skills and the 5C's of communication, collaboration, critical thinking, creativity and cultural responsiveness within these benchmarks.

# Technology Curriculum Map

Essential Questions	NETS - Standard	Skills	Assessments	I R M	Vocabulary
<b>1. Creativity &amp; Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	a. Apply existing knowledge to generate new ideas, products, or processes.	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher) ***Set specific skills/tools at a later date Mastery of tools in Google Apps for Education (GAPE) (P.E.)  Portfolio skills: Ability to recognize "best work", and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process.  Ability to create and insert tables, charts, and graphs  Website design: coding			
	b. Create original works as a means of personal or group expression.	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher)  Mastery of tools in Google Apps for Education (GAPE) (P.E.)  Portfolio skills: Ability to recognize "best work", and build a portfolio using technology.  The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process.  Ability to create and insert tables, charts, and graphs  Website design: coding			
	c. Use models and simulations to explore complex systems and issues.	Portfolio skills: Ability to recognize "best work", and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Website design: coding			
	d. Identify trends and forecast possibilities.	Portfolio skills: Ability to recognize "best work", and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Coding			
<b>2. Communication and collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher) Mastery of tools in Google Apps for Education (GAPE) (P.E.) Portfolio skills: Ability to recognize "best work", and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Ability to distinguish between credible and non-credible sources Website design: coding			

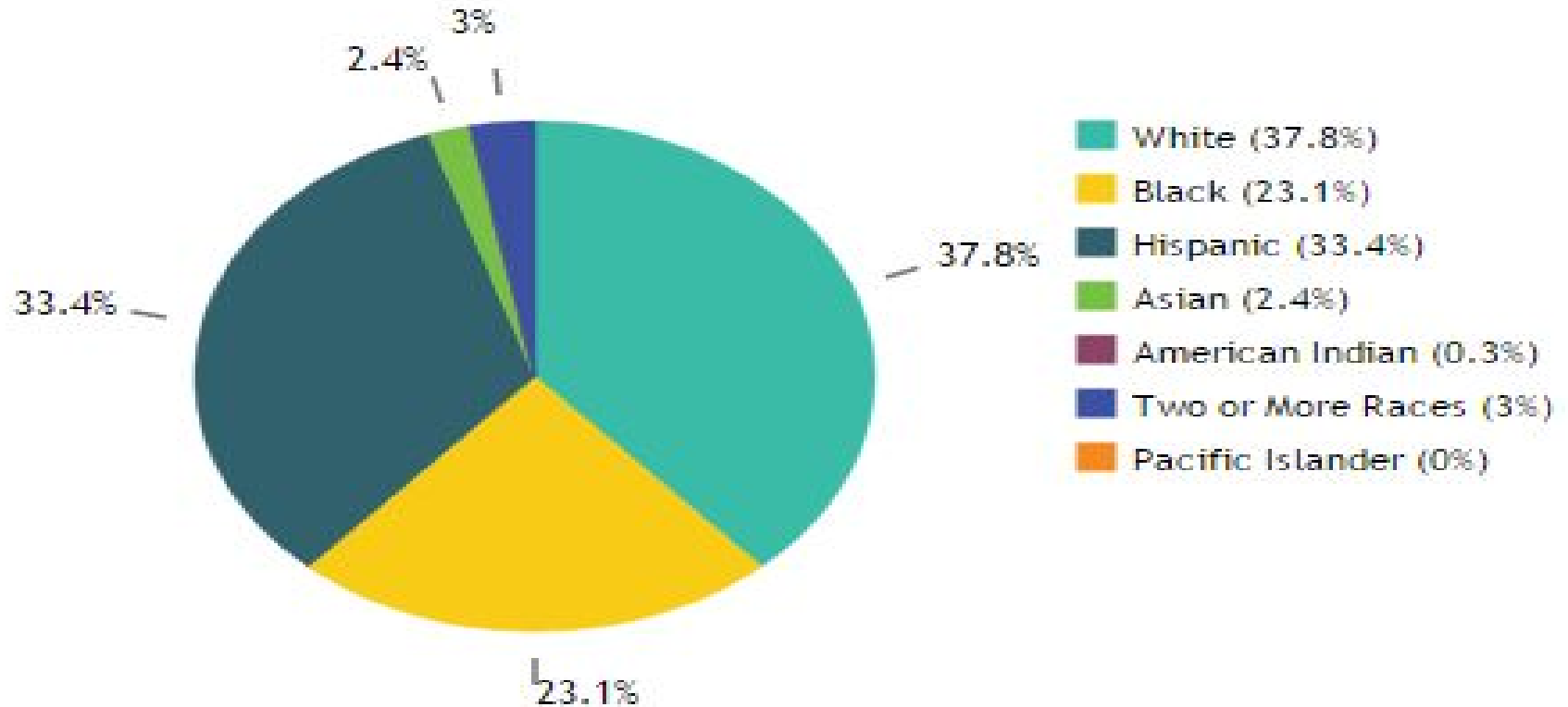
# Technology Curriculum Rubric

- This is the rubric that we are presently analyzing to apply to our tech curriculum
- The team will be meeting 3 more times this year

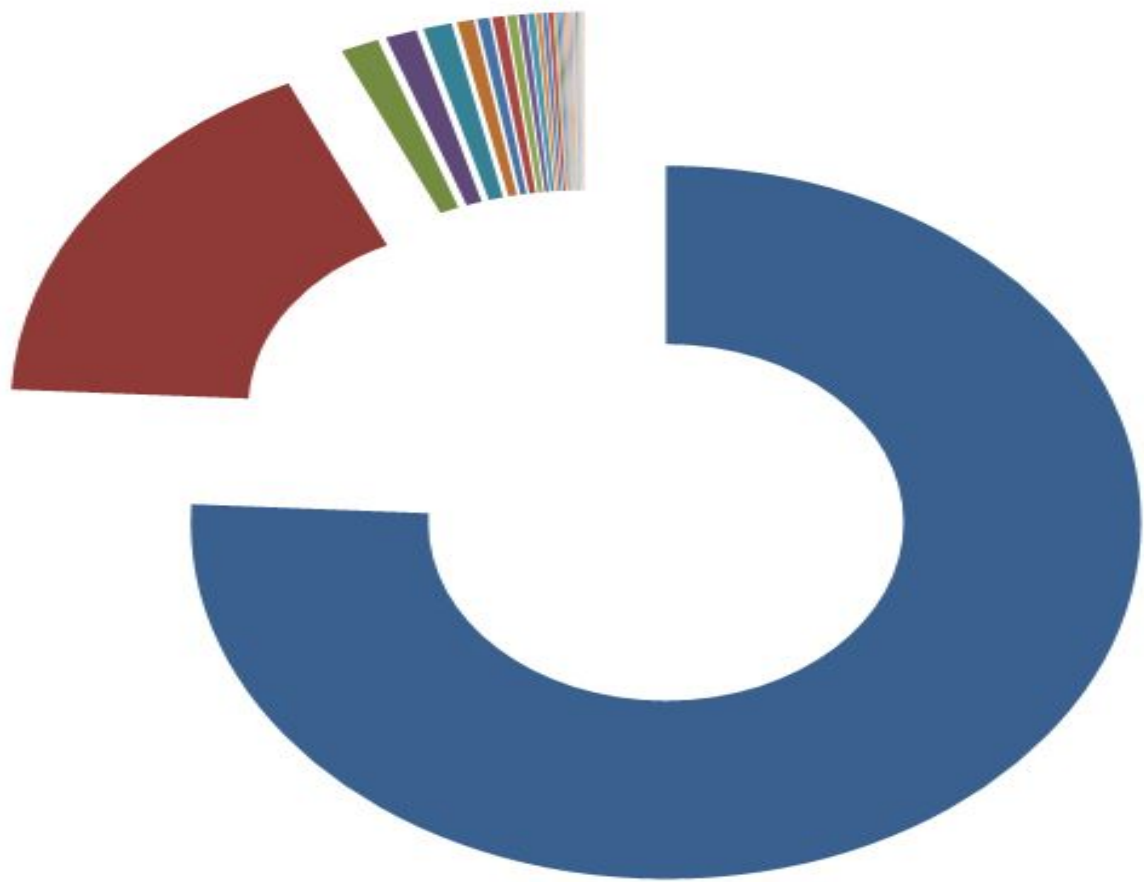
Technology Integration Assessment Rubric<sup>123</sup>

<u>Criteria</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<b>Curriculum Goals &amp; Technologies</b>  (Curriculum-based technology use)	Technologies selected for use in the instructional plan are <u>strongly aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>partially aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>not aligned</u> with any curriculum goals.
<b>Instructional Strategies &amp; Technologies</b>  (Using technology in teaching/ learning)	Technology use <u>optimally supports</u> instructional strategies.	Technology use <u>supports</u> instructional strategies.	Technology use <u>minimally supports</u> instructional strategies.	Technology use <u>does not support</u> instructional strategies.
<b>Technology Selection(s)</b>  (Compatibility with curriculum goals & instructional strategies)	Technology selection(s) are <u>exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>appropriate, but not exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>marginally appropriate</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>inappropriate</u> , given curriculum goal(s) and instructional strategies.
<b>“Fit”</b>  (Content, pedagogy and technology together)	Content, instructional strategies and technology <u>fit together strongly</u> within the instructional plan.	Content, instructional strategies and technology <u>fit together</u> within the instructional plan.	Content, instructional strategies and technology <u>fit together somewhat</u> within the instructional plan.	Content, instructional strategies and technology <u>do not fit together</u> within the instructional plan.

# Diversity of Westchester Students



# Language Groups Served



- English
- Spanish
- Polish
- Pilipino (Tagalog)
- Ukrainian
- Arabic
- Ibo/Igbo
- Albanian, Tosk (Albania)
- Greek
- Italian
- Albanian, Gheg (Kosovo/Macedon)
- Lithuanian
- Serbian
- Croatian
- Other
- Mina (Geser-Goram)
- Bisaya (Milaysia)
- Ilongo (Hilgaynon)
- Cantonese (Chinese)
- Bosnian
- Japanese
- German
- Korean
- French

# English Language Learners

## Transitional Bilingual Program (TBE)

- An attendance center with an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students

## Transitional Program of Instruction (TPI)

- Offered to students who speak all other languages
- ESL instruction

# Professional Development - Tiered Approach

## District-wide professional development

- Inquiry-based Learning
- Culturally Responsive Teaching and Learning
- Fountas and Pinnell Reading Assessment Training and Implementation

## Building based professional development

- Faculty meetings - PD designed based on building needs by Principal and Specialists
- Professional Learning Teams - identify particular instructional needs and determine their team's PD - professional reading, websites, webinars, blogs
- Instructional Coaches (Specialists) - provide individual PD or small group PD dependent on identified needs

## Individualized Professional Development

- Out of district Conferences and Independent Professional Development

# Specialists Presentations on Professional Development

## Westchester Primary School

Steve Braband

Maggie Church

Lora Labin

## Westchester Intermediate School

Crystal McDowell

Anita Dugandzic

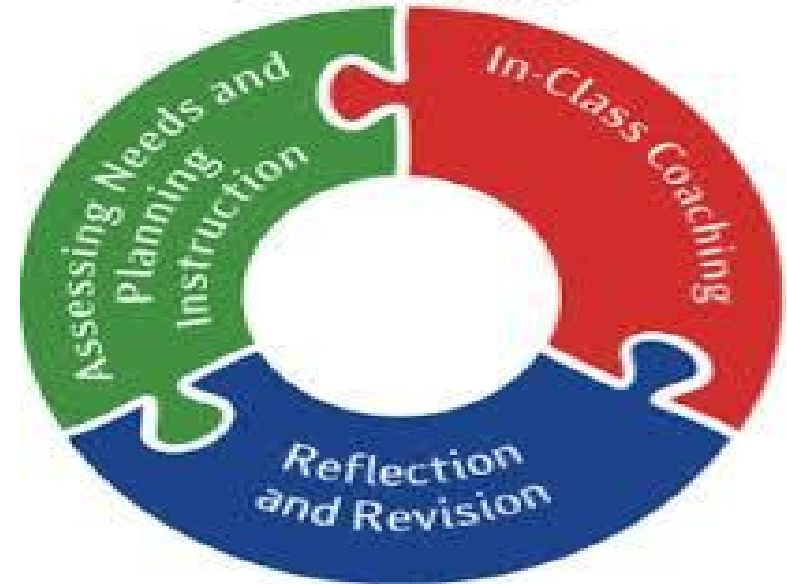
Carrie Neureuther

## Westchester Middle School

Sally Kuhn

Becky Kocourek

### The Innovative Teacher Coaching Cycle





# WPS-Professional Development Opportunities

- **At the beginning of the year a survey was created by Mrs. DeFiacco and all three building specialists and given to the faculty for professional development needs.**
- **Specialists meet with Mrs. DeFiacco on a weekly basis to discuss the needs of the building and to plan future faculty meetings and professional development.**
- **Teachers have opportunities to attend conferences and are encouraged to share best practices learned at faculty meetings.**
- **Nine out of thirteen classroom teachers are participating in IBL professional development this year with guidance from the building specialists.**
- **SILT meets to examine data and recommend needs of the building.**

# WPS-Instructional Coaches

## Technology Specialist ~ Steve Braband

- **Model, co-plan and co-teach with teachers on technology based projects and activities.**
- **Research and present ideas and products to guide the future of technology in the district.**
- **Planned and presented professional development on website creation during a faculty meeting and worked one on one with teachers to create and work on updating classroom websites.**
- **Provide workshops before and after school each quarter based on the various technology needs of our staff.**
- **WPS Technology Inventory and purchasing hardware based on teacher needs.**

# WPS-Instructional Coaches

- **Reading Specialist ~ Maggie Church**
- **Work with with tier 3 students on a daily basis**
- **Coach teachers on tier 1 instruction including: guided reading, Fountas and Pinnell, interpreting and analyzing data, using assessments to guide instruction, literature circles, balanced literacy, mini lessons, anchor charts, Daily 5, reading workshop, writer's workshop, center activities, and IBL**
- **Model lessons and co-plan with teachers**
- **Attend grade level PLT's, SOAR meetings, IBL specialist meetings, building specialist meetings, SILT and district specialist meetings**

# WPS-Instructional Coaches

- **Reading Specialist ~ Maggie Church**
- Train all Self-Contained, Tier 2, and Tier 3 students on using Raz-Kids.
- Level and purchase guided reading books
- Update and organize guided reading book room
- Support teachers at WPS to improve their effectiveness as reading teachers
- Plan and present Professional Development at staff meetings and teacher institute days
- Before school reading club
- Six Flags Read to Succeed coordinator.



# WPS-Instructional Coaches

- **Math Specialist ~ Lora Lafin**

- Work with with Tier 3 math students daily
- Meet with kindergarteners in the Extended Day Tier 2 after-school program daily
- Meet with a group of 1st graders for 20-40 minutes weekly for math enrichment
- Support, coach, and collaborate with teachers on tier 1 instruction including: using guided math and activities , tailoring the Envision program for instruction, interpreting and analyzing assessment data, and IBL to promote student empowerment and achievement in math
- Model lessons, co-plan, co-teach, and reflect on math best practices with teachers
- Provide resources for use in math lessons and for guided math activities
- Plan and present Professional Development at staff meetings and institute day
- Provide materials for individual teacher growth
- Attend grade level PLT's, SOAR meetings, IBL specialist meetings, building specialist meetings, and district specialist meetings
- Organize and evaluate current manipulatives inventory and coordinate purchases
- Coordinated Math night for WPS families
- Developed a benchmarking assessment and progress monitoring probes for 1st grade for application of concepts in number operations, algebraic thinking, and number sense

# WIS-Professional Development Opportunities

- **Dr. Letsos & the Specialists plan for and present at the monthly Faculty Meetings based on the current needs of the staff.**
- **The SILT Plan is reviewed twice a month by the SILT team and professional development is provided to reach our targets.**
- **Staff members have attended professional conferences and share this new knowledge to our faculty.**
- **Staff actively participates in IBL based activities with guidance from Instructional Specialists.**
- **The WIS Instructional Specialists provide coaching based on teacher & student needs in order to strengthen the core instruction.**

# WIS-Instructional Coaches

## Technology Specialist ~ Crystal McDowell

- E-School Training to run student detailed reports, progress reports & look at attendance.
- Working one on one with teachers to create and work on classroom websites.
- Provide workshops before and after school each quarter based on the various technology needs of our staff.
- WIS Technology Inventory and purchasing teacher

Creativity and Innovation	<b>MAKE IT!</b>
Communication and Collaboration	<b>SHARE IT!</b>
Research and Information Literacy	<b>FIND IT!</b>
Critical Thinking, Problem Solving and Decision Making	<b>SOLVE IT!</b>
Digital Citizenship	<b>PROTECT IT!</b>
Technology Operations and Concepts	<b>USE IT!</b>

# WIS-Instructional Coaches

- **Reading Specialist ~ Anita Dugandzic**

- **Coach ELA teachers on how to strengthen core instruction by incorporating guided reading, literature circles, Daily 5, balanced literacy, reading workshop, and writer's workshop.**
- **Coach staff on how to administer and interpret different assessments.**
- **Provide professional development as needed.**
- **Participate in SILT, grade level meetings, SOAR meetings, IBL meetings, and Specialist meetings.**
- **Work daily with Tier 3 students to close their reading gap by using Fountas and Pinnell Leveled Literacy Intervention materials which focuses on word work, comprehension, fluency, and writing.**
- **Train all Self-Contained, Tier 2, and Tier 3 students on using Raz-Kids.**
- **Battle of the Books and Six Flags Read to Succeed coordinator.**
- **Organize WIS Book Room, purchase and inventory new reading materials.**



# WIS Book Room



# WIS-Instructional Coaches

- **Math Specialist ~ Carrie Neureuther**
  - Currently working with three 5th grade teachers, two 4th grade teachers, and three 3rd grade teachers weekly to implement guided math strategies and activities.
  - Data Ex: 4th grade teacher (heterogeneous class) went from 8 kids at/above the 50th %ile (fall) to 12 kids at or above (winter) by implementing weekly math game/activity time.
  - Tier 3: Strengthening computation, mathematical thinking, and problem solving skills.
  - WIS Math Inventory and purchasing of new math materials.

# WMS-Professional Development Opportunities

- **Faculty Meetings planned by Specialists and Principal based off of feedback from monthly Exit Slips and Departments' needs**
- **School Improvement Plan used to determine areas of need**
- **Coaching in the classrooms for technology and literacy (Technology and Reading specialists)**
- **Development of Coaching Model in support of IBL Projects**
- **Staff members have opportunities to attend outside professional conferences**

# WMS-Instructional Coaches

## Technology Specialist- Sally Kuhn

- Provides technology integration and classroom instructional support for individual teachers, grade level teams, and school faculty for effective implementation of inquiry and project based learning projects, including timely and relevant feedback.
- Designs and presents strategies for staff professional development using technology to improve teaching and learning and to support differentiation and developing resources
- Collaborate and develop school, district, and technology plans including serving on the building SILT, District Technology and District Specialist teams
- Stay abreast of current technology trends, teaching strategies, and educational best practices through research, networking and conferences.
- Plan and deploy building budgets with the principal and provide input and for district technology resource recommendations and purchases
- Provide instruction to staff and students on the proper use of equipment, basic vocabulary, PC history, technology, and internet safety. Provide specific instruction in Google Docs, MS Office, Hour of Code and Coding, Keyboarding, Troubleshooting Desktop Publishing, Presentations, CyberSafety, Digital Citizenship, Digital Footprint, Strategic Search Skills, Identifying High Quality Websites, through Research and Technology classes.
- Tier one building issues

# WMS-Instructional Coaches

## Reading Specialist- Becky Kocourek

- **Coaching classroom teachers in areas of literacy (needs determined by SIP) → Annotation, Summarizing**
- **Fountas and Pinnell → instruction for teachers; assist with student benchmarking**
- **Tier 3 student instruction → push-in ELA classes; Leveled Literacy Intervention (LLI) from Fountas and Pinnell (daily)**
- **Weekly Specialist Meetings (with Principal and Technology Specialist) to plan staff professional development**
- **Monthly Specialist Meetings with district Reading and Math Specialists → align reading and math instruction for the three buildings**

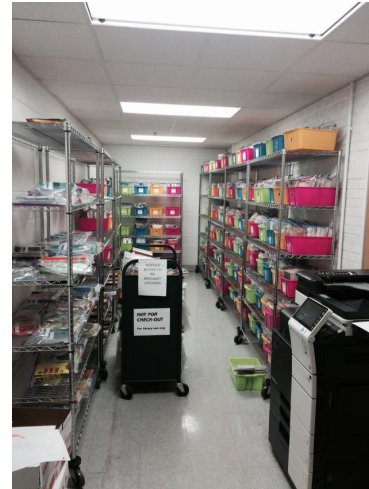
# WMS-Instructional Coaches

## Reading Specialist- Becky Kocourek

- IBL → Team meetings with Technology Specialist to support school projects
- ELA Core Maps and Framework for ELA classroom instruction→ coaching ELA teachers with this process
- Book Room creation: materials moved from Media Center, inventory, and purchase of fiction/nonfiction materials using Title funds



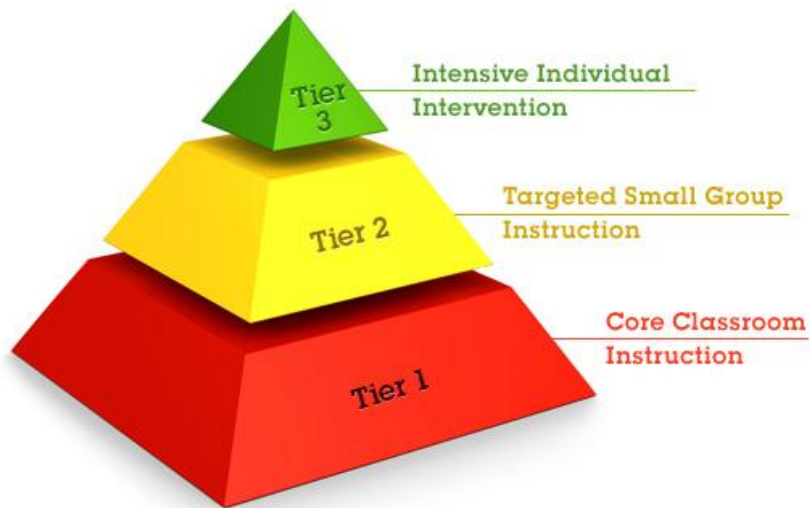
*Before*



*After*

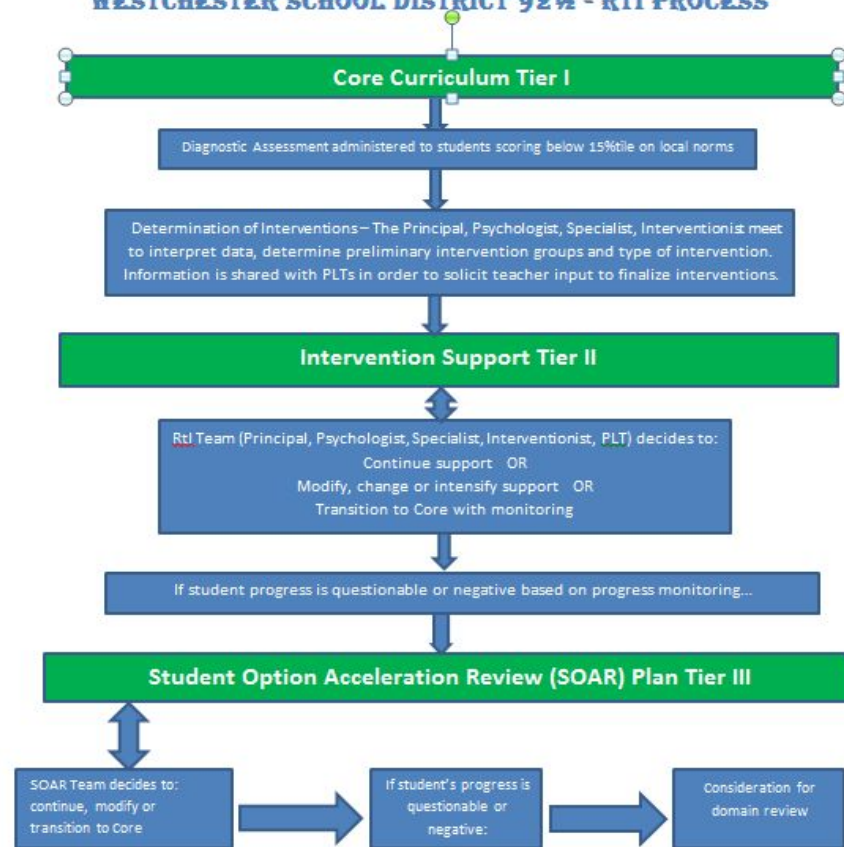


# Response-To-Intervention



RTI (Response To Intervention)  
**3 Tiers of Support**

## WESTCHESTER SCHOOL DISTRICT 924 - RTI PROCESS



# Growth of Intervention Students

- **Students receiving Tier 2 and Tier 3 services are seen during the school day by the Resource/Interventionists and the Reading and Math Specialists**
- **Students are identified through our Benchmark assessment: MAP tests**
- **PLTs meet after MAP testing with the Resource/Interventionists, the Reading and Math Specialists, and the Principal to discuss student plans and appropriate next steps**
- **Students can remain in Tier 2 and/or Tier 3 with a new plan, remain in Tier 2 and/or Tier 3 with the same plan, or be exited from Tier 2 and/or Tier 3 with continued monitoring or no monitoring**



# Growth of Intervention Students During the School Day - Average Growth

Grade Level	Tier 2 Reading	Tier 2 Math	Tier 3 Reading	Tier 3 Math
1st Grade	15.5 point growth	29.6 point growth	-----	-----
2nd Grade	17.5 point growth	13.2 point growth	24.5 point growth	20 point growth
3rd Grade	7 point growth	8.6 point growth	21.3 point growth	7 point growth
4th Grade	4.8 point growth	10 point growth	11 point growth	42 point growth
5th Grade	0.4 point growth	3.6 point growth	8.3 point growth	15 point growth
6th Grade	1 point growth	1.2 point growth	7 pt growth	-----
7th Grade	7.3 point growth	4.6 point growth	-----	3 point growth
8th Grade	4 point growth	4 point growth	-----	-----

# WPS-Before & After School Interventions

- 10 students per grade level are chosen to participate in before or after school interventions (5 for math and 5 for reading).
- Students are chosen based on test scores and input from classroom teachers and interventionists.
- Students are initially identified as candidates for before and after school interventions by looking at students whose MAP test scores fall just below the grade level cut scores set forth by NWEA.
- Concepts covered during intervention time are based on data gathered from test scores and teacher/interventionist observations.

# WIS-Before & After School Interventions

- In the fall and winter, the staff collected and analyzed data from MAP, F&P, Aimsweb and teacher concerns. A suggested list of students was then made to receive math & reading interventions.
- These were struggling students who did not qualify for Tier 2 and Tier 3 interventions and would benefit from extra support. The intervention was offered 4 days a week for 6 weeks either before school from 7:45-8:30 or after school from 3:30-4:15.

### Extended Day Math Growth

Student Name \_\_\_\_\_

Common Core Standards Addressed: 3.MD.1, 3.OA.9, 3.NBT.1, 3.MD.3, 3.MD.4, & 3.NBT.2

3.MD.1: Telling Time			3.OA.9: Number Patterns			3.NBT.1: Place Value		
Pre-Test Score	Progress Monitoring Score	Growth	Pre-Test Score	Progress Monitoring Score	Growth	Pre-Test Score	Progress Monitoring Score	Growth
+2/4	+2/4	=	+2/5	+5/5	+3	+4/5	+3/5	-1
Pre-Test Score	Post Test Score	Growth	Pre-Test Score	Post Test Score	Growth	Pre-Test Score	Post Test Score	Growth
+2/4	+2/4	=	+2/5	+4/5	+2	+4/5	+5/5	+1

3.MD.3: Picto & Bar Graphs			3.MD.4: Line Plots			3.NBT.2: Adding/ Subtracting with Regrouping		
Pre-Test Score	Progress Monitoring Score	Growth	Pre-Test Score	Progress Monitoring Score	Growth	Pre-Test Score	Progress Monitoring Score	Growth
+7/8	+7/8	=	+1/4	+4/4	+3	+0/4	+2/4	+2
Pre-Test Score	Post Test Score	Growth	Pre-Test Score	Post Test Score	Growth	Pre-Test Score	Post Test Score	Growth
+7/8	+6/8	-1	+1/4	+2/4	+1	+0/4	+4/4	+4

Overall Pre-Test Score: +16/30      Overall Post-Test Score: +23/30  
 Overall Growth: +7

# WMS-Before & After School Interventions

- **WMS has Extra Innings after school one day a week for Reading and one day a week for Math**
- **Approximately 30 students invited for Reading and Math (10 students from each grade level); parents contacted**
- **Students work on activities as an extension of classroom lessons and assignments**
- **Reading: student growth is mixed based on attendance rate**
- **Math: much higher attendance rate than Reading; 7th grade had 15 points of Median growth**

# Raz-Kids



## Raz-Kids makes reading accessible and fun like never before!

- Access for Self-Contained, Tier 2 students, and Tier 3 students within our entire district: With Raz-Kids, students can practice reading anytime, anywhere — *at home, on the go, and even during the summer!*
- Provides 400+ eBooks that spans 29 reading levels and new books added every month, even in Spanish!
- Corresponding eQuizzes test comprehension, providing teachers with skill reports for data-driven instruction.
- Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.
- <https://www.raz-kids.com/>

# Before & After School Program - Student Growth - Reading

## 1st Grade Reading

Fall MAP	Fall F&P	Winter MAP	Winter F&P
139	B	161	G
157	B	161	D
154	B	161	E
160	A	176	D

## 2nd Grade Reading

166	H	178	L
165	H	169	I
154	J	172	
160	I	184	K
161	H	197	J

# Before & After School Program - Student Growth - Reading

## 6th Grade Reading

Fall MAP	Fall F&P	Winter MAP	Winter F&P
192	S	207	U
158	K	167	L
187	P	188	
192	N	191	O
186	O	187	Q

## 7th Grade Reading

166	H	178	L
165	H	169	I
154	J	172	
160	I	184	K
161	H	197	J

## 8th Grade Reading

218	U	214	V
217	U	216	U



**Before and After School Program  
Math Growth**

	<b>Fall Map</b>	<b>Winter Math</b>	<b>Growth</b>
<b>2<sup>nd</sup> Grade</b>	175 174 177 176 175	181 176 191 180 203	6 2 14 4 28
<b>3<sup>rd</sup> Grade</b>	181 184 186 173 178 187	186 192 205 186 189 189	5 8 9 13 11 2

## Before and After School Program Math Growth

	<b>Fall</b>	<b>Winter</b>	<b>Growth</b>
<b>4<sup>th</sup> Grade</b>	<b>192</b>	<b>208</b>	<b>16</b>
	<b>193</b>	<b>211</b>	<b>18</b>
	<b>191</b>	<b>195</b>	<b>4</b>
	<b>191</b>	<b>195</b>	<b>4</b>
	<b>191</b>	<b>200</b>	<b>9</b>
<b>5<sup>th</sup> Grade</b>	<b>196</b>	<b>199</b>	<b>3</b>
	<b>196</b>	<b>209</b>	<b>13</b>
	<b>195</b>	<b>203</b>	<b>8</b>
	<b>202</b>	<b>208</b>	<b>6</b>
	<b>202</b>	<b>212</b>	<b>10</b>
	<b>N/A</b>	<b>184</b>	<b>?</b>

## Before and After School Program Math Growth

	Fall	Winter	Growth
<b>6<sup>th</sup> Grade</b>	<b>170</b>	<b>175</b>	<b>5</b>
	<b>176</b>	<b>184</b>	<b>8</b>
	<b>193</b>	<b>192</b>	<b>-1</b>
	<b>204</b>	<b>201</b>	<b>-3</b>
	<b>181</b>	<b>180</b>	<b>-1</b>
<b>7<sup>th</sup> Grade</b>	<b>204</b>	<b>222</b>	<b>18</b>
	<b>204</b>	<b>221</b>	<b>17</b>
	<b>207</b>	<b>220</b>	<b>13</b>
	<b>207</b>	<b>211</b>	<b>4</b>
<b>8<sup>th</sup> Grade</b>	<b>220</b>	<b>225</b>	<b>5</b>
	<b>222</b>	<b>227</b>	<b>5</b>
	<b>223</b>	<b>219</b>	<b>-4</b>
	<b>220</b>	<b>224</b>	<b>4</b>



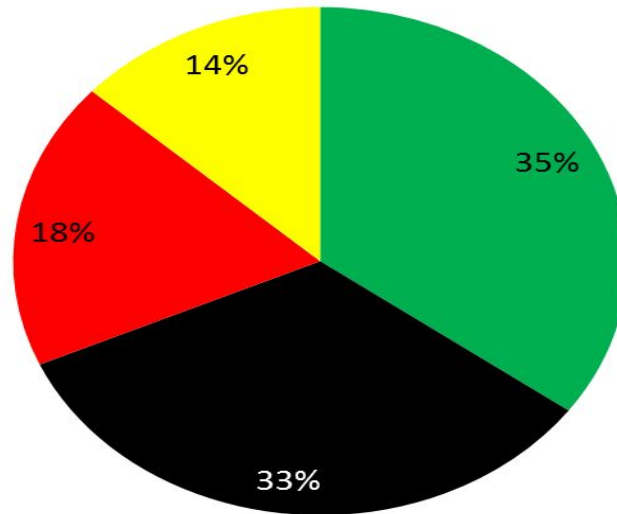
## mClass-Circle Assessment for Early Childhood Students



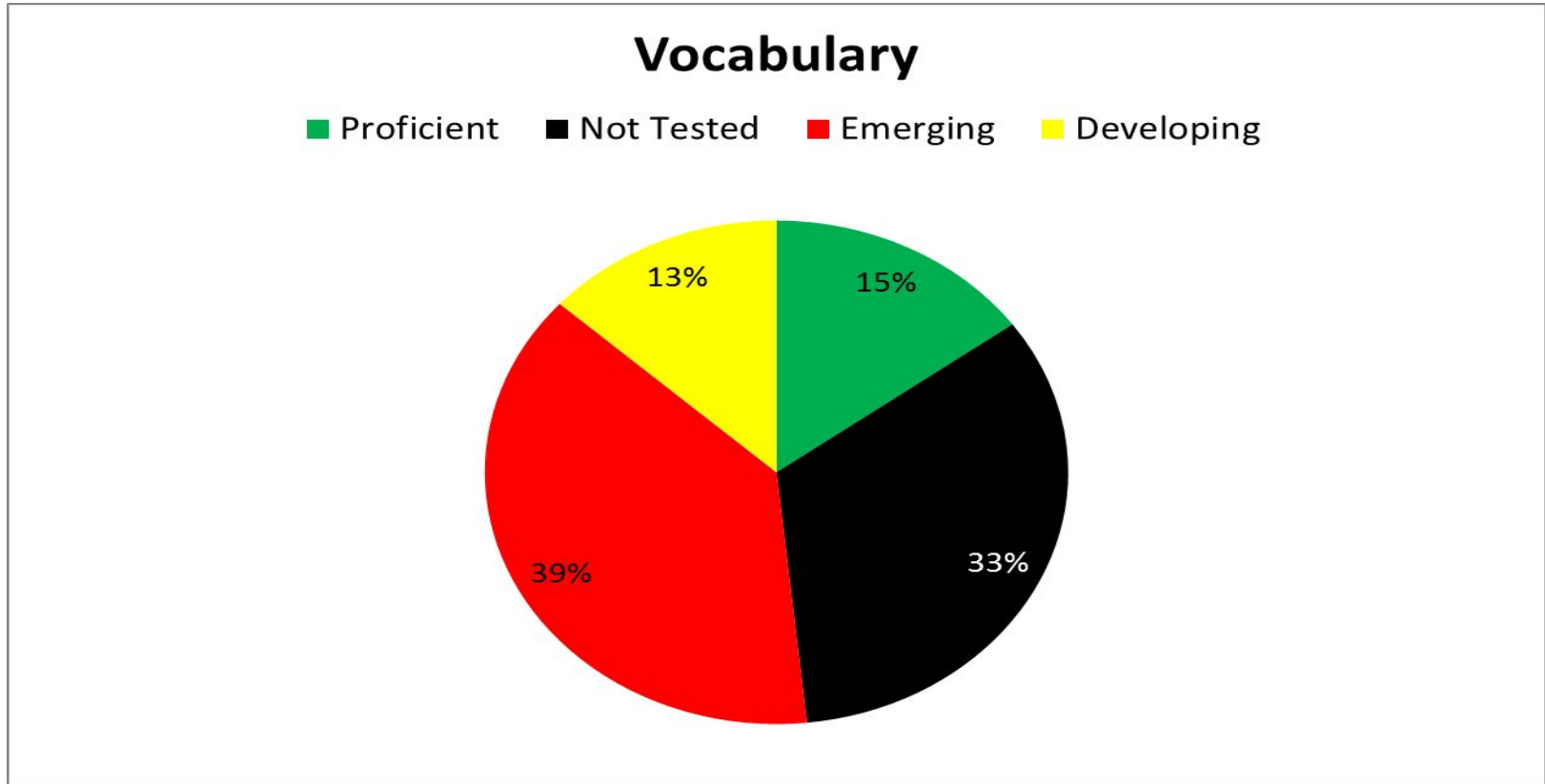
# Beginning of the Year

## Letters

■ Proficient ■ Not Tested ■ Emerging ■ Developing



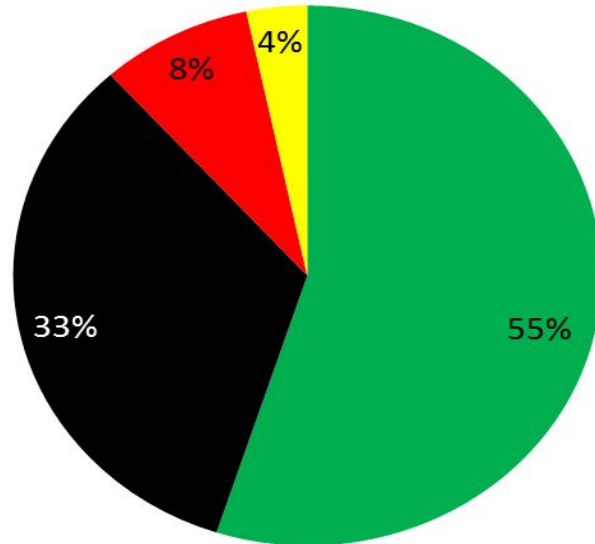
# Beginning of the Year



# Beginning of the Year

## Phonological Awareness

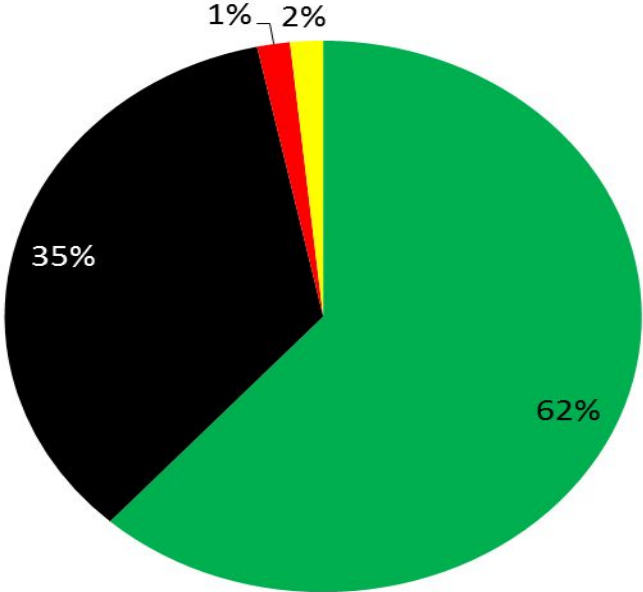
■ Proficient ■ Not Tested ■ Emerging ■ Developing



# Beginning of the Year

## Math

■ Proficient   ■ Not Tested   ■ Emerging   ■ Developing

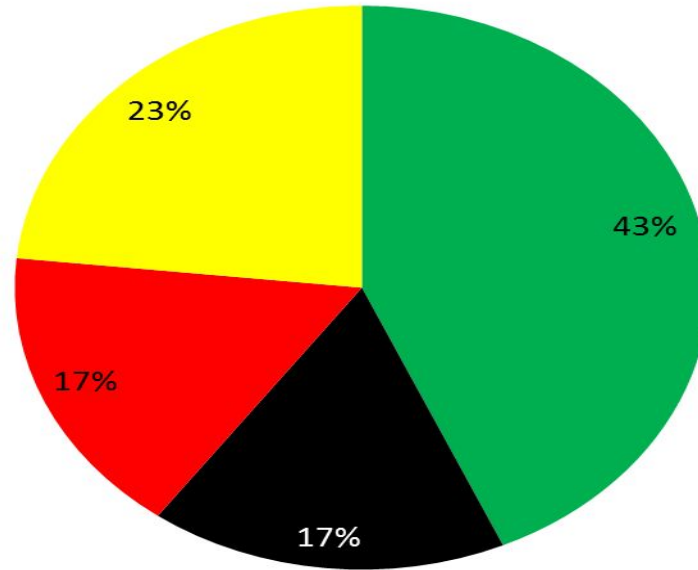




# Middle of the Year

## Letters

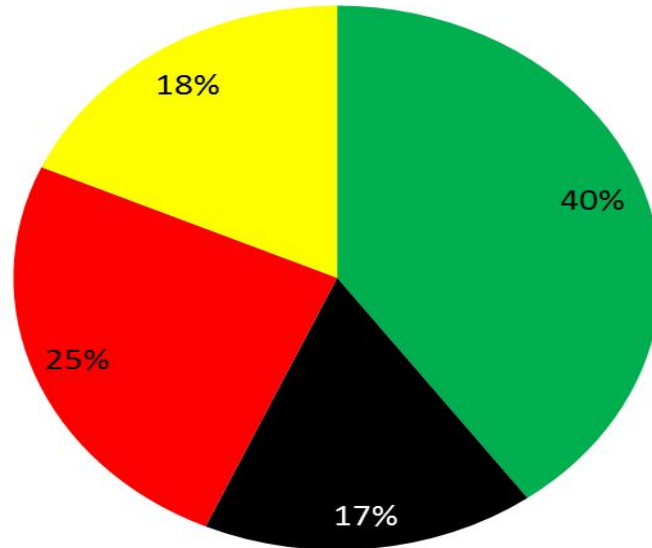
■ Proficient ■ Not Tested ■ Emerging ■ Developing



# Middle of the Year

## Vocabulary

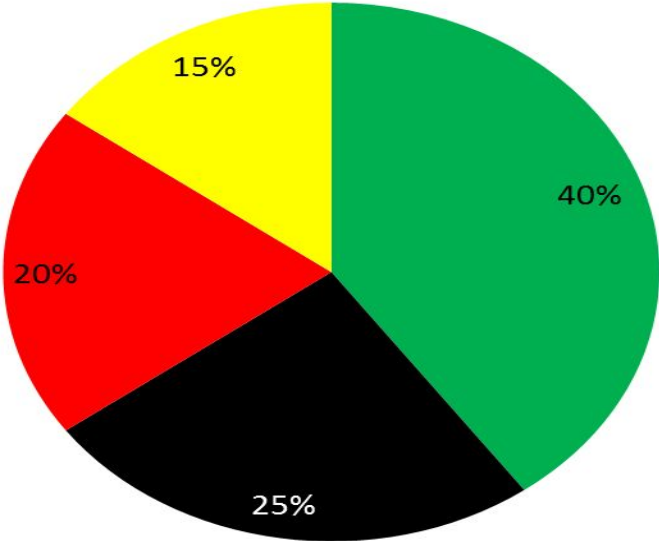
■ Proficient ■ Not Tested ■ Emerging ■ Developing



# Middle of the Year

## Phonological Awareness

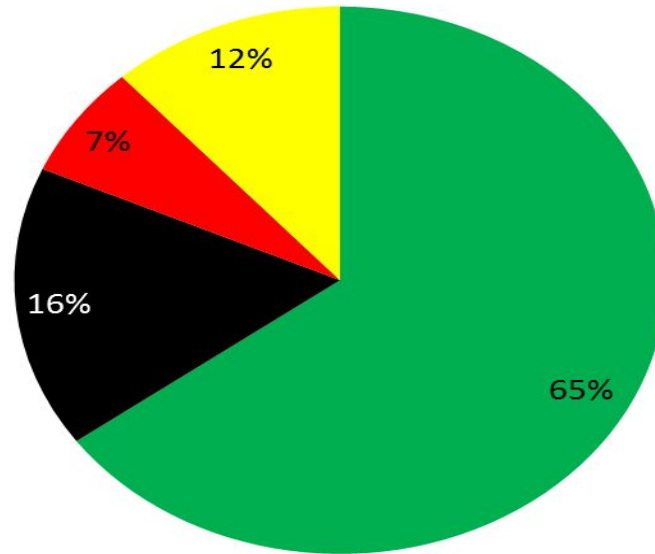
■ Proficient ■ Not Tested ■ Emerging ■ Developing



# Middle of the Year

## Math

■ Proficient ■ Not Tested ■ Emerging ■ Developing





# MAP Highlights -(Median Growth)

## WPS

1st Reading - 19 pts growth

1st Grade Math - 21 pts growth

2nd Grade Reading - 13 pts growth

2nd Grade Math - 9 pts growth

## WIS

3rd Grade Reading - 7 pts growth

3rd Grade Math - 7 pts growth

4th Grade Reading - 3 pts growth

4th Grade Math - 6 pts growth

5th Grade Reading - 7 pts growth

5th Grade Math - 5 pts growth

## WMS

6th Reading - 2 pts growth

6th Grade Math - 5.5 pts growth

7th Grade Reading - 4 pts growth

7th Grade Math - 6.5 pts growth

8th Grade Reading - 1 pt growth

8th Grade Math - 3 pts growth

# Assessment: Fountas and Pinnell

- The *Fountas & Pinnell Benchmark Assessment Systems* are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

- Irene C. Fountas and Gay Su Pinnell



# What is it?

- **A benchmark assessment system**
  - Series of texts that are used to identify a student's current reading
  - Level and progress along a gradient of text levels over time.
- **One-on-One reading assessment (Reading Record)**
- **Links assessment to instruction**
- **Matches students to their instructional and independent reading levels**
- **Supports for improved decision making and data reporting**



# What Do I Do with the Information?

- **Guide and Strengthen Tier 1 Core Instruction**
- **Build on the skills readers already have**
- **Form Guided Reading Groups**
- **Choose 'just right books' for students**
- **Prepare reading centers**
- **Identify students that need Tier 2 or 3 instruction**
- **Identify grade level success**
- **Discuss what instructional practices have an impact on students**
- **Inform parents**

# Why?

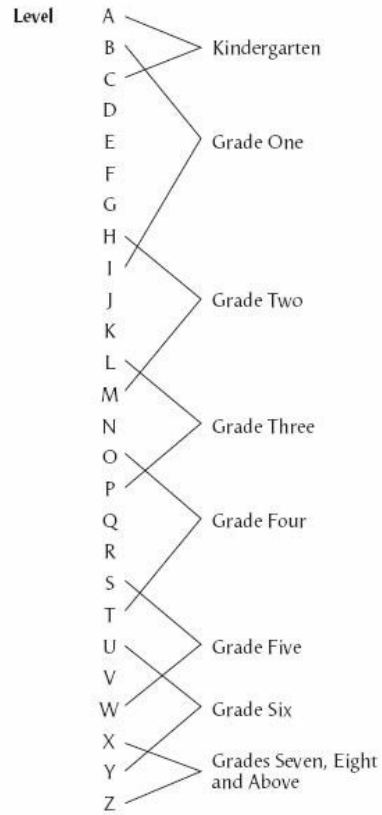
- **Determines reading placement levels & groups students for reading instruction (Tier 1 instruction)**
- **Helps identify students needing intervention (Tier 2 and Tier 3)**
- **Informs parents**
- **Independent and instructional levels**
- **Assesses the outcome of teaching**
- **Select texts that will be productive for student's instruction**
- **Document student progress across a school year and across grade levels**

# Who is Tested? When?

- **WPS and WIS:** *All* students are tested in the fall and spring. All Tier 2 and Tier 3 students, students with an IEP in reading, and all students that have not met the winter expectation are tested in the winter.
- **WMS:** Only kids below the 75% percentile on MAP are benchmarked



### Fountas & Pinnell Text Gradient



# Fluency vs. Comprehension

**Fluency is...**

**Accuracy** (read most the words correctly)

**Rate** (how fast or slow a person reads)

**Expression** (adding feeling to your reading)

**Punctuation** (paying attention to the punctuation marks in your reading)

# Fluency vs. Comprehension

## Comprehension is...

- The action or capability of understanding something
- Thinking about what you are reading (if the child is not thinking about what they are reading they are not reading, they are word calling)

Fountas and Pinnell Tests students' knowledge comprehension on *beyond the text, within the text, and about the text.*

- [https://docs.google.com/document/d/15-ks9tWcRUaxOjP--NbJOCyqVSWzjPg7qOn8f\\_ZrZas/edit](https://docs.google.com/document/d/15-ks9tWcRUaxOjP--NbJOCyqVSWzjPg7qOn8f_ZrZas/edit)

# WPS-Assessment Fountas and Pinnell

	Fall	Winter
<b><i>1st grade</i></b>		
Reading at or above level	75%	79%
Reading below level	25%	21%
<b><i>2nd Grade</i></b>		
Reading at or above level	77%	82%
Reading below level	23%	18%

# WIS-Assessment Fountas and Pinnell

	Fall	Winter
<i>3rd Grade</i>		
Reading at or above level	83%	79%
Reading below level	17%	21%
<i>4th Grade</i>		
Reading at or above level	88%	81%
Reading below level	12%	19%
<i>5th Grade</i>		
Reading at or above level	64%	61%
Reading below level	36%	39%



# WMS-Assessment Fountas and Pinnell

<i>6th Grade</i>	<b>Fall</b>	<b>Winter</b>
<b>Reading at or above level</b>	<b>56%</b>	<b>74%</b>
<b>Reading below level</b>	<b>44%</b>	<b>26%</b>
<i>7th Grade</i>		
<b>Reading at or above level</b>	<b>55%</b>	<b>84%</b>
<b>Reading below level</b>	<b>45%</b>	<b>16%</b>
<i>8th Grade</i>		
<b>Reading at or above level</b>	<b>63%</b>	<b>82%</b>
<b>Reading below level</b>	<b>37%</b>	<b>18%</b>

# Assessment - AIMSweb

- **AIMSweb is an assessment, data management, and reporting system for grades kindergarten through 12. AIMSweb supports tiered assessment and instruction (e.g., Response to Intervention [RTI]).**
- **It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, mathematics, and behavior.**

# Assessment - AIMSweb

The assessments that are used in the district are:

- R-CBM (Reading-Curriculum Based Measurement)
- M-COMP (Mathematics computation)
- M-CAP (Mathematics application)
- OCM (Oral Counting)
- NIM (Number Identification)

# Assessment - AIMSweb R-CBM

- **Reading Curriculum-Based Measurement (R-CBM) is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12.**
- **R-CBM is designed to be used in the universal screening of all students at the beginning, middle, and end of the school year.**
- **The probes also are to be used for frequent progress monitoring of students identified as at risk and for survey-level (off-level) assessment.**

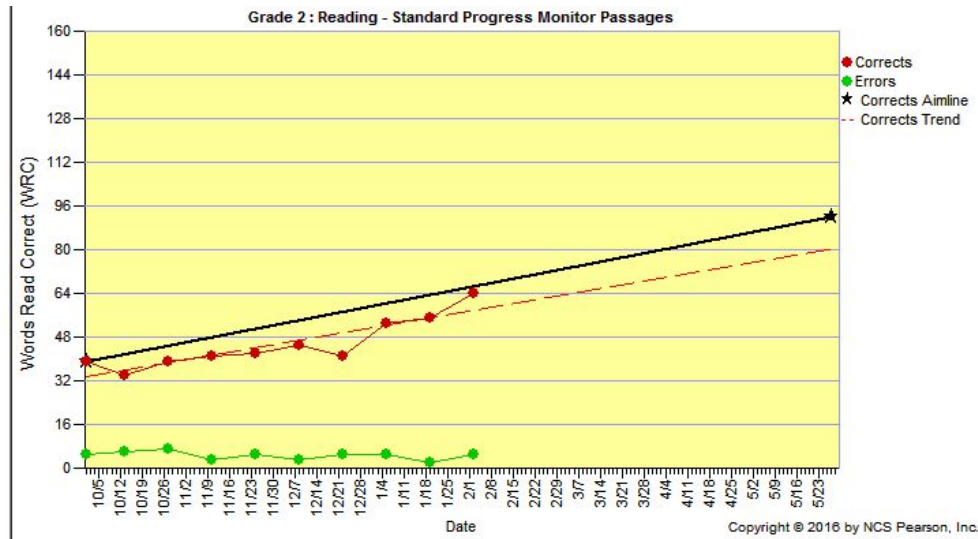
# Assessment - AIMSweb R-CBM

**At all three buildings:**

- **Administered to identified Tier 2 and Tier 3 students in the fall, winter (1st grade), and spring for benchmarking student fluency.**
- **Used for progress monitoring the reading fluency of Tier 2 and Tier 3 students.**
- **Given every 2 weeks to Tier 2 students**
- **Given every week to Tier 3 students**
- **Entered into AIMSweb and used to inform instruction for the students of classroom teachers/interventionists.**

# Assessment - AIMSweb RCBM

This student is making progress, but has not met his/her target score. This information gives teachers/interventionists insight into what instruction will help this student and whether or not interventions are effective or need to be changed.



# Assessment - AIMSweb M-COMP

- 8 - 10 minute standardized test of math operations that are part of the typical curriculum at Grades 1 through 8, with national norms
- Can be given individually, in small groups, or in full-class settings
- 33 different test forms (probes) for each grade
- Probes are intended to be used in the universal screening of all students at the beginning, middle, and end of the school year
- Then used for frequent progress monitoring of students identified as at risk
- May be used for survey-level (off-level) assessment

# Assessment - AIMSweb M-COMP

## Benchmarking for WPS, WIS, and WMS

- **September , January, and May.**  
**(1st grade begins M-COMPs in January)**
- **Students identified in grades 1st - 8th grade as Tier 2**
- **Students identified as Tier 3**
- **Students with IEPs in math**
- **Any students teachers have concerns about**



# Assessment - AIMSweb M-COMP

## Progress Monitoring at WPS, WIS, and WMS

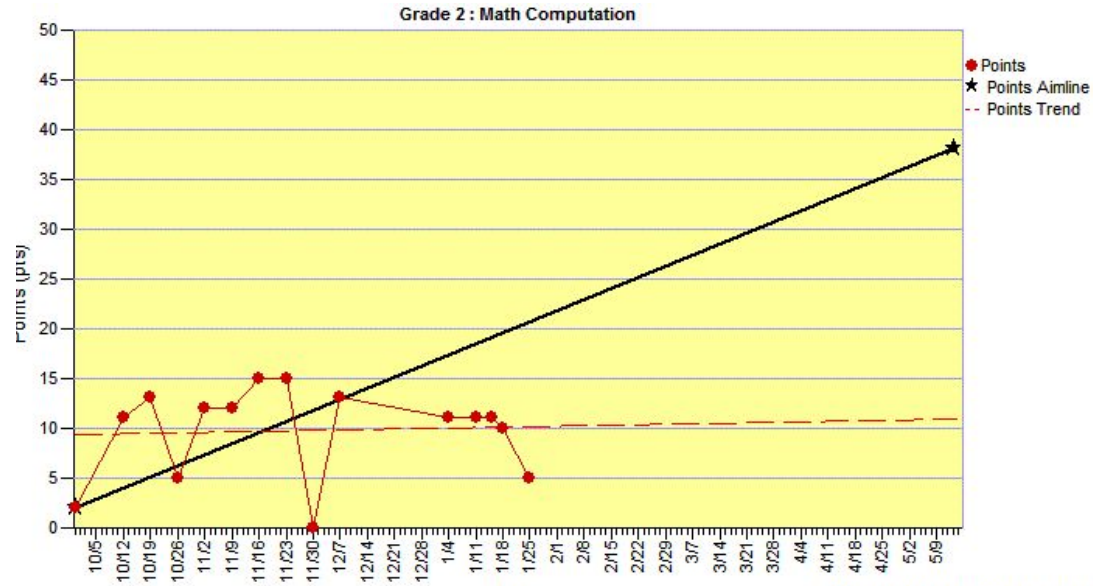
- Assessed every other week to measure progress in computation
- Monitored progress weekly for Tier 3 students
- Entered into AIMSweb
- Used to inform instruction for classroom teachers and interventionists

[https://aimsweb.pearson.com/downloads/MCOMP\\_SM4.pdf](https://aimsweb.pearson.com/downloads/MCOMP_SM4.pdf)

[https://aimsweb.pearson.com/downloads/MCOMP\\_EnVMath2012.pdf](https://aimsweb.pearson.com/downloads/MCOMP_EnVMath2012.pdf)

# Assessment - AIMSweb M-COMP

Data for M-COMP: the progress monitoring for this student and information from his/her teacher about performance in the classroom indicated that this student is in need of more than Tier 2/Tier 3 interventions that were being given.



# Assessment - AIMSweb M-CAP

## Aimsweb Mathematics Concepts and Applications

- The AIMSweb Mathematics Concepts and Applications (M-CAP) is a test of short duration (8–10 minutes) that assesses the general mathematics problem-solving skills expected in grades 2–8.
- The test may be administered in a large or small group setting or to individual students.
- M-CAP can be used by teachers and other school professionals to quickly screen and monitor mathematics progress.
- The mathematics domains assessed include number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.
- For each grade from 2–8, M-CAP provides 33 equivalent probes that can be used for:

# Assessment - AIMSweb M-CAP

- **Benchmark Assessment:** Universal or individual screening to identify students at risk for difficulties in mathematics, as well as classroom or grade-based benchmarking three times per year to track all students' performance throughout the school year (e.g., Tier 1).
- **Strategic Monitoring:** More frequent (once or twice monthly) progress monitoring throughout the school year of at-risk students (e.g., Tier 2, Title I).
- **Frequent Progress Monitoring:** Individual goals are progress monitored one to two times per week throughout the year for students with significant performance discrepancies (e.g., Tier 3) or special education individual education programs (IEPs).
- **Special Education Decision Making:** Includes entitlement through RTI, using M-CAP to determine the severity of educational need and individual student benefit from intervention, progress toward IEP goals, and as part of annual and three-year evaluations.

<https://aimsweb.pearson.com/downloads/SuccessMaker.pdf>

[https://aimsweb.pearson.com/downloads/MCAP\\_EnVMath2012.pdf](https://aimsweb.pearson.com/downloads/MCAP_EnVMath2012.pdf)

# Assessment - AIMSweb M-CAP

## M-CAP Progress Monitoring at WIS for Tier 2 and Tier 3 Students

- **Benchmarked in October**
- **Progress monitored every other week**
- **Progress is being graphed through Aimsweb and intervention teachers/math coach**
- **Teachers are applying a critical eye to the results and collaborating with classroom teachers**
- **Goal is to increase scores as students' gain new skills within their curriculum, while still maintaining the skills they have already acquired.**

# Assessment - AIMSweb M-CAP

## M-CAP Progress Monitoring at WPS for Tier 2 and Tier 3 Students

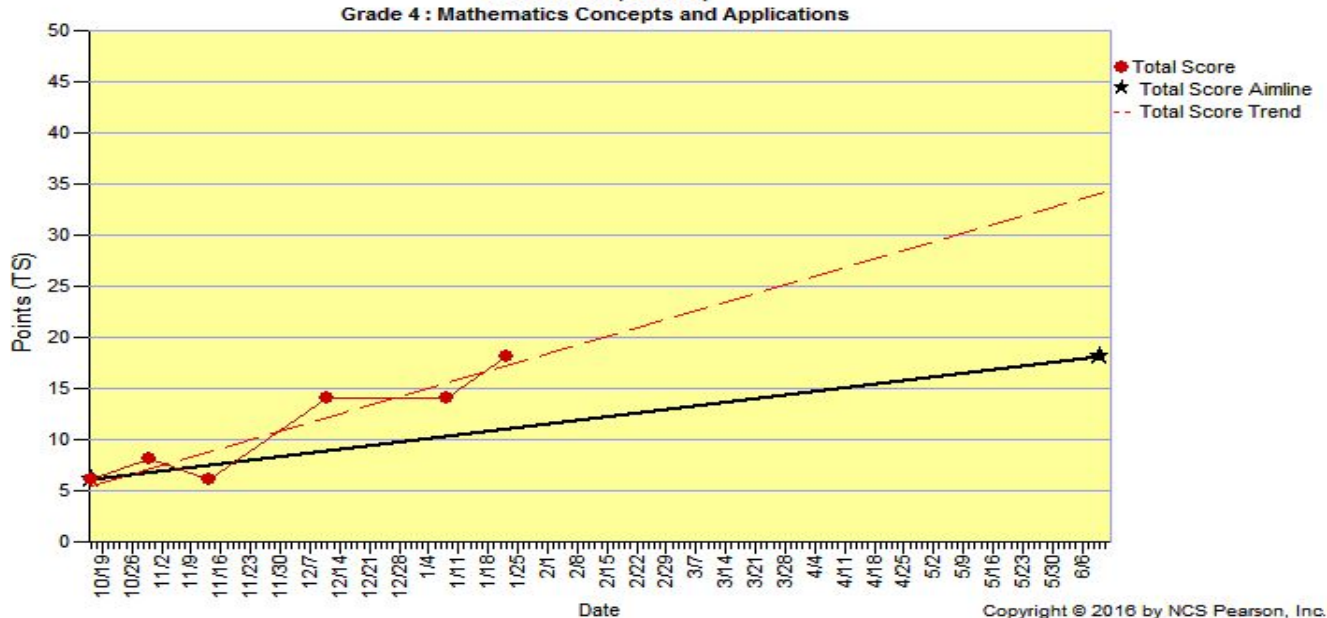
- 2nd graders benchmarked in January
- Progress monitoring monthly to measure progress
- Data entered into AIMSweb and used to inform instruction for the teachers/interventionists
- Goal is to increase scores as students' gain new skills within their curriculum, while still maintaining the skills they have already acquired.

## AIMSweb does not have an M-CAP for first grade.

- "M-CAP" created for 1st grade
- Benchmarked in January with the assessment
- Progress monitoring monthly to measure progress
- Data entered in a Google Sheet and used to inform instruction given to students by the teachers/interventionists

# Assessment - AIMSweb M-CAP

Data for M-CAP: This student was transitioned out of Tier 2 based on the progress made on MAP, M-CAP, M-COMP and classroom performance.

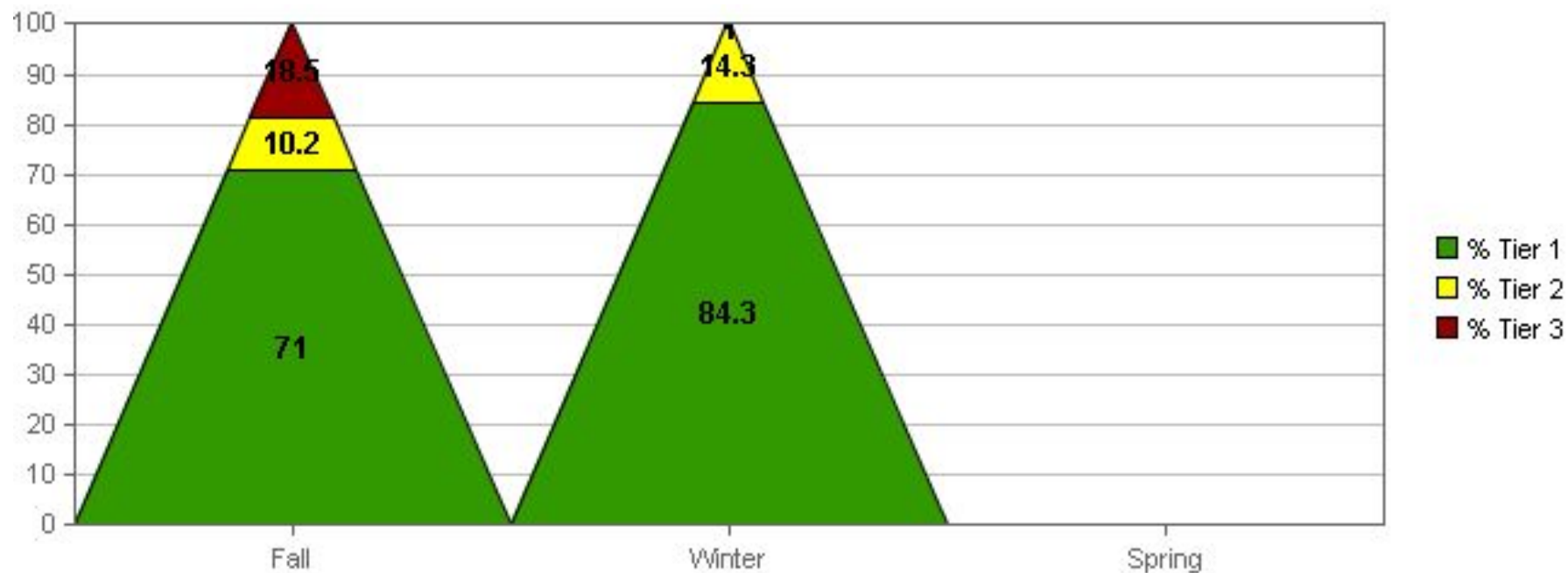


# Assessment - AIMSweb NIM and OCM

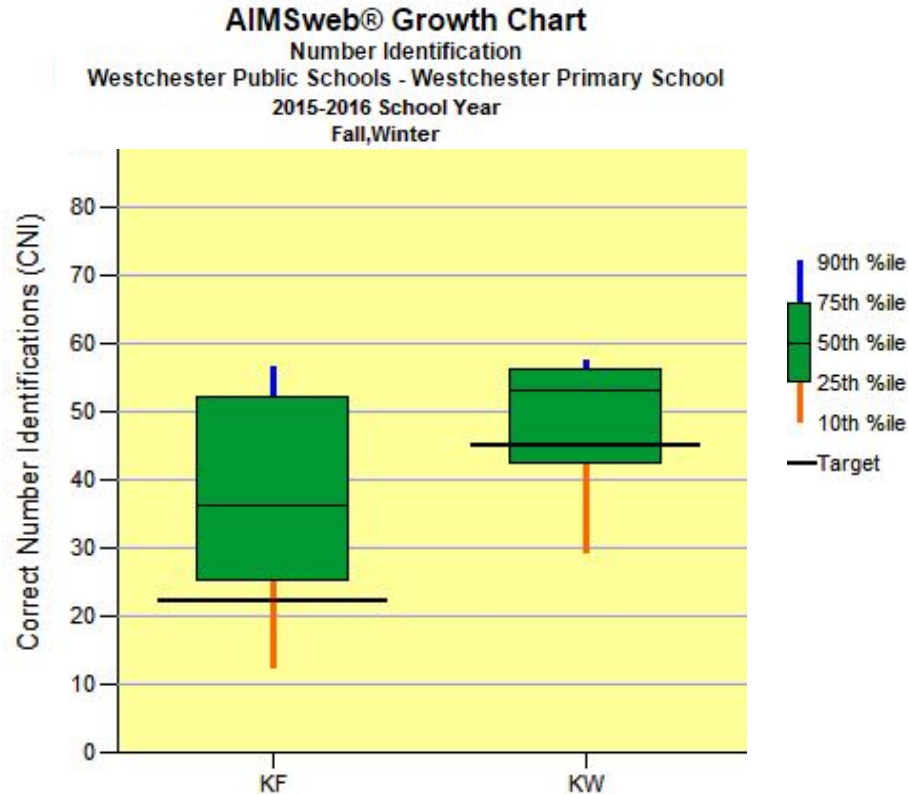
- **NIM assesses number identification**
- **OCM assesses oral counting**
- **Screeners for all 3 times a year and to identify students in need of early numeracy interventions.**
- **Monitor the improvement of individual students in the fall, winter, and spring of the school year.**
- **Aid in making program evaluation decisions**
- **Provide a practical way of writing individualized progress goals, including IEPs**
- **Provide teachers, parents, and administrators with data to make instructional decisions**
- **Assessments used at WPS for the kindergartners**



# Assessment - AIMSweb OCM



# Assessment - AIMSweb NIM



# PARCC-Partnership for Assessment of Readiness for College and Careers

- Spring 2015-First year testing
- Grades Tested: 3rd through 8th on laptop computers
- Subgroup Breakdown: White, African American, Hispanic, Amer. Indian-Alaska Native, Asian, Two or more races
- The tests were developed over several years by a wide range of educators, researchers, psychometricians, and others from the PARCC states
- In spring 2015, after the first operational tests had been given, the PARCC states announced several design changes to streamline the assessments
- In summer 2015, PARCC set performance levels, which indicate what level of performance a student's work represents, with Level 1 indicating the greatest need for improvement and Level 5 indicating the strongest performance.

# PARCC-Partnership for Assessment of Readiness for College and Careers

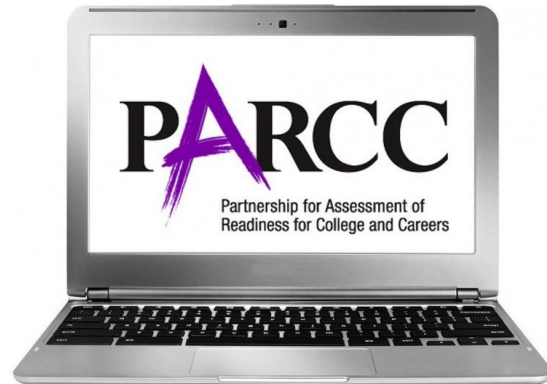
## Who is participating in the PARCC tests?

- In the 2014-15 school year, 5 million students in 11 states and the District of Columbia took the PARCC annual assessments in grades 3-11, although not all participating states have students in all grades taking the test. Students in the following states took PARCC assessments in the 2014-15 school year:  
Arkansas, Colorado, District of Columbia, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island

# PARCC-Partnership for Assessment of Readiness for College and Careers

Key milestones included developing college-and career-ready determination policies and performance-level descriptors in ELA/literacy and math to describe:

1. What it takes for students to succeed in entry-level, college courses and relevant technical courses, and
2. The knowledge, skills, and practices students performing at a given level are able to demonstrate at any grade



# PARCC-Partnership for Assessment of Readiness for College and Careers

## Why PARCC Scores Look Different than Scores on Previous State Tests

**The tests measure performance against a higher set of standards.** Fewer students are likely to meet them initially. That doesn't mean they aren't doing as well – it just means the expectations are higher.

**The tests measure skills students need in the real world.** The PARCC tests go beyond multiple choice questions and require students to use skills like analyzing, problem solving, and writing effectively. All of these skills are necessary to practice and master to be successful beyond high school--whether in college, the military or a career.

**There is an opportunity to make sure students ready for the next step.** The new tests provide accurate information about how students are performing against the new standards so that teachers, parents and students can start working together now to ensure kids are prepared for success – from grade to grade and beyond high school. It is easier to address any weaknesses early on so students can receive the support they need to get back on track.

**No state is alone.** All states administering PARCC, as well as other new tests designed to measure the new standards, will see a change in scores.

**It will take time.** While teachers have been gearing up for the new standards for almost four years, the tests are new and they ask questions in different ways, and require students to show their work. As happens with every new test, scores will start to improve as teachers and students become more familiar with the standards and acquire the skills and knowledge to meet them.

# PARCC-Partnership for Assessment of Readiness for College and Careers

- **Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course.**
- **Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:**

# PARCC-Partnership for Assessment of Readiness for College and Careers

- **Performance Levels for PARCC assessments:**
  - **Level 1: Did not yet meet expectations**
  - **Level 2: Partially met expectations**
  - **Level 3: Approached expectations**
  - **Level 4: Met expectations**
  - **Level 5: Exceeded expectations**
- **Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and math), and at each grade level/course.**

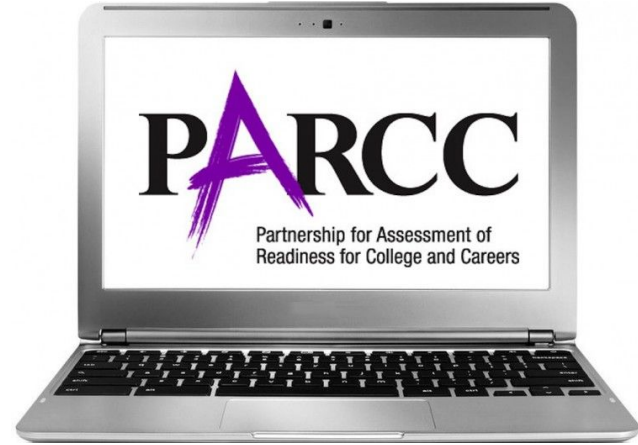


**2015 PARCC Online v. Paper & Pencil Analysis**

		ELA		Math	
		# Tested with Score	% Proficient	# Tested with Score	% Proficient
<b>Total Tested</b>	Online	733,845	35.9	715,765	27.9
	Paper	259,594	42.7	258,333	29.0
<b>Grade 3</b>	Online	82,279	33.8	82,413	36.2
	Paper	63,838	37.3	64,008	32.3
<b>Grade 4</b>	Online	85,965	37.6	86,200	28.7
	Paper	58,068	42.3	58,380	26.7
<b>Grade 5</b>	Online	98,310	37.4	98,524	27.9
	Paper	48,072	40.3	48,349	24.8
<b>Grade6</b>	Online	121,659	33.5	121,987	26.8
	Paper	24,087	44.7	24,020	28.8
<b>Grade 7</b>	Online	117,387	38.0	117,576	27.3
	Paper	25,413	48.4	25,420	28.7
<b>Grade 8</b>	Online	121,178	38.6	121,114	31.0
	Paper	22,390	50.2	22,359	38.0
<b>High School</b>	Online	107,067	32.2	87,951	17.5
	Paper	17,726	50.0	15,797	25.1

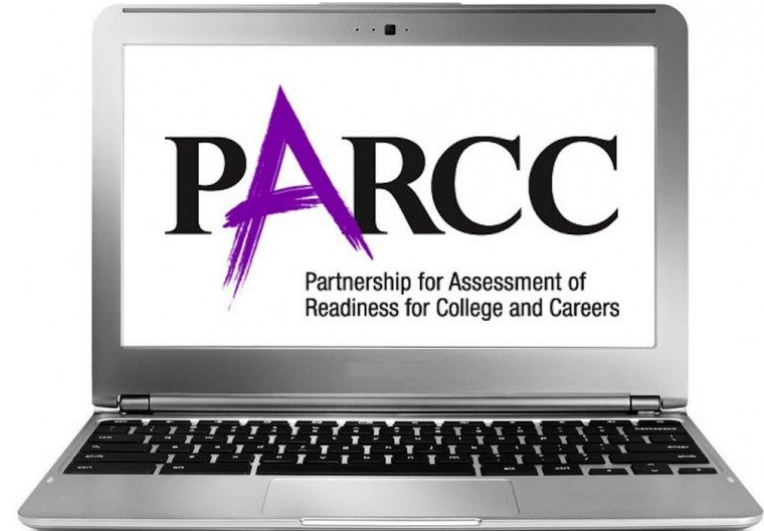
# PARCC-Partnership for Assessment of Readiness for College and Careers

- **Overall Performance-ELA**
  - 3rd Grade 30.6% WIS
  - 3rd Grade 35.3% State
  - 4th Grade 29.4% WIS
  - 4th Grade 39.5% State
  - 5th Grade 31.5% WIS
  - 5th Grade 38.3% State
- **Overall Performance-Math**
  - 3rd Grade 28.8% WIS
  - 3rd Grade 34.5% State
  - 4th Grade 14.7% WIS
  - 4th Grade 27.9% State
  - 5th Grade 25.8% WIS
  - 5th Grade 26.9% State



# PARCC-Partnership for Assessment of Readiness for College and Careers

- **Overall Performance-ELA**
  - 6th Grade 47.3% WMS
  - 6th Grade 35.4% State
  - 7th Grade 44.0% WMS
  - 7th Grade 39.9% State
  - 8th Grade 56.2% WMS
  - 8th Grade 40.4% State
- **Overall Performance-Math**
  - 6th Grade 17.9% WMS
  - 6th Grade 27.2% State
  - 7th Grade 19.9% WMS
  - 7th Grade 27.5% State
  - 8th Grade 36.2% WMS
  - 8th Grade 32.1% State



# PARCC-Partnership for Assessment of Readiness for College and Careers

3rd Grade ELA	1	2	3	4	5	Total Number
White	17.3	21.2	19.2	40.1	2	52
Afr. Amer.	32.3	23.5	26.5	17.6	0	34
Hispanic	21.4	35.7	21.4	21.4	0	28
American Indian	0	0	0	0	0	0
Asian	0	16.7	33	33	16.7	6
Two or More	25	50	0	25	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

3rd Grade Math	1	2	3	4	5	Total Students
White	8	23	31	31	8	52
Afr. Amer.	26	29	29	15	0	34
Hispanic	28	24	28	21	0	29
American Indian	0	0	0	0	0	0
Asian	0	17	17	50	17	6
Two or More	0	75	0	25	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

4th Grade ELA	1	2	3	4	5	Total Students
White	10	22.5	42.5	22.5	2.5	40
Afr. Amer.	22	33.3	29.6	14.8	0	27
Hispanic	8.1	27	21.6	35.1	8.1	37
American Indian	0	0	0	0	0	0
Asian	0	0	100	0	0	1
Two or More	0	25	25	50	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

4th Grade Math	1	2	3	4	5	Total Students
White	8	46	28	18	0	39
Afr. Amer.	22	48	19	11	0	27
Hispanic	8	24	55	13	0	38
American Indian	0	0	0	0	0	0
Asian	0	0	100	0	0	1
Two or More	0	25	50	25	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

5th Grade ELA	1	2	3	4	5	Total Students
White	9	14	25	53	0	44
Afr. Amer.	13	46	29	13	0	24
Hispanic	26	26	32	17	0	47
American Indian	0	100	0	0	0	1
Asian	0	0	50	50	0	2
Two or More	17	0	17	67	0	6



# PARCC-Partnership for Assessment of Readiness for College and Careers

5th Grade Math	1	2	3	4	5	Total Students
White	11	14	30	41	4	44
Afr. Amer.	25	38	33	4	0	24
Hispanic	32	32	23	13	0	47
American Indian	0	100	0	0	0	1
Asian	0	0	50	50	0	2
Two or More	0	17	17	67	0	6

# PARCC-Partnership for Assessment of Readiness for College and Careers

6th Grade ELA	1	2	3	4	5	Total Number
White	7	4.7	23.2	58.1	7	43
Afr. Amer.	19	31	25	25	0	32
Hispanic	7	11	39.2	39.2	3.6	28
American Indian	0	0	0	0	0	0
Asian	0	0	20	60	20	5
Two or More	25	0	50	25	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

6th Grade Math	1	2	3	4	5	Total Students
White	2.3	34.9	39.5	23.2	0	43
Afr. Amer.	28.1	50	15.6	6.3	0	32
Hispanic	7.1	42.9	35.7	14.3		28
American Indian	0	0	0	0	0	0
Asian	0	0	20	60	20	5
Two or More	25	25	50	0	0	4

# PARCC-Partnership for Assessment of Readiness for College and Careers

7th Grade ELA	1	2	3	4	5	Total Students
White	3.8	13.2	35.9	39.6	7.5	53
Afr. Amer.	11.4	27.3	27.3	29.5	4.5	44
Hispanic	5.1	17.9	28.2	43.6	5.1	39
American Indian	100	0	0	0	0	1
Asian	0	0	50	50	0	2
Two or More	0	0	0	100	0	2

# PARCC-Partnership for Assessment of Readiness for College and Careers

7th Grade Math	1	2	3	4	5	Total Students
White	1.9	22.6	50.9	20.8	3.8	53
Afr. Amer.	11.4	43.2	34.1	9.1	2.2	44
Hispanic	0	35.9	41	23.1	0	39
American Indian	0	100	0	0	0	1
Asian	0	0	100	0	0	2
Two or More	0	0	50	50	0	2

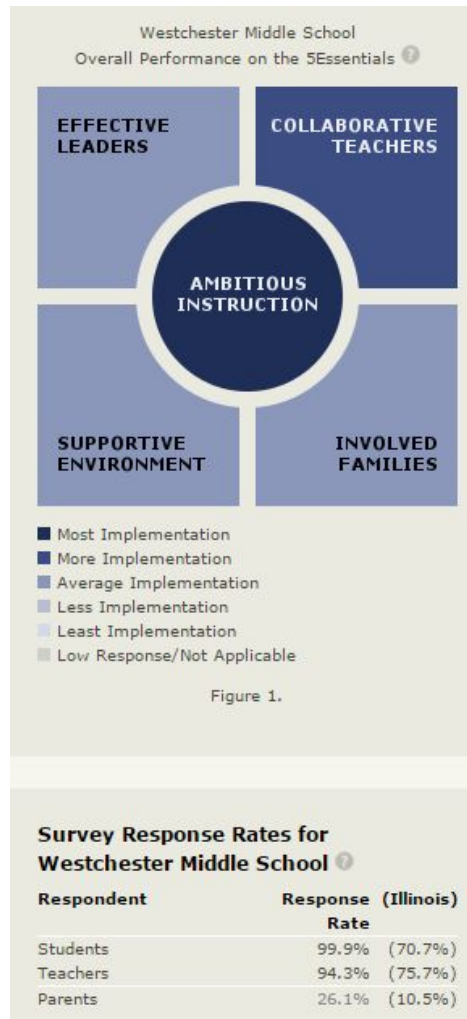
# PARCC-Partnership for Assessment of Readiness for College and Careers

8th Grade ELA	1	2	3	4	5	Total Students
White	4.9	7.3	12.2	70.7	4.9	41
Afr. Amer.	10.5	26.3	26.3	31.6	5.3	38
Hispanic	10.6	10.6	25.6	42.6	10.6	47
American Indian	0	0	0	0	0	0
Asian	0	0	0	100	0	1
Two or More	0	33.3	0	66.7	0	3

# PARCC-Partnership for Assessment of Readiness for College and Careers

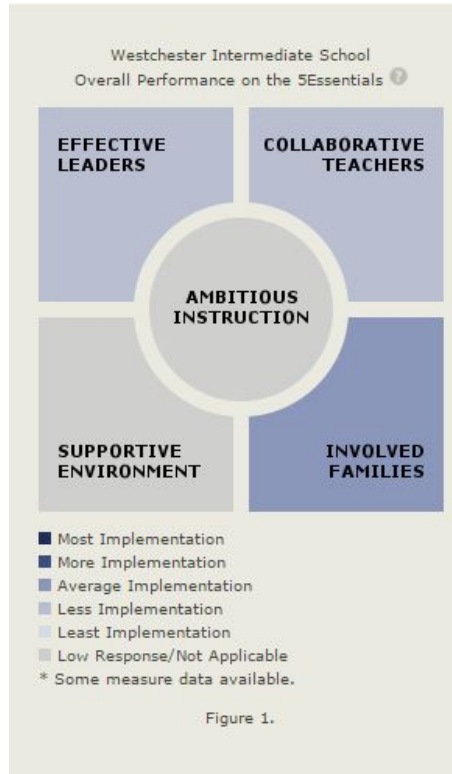
8th Grade Math	1	2	3	4	5	Total Students
White	4.9	12.2	36.6	46.3	0	41
Afr. Amer.	28.9	21.1	34.2	13.2	2.6	38
Hispanic	17	17	25.5	38.3	2.1	47
American Indian	0	0	0	0	0	0
Asian	0	0	0	100	0	1
Two or More	0	33.3	0	66.7	0	3

# 5Essentials Survey - WMS





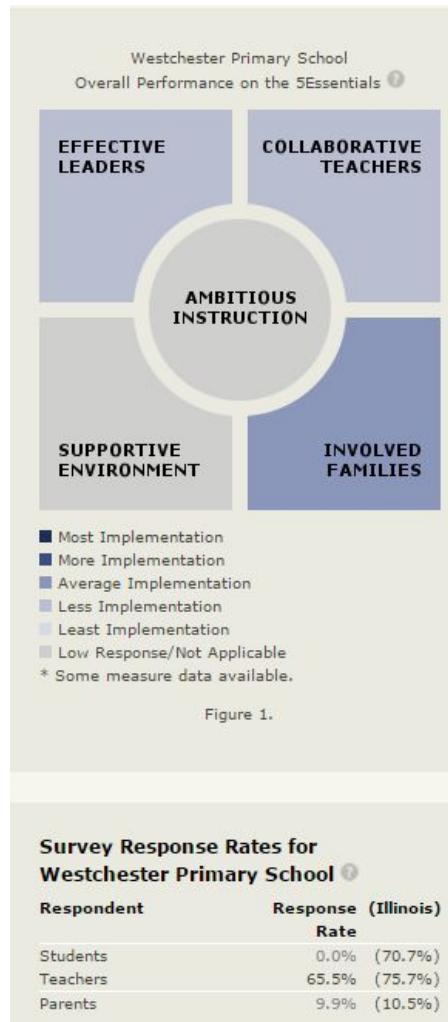
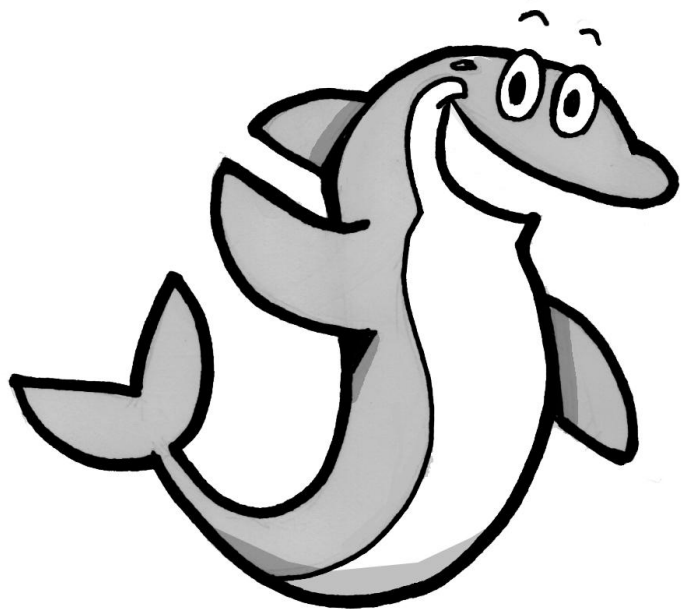
# 5Essentials Survey - WIS



**Survey Response Rates for Westchester Intermediate School <sup>?</sup>**

Respondent	Response Rate	(Illinois)
Students	0.0%	(70.7%)
Teachers	51.7%	(75.7%)
Parents	23.1%	(10.5%)

# 5Essentials Survey - WPS



# Discipline/Positive Behaviors, Interventions & Support

Westchester Primary School	Average Referrals Per Day		
	2013-2014	2014-2015	2015-2016
August	0.00	0.00	0.00
September	0.05	0.33	0.10
October	0.33	0.43	0.40
November	0.38	0.56	0.29
December	0.20	0.73	0.07
January	0.26	0.28	0.17
February	0.21	0.42	
March	0.40	0.95	
April	0.28	0.06	
May	0.14	1.05	
June	0.11	0.00	
<b>Average Referrals Per Day/Year</b>	0.10	0.40	0.09
<b>Total Referrals (as of 2/23/16)</b>	<b>41</b>	<b>89</b>	<b>19</b>

# Discipline/Positive Behaviors, Interventions & Support

Westchester Primary School	Referrals by Problem Behavior		
Top 8 Referral Types	2013-2014	2014-2015	2015-2016
Defiance/Insubordination	4	25	4
Physical Aggression	10	12	4
Disruption	5	26	3
Abusive/Inappropriate Language	3	10	1
Fighting	0	1	4
Inappropriate Location/Out of Bounds	0	3	0
Harassment/Bullying	3	4	2
Forgery/Theft/Plagiarism	5	4	1
<b>Top 8 Referral Total</b>	30	85	19
<b>Overall Total Referrals</b>	41	89	19
(as of 2/23/16)			

# Discipline/Positive Behaviors, Interventions & Support

Westchester Intermediate School	Average Referrals Per Day Per Month		
	2013-2014	2014-2015	2015-2016
August	0.20	0.40	0.00
September	0.45	0.19	0.10
October	1.00	0.62	0.70
November	0.94	0.94	0.47
December	0.60	0.87	0.50
January	0.37	0.33	0.06
February	1.26	0.47	
March	0.62	0.74	
April	0.86	1.06	
May	0.29	1.30	
June	0.22	0.25	
<b>Average Referrals Per Day/Year</b>	0.57	0.60	0.15
<b>Total Referrals (as of 2/23/16)</b>	<b>120</b>	<b>122</b>	<b>32</b>

# Discipline/Positive Behaviors, Interventions & Support

Westchester Intermediate School	Referrals by Problem Behavior		
Top 8 Referral Types	2013-2014	2014-2015	2015-2016
Disrespect	2	1	1
Inappropriate Language	17	19	1
Bullying			2
Defiance/Insubordination	25	15	2
Harassment	17	11	2
Physical Aggression	17	25	4
Fighting	5	10	4
Disruption	34	23	16
Forgery/Theft	1	10	
<b>Top 8 Referral Total</b>	118	114	32
<b>Overall Total Referrals</b>	120	122	32
(as of 2/23/16)			

# Discipline/Positive Behaviors, Interventions & Support

Westchester Middle School	Average Referrals Per Day Per Month		
	2013-2014	2014-2015	2015-2016
August	0.00	0.00	0.00
September	1.75	2.05	0.52
October	3.14	3.24	0.70
November	3.75	2.35	0.88
December	2.13	1.80	0.36
January	2.71	1.61	0.94
February	3.42	2.89	1.15
March	1.57	3.37	
April	3.38	3.33	
May	3.52	4.00	
June	.83	1.80	
<b>Average Referrals Per Day/Year</b>	2.18	2.20	0.38
<b>Total Referrals (as of 2/23/16)</b>	476	475	85

# Discipline/Positive Behaviors, Interventions & Support

Westchester Middle School	Referrals by Problem Behavior		
Top 8 Referral Types	2013-2014	2014-2015	2015-2016
Other Behavior – Red Cards	230	251	21
Defiance/Insubordination	37	27	7
Truancy (Tardy to School)	25	17	
Disruption	76	64	14
Abusive Language/Profanity	26	24	8
Technology Violation	18	31	15
Other Behavior	6	21	2
Harassment/Bullying	14	11	13
Forgery			3
<b>Top 8 Referral Total</b>	432	446	83
<b>Overall Total Referrals</b>	476	475	85
(as of 2/23/16)			



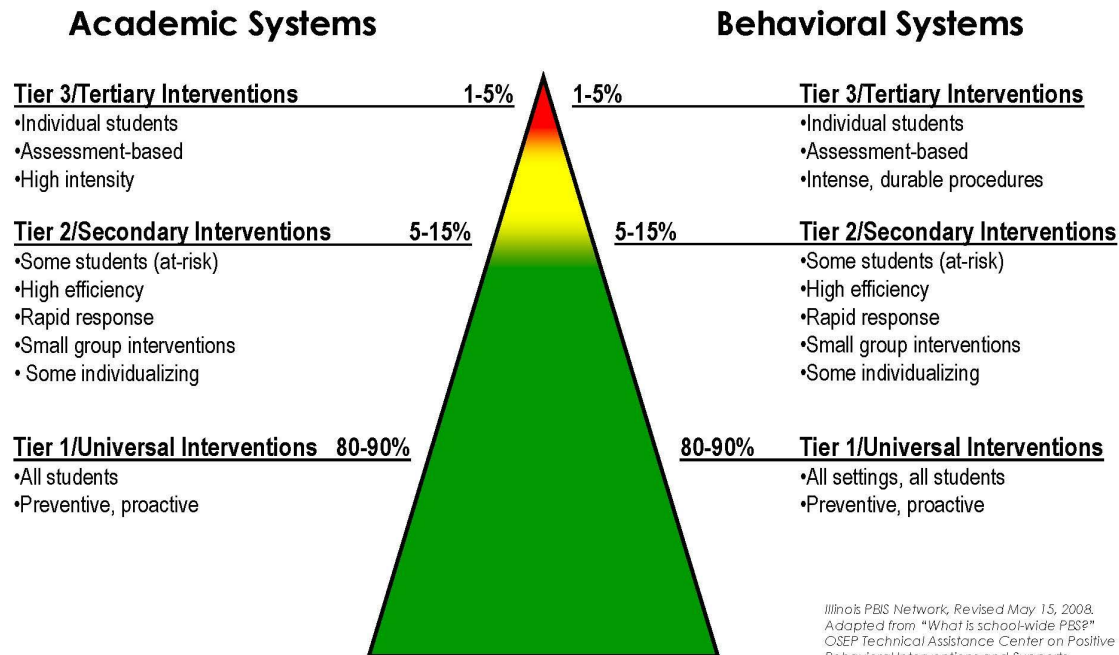
# Out-of-School Suspensions 2015-16 School Year

# Four



# Discipline/Positive Behaviors, Interventions & Support

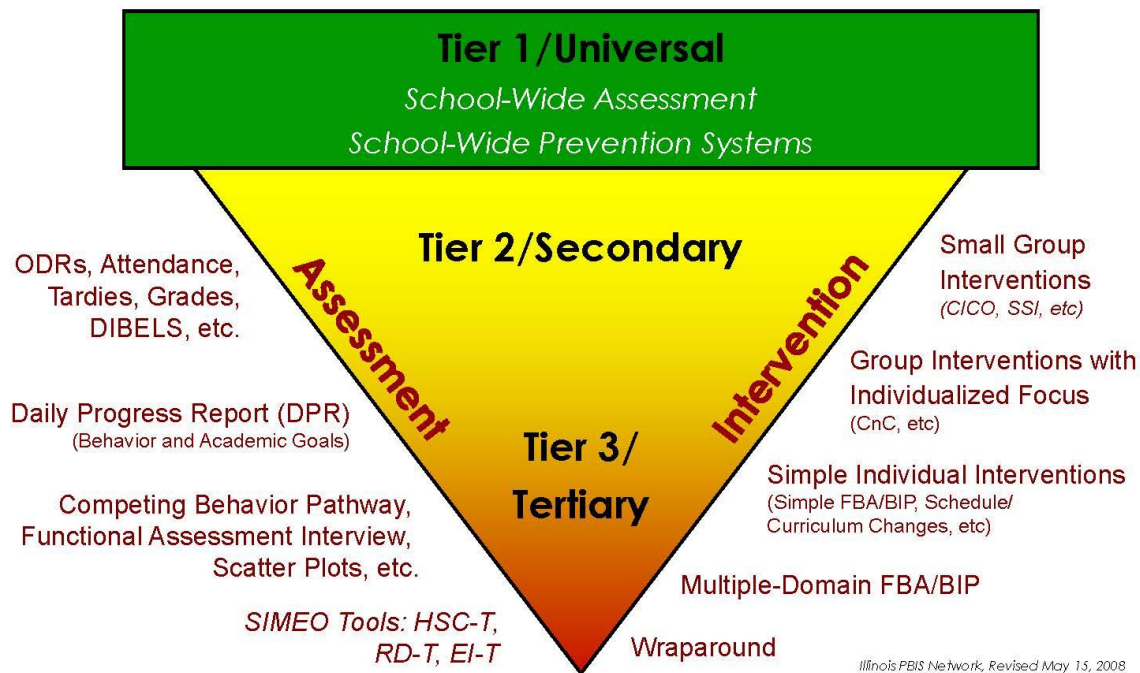
## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



Illinois PBS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>

# Discipline/Positive Behaviors, Interventions & Support

## Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Illinois PBIS Network, Revised May 15, 2008  
Adapted from T. Scott, 2004

# Finance

## Westchester Education Foundation

- **Donated \$4,050 to 16 different classrooms**
- **Reduced cost for Field trip, Purchased Gravity Simulator, Purchased Magazine**

## Westchester Parents and Teachers for Children

- **Donated**
- **Over \$4,000 to each school currently**
- **Graduation Dance, Art Appreciation, Science night, Dads and Donuts, Moms and Muffins, PBIS incentives**

# Finance

## eFinancePlus+

- Initiated electronic purchase orders
- Accounting software for all funds tighter controls on activity account
- Implementing Human Resources portion soon for timekeeping
- Able to track individual projects revenue and expenditure





# Finance

## Title Grants (I,II,III)

- Revenue
- Title I \$203,011
- Title II \$22,900
- Title III \$49,816
- Revenue is received after expenditure of funds.



# Finance

## Teacher Mini Grants

- **Specific grants for class projects**
- **Butterfly garden for Fifth grade**
- **Nutrition for Home Economics**
- **IBL project for Middle School**
- **Makey Makey grant for Middle School**





# Finance

## ISBE Financial Recognition

- State recognition for maintaining the district finances in balance
- Looks at yearly costs and total bond debt
- 9 continuous years of recognition



# Finance - Westchester Support Staff Association

<b>Tentative Agreement</b>	<b>May 2015</b>
<b>Written Language &amp; Salary Schedules Finalized</b>	<b>June 2015</b>
<b>Ratification Vote</b>	<b>June 2015</b>
<b>Collective Bargaining Agreement Approved by BOE</b>	<b>June 2015</b>

WSSA

# Finance - Westchester Education Association

**Tentative Agreement**

**June 2015**

**Written Language & Salary Schedules Finalized**

**September 2015**

**Ratification Vote**

**November 2015**

**Collective Bargaining Agreement Rejected by WEA**

**November 2015**

**WEA**

# Buildings and Grounds

## Summer 2016 projects

- **Updating all washrooms WPS**
- **Air conditioning north wing WPS**
- **New Intervention room WPS**
- **Gym ceiling WMS**
- **Replace cafeteria carpet with tile WMS/WPS**
- **Painting WMS/WIS/WPS**



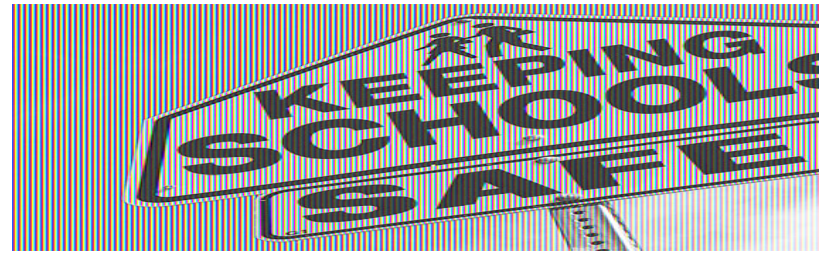
# School Safety & Security

**Communication Plan Development** - The administration team attended a workshop to assist in the development of a communication plan. Letters and processes to follow have been created for different situations and will be used for communication with parents or the community when needed.

**Emergency Operations Plans (EOPs)** - Teams at each school have met, completed the school audit, reviewed the tentative plan, have made suggestions for overall safety, and are working on planning for implementation in the fall.

**Security Cameras Replaced at Each Building** - Security cameras were replaced at each building. Monitors are in the main offices, health aides office, and principals offices. Additional cameras will be added to the outside of WMS in the near future.

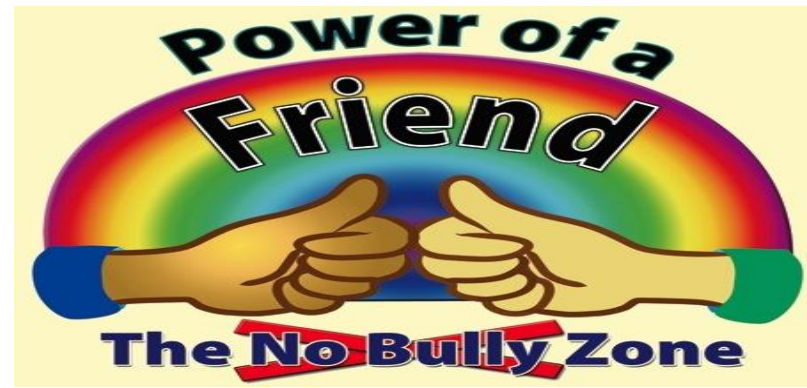
# Safety



- Law Enforcement Drills (intruder drills) have been completed.
- Through the SRO all schools within the community continue to be part of the School Safety Information Sharing Program of the Statewide Terrorism & Intelligence Center.
- School Bus safety – continue to push school safety to include school bus stop arm awareness out into the community.
- All three buildings now have updated security cameras.
- School bus stop arm violations – since August 159 reported with 38 warning letters.

# Presentations:

- National Bullying Prevention Month, October- Intermediate School  
“Bullying 101 - Speak Up. Reach Out. Be A Friend.”
- Red Ribbon Week, October 23-31 – Intermediate School students received instruction on making healthy and positive choices with a Unity Day Assembly closing out the week.
- Erin's Law sexual abuse prevention education – Training of social workers underway. Presentations to students will follow.





# Support at Building Level



## Chair for Safety and Security/Strategic Planning Committee:

- Moving forward in identifying and then finding solutions for strengthening areas in need of attention.
- District's Emergency Operation Plan (EOP) - finalizing Step 2 and preparing to move onto Step 3.

## Student Contact:

- Visits with students in class and while at lunch will continue. This includes students in self-contained classes and those in (LADSE) classes.
- Since the start of the school year, the SRO performed one check for residency.

# Senate Bill 100 (SB 100) Background

- **Movement toward reforming student discipline began in 2012 with Voices of Youth in Chicago Education (VOYCE).**
- **Concerned about the impact of exclusionary discipline on students, in particular students of color, students with disabilities, LGBTQ students and ELL students.**
- **New discipline policies must be adopted.**
- **Requires all Illinois school districts to make significant changes to the way they suspend and expel students.**
- **Required changes must be implemented by September 15, 2016.**

# Senate Bill 100 - What Has Changed?

- **School boards, with the parent teacher advisory committee (PTAC), must develop a student discipline policy consistent with SB 100.**
  - **The policy must include school searches and bullying prevention.**

## **Discipline Advisory Committee developed in response to SB 100.**

- **Consists of Superintendent, Curriculum Director, 2 Principals, the Assistant Principal, Social Worker, 2 Staff Members and 2 Parents.**
- **Currently meets bi-monthly and must meet annually to review policies.**

# Senate Bill 100 -

## What Has Changed?

### Discipline Advisory Committee

- The committee's primary purpose is to advise, support and make recommendations to the Westchester School District on the policies and practices on student discipline to promote and maintain the inclusion and engagement of students in a healthy learning environment.



# Discipline Advisory Committee (PTAC)

## Objectives:

- **To eliminate exclusionary discipline practices and replace them with inclusive, culturally responsive approaches that foster social-emotional learning, educational equity and successful outcomes for each and every student.**
- **Make recommendations for the use of evidence-based practices that employ positive behavioral supports and are focused on the elimination of discipline disparities.**
- **Recommend professional development and training.**

# Senate Bill 100 - What Has Changed?

- **Schools must limit the number and duration of expulsions and suspensions to the greatest extent practicable.**
- **Schools are encouraged to use non-exclusionary discipline measures prior to suspending students.**
- **Suspensions and expulsions are to be used only for legitimate educational purposes.**
- **Zero-tolerance policies are prohibited.**
- **Schools must not advise or encourage students to drop out of school due to behavioral or academic challenges.**
- **School districts may not issue monetary fines or fees as a disciplinary consequence.**

# Senate Bill 100 - What Has Changed?

- **School districts must create a policy for suspended students to have the opportunity to make up any missed work for equivalent academic credit.**
  - **This includes students who have been suspended from the bus and do not have alternate transportation.**
- **School districts must provide appropriate and available support services to students during suspensions longer than 4 days.**
- **May provide appropriate and available support services for expelled students.**
- **School districts must create a policy to facilitate the re-engagement of students who have been suspended or expelled from school.**

# School Safety & Security

## Social Emotional

## Well-Being

### Online Anonymous Reporting of Bullying

Menu path from District web page:

- I Want to
  - Report Bullying

#### District 92½ Bullying Incident Report / Reporte de Acoso

\* Required

School or Site Name / Nombre de la escuela o sitio \*

Where did the incident occur? / ¿Dónde ocurrió el incidente? \*

When did the incident occur? / ¿Cuándo ocurrió el incidente? \*

What time did the incident occur? / ¿A qué hora ocurrió el incidente? \*

Example: 11:00 AM

Has the incident been previously reported? / ¿Se ha reportado este incidente previamente? \*

Who was bullying, harassing, intimidating or causing harm? / ¿Quién cometió el acoso, intimidó o dañó? \*

If known, please include his or her first name, last name and grade. / Si sabe, por favor incluya su primer nombre, apellido y grado.

Who was the person being bullied, harassed, intimidated or being harmed? / ¿A quién se le acosó, intimidó, o lastimó? \*



# Technology

- **New District Website launched Fall 2015**
- **Aesthetically streamlined to match the needs of the observer**
- **New & up-to-date features:**
  - Staff Directory of each school
  - District Report Cards
  - Links with pictures of the Superintendent and Board of Education
  - Curriculum and Instruction page
  - Transportation Changes with pictures and inviting set-up
  - Board of Education Development Training Identification
  - Persons of the Year Informational page
  - District and School Maps
  - Additional Freedom of Information notices
  - Links to Facebook of WPTC, WEF, and Parents Page



# Community Relations

- **FaceBook Page**
- **Twitter Accounts**
  - @SD925
  - @SD925WMS
  - @SD925WIS
  - @SD925WPS
- **On the Horizon**
  - Full-day Kindergarten (2016-2017)
  - Dual Language Strand (2017-2018)



Start by doing what is necessary;  
then do what is possible;  
and suddenly you are doing  
the impossible.

*~ St. Francis of Assisi*