

## SECTION 2

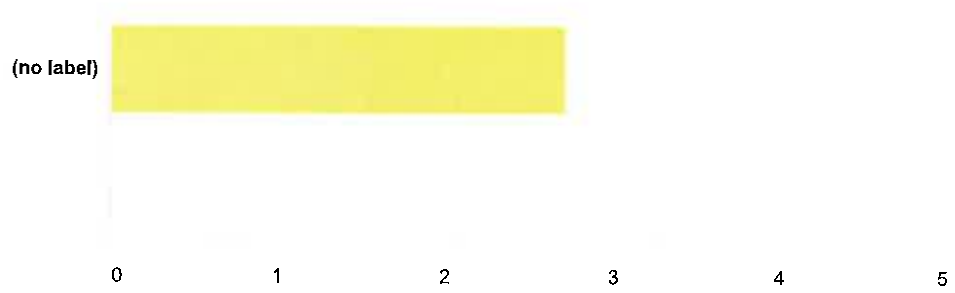
# Curriculum And Instruction



## Strategic Planning Satisfaction Survey

### Q5 I am satisfied with the manner in which the District is challenging the high-achieving students?

Answered: 177 Skipped: 24



	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	7.91% 14	25.99% 46	53.11% 94	12.99% 23	177	2.71

## Strategic Planning Satisfaction Survey

### Q6 I am satisfied with the manner in which the District is accelerating the progress of low-achieving students?

Answered: 175 Skipped: 26



	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	5.14% 9	18.86% 33	60.57% 106	15.43% 27	175	2.86

# Strategic Planning Satisfaction Survey

## Q7 I am satisfied with student achievement as measured on State Assessments.

Answered: 177 Skipped: 24

(no label)



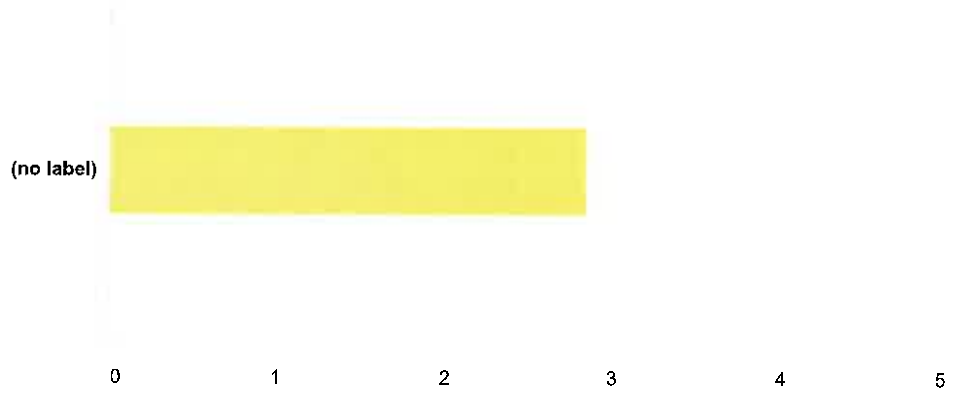
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	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	7.34% 13	31.07% 55	53.11% 94	8.47% 15	177	2.63

## Strategic Planning Satisfaction Survey

**Q8 I am satisfied with the manner in which the District is meeting the needs of the diverse population in the District.**

Answered: 179 Skipped: 22

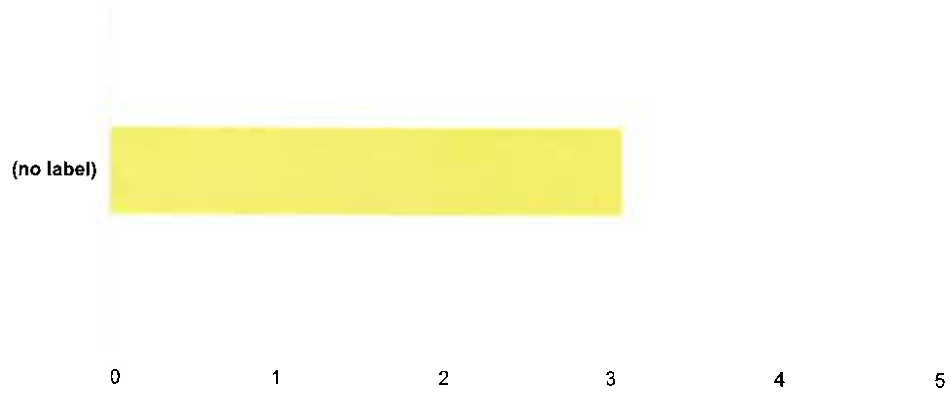


	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	4.47% 8	16.76% 30	67.60% 121	11.17% 20	179	2.85

## Strategic Planning Satisfaction Survey

**Q9 I am satisfied with the manner in which the schools report my student's progress to me.**

Answered: 182 Skipped: 19



	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	3.85% 7	12.64% 23	56.59% 103	26.92% 49	182	3.07

## Strategic Planning Satisfaction Survey

### Q10 Do you have any other comments, questions, or concerns with regard to Curriculum and Instruction?

Anonymous 33 - School 149

#	Responses	Date
1	The teacher staff does not reflect the diversities of the community.	12/1/2014 11:57 AM
2	none	12/1/2014 10:12 AM
3	I think it's time to go back to cheering the students at each grade level starting at 3rd grade	12/1/2014 9:23 AM
4	The curriculum in regards to Science and Social Studies seem to be limited. There are no homework assignments or any instructions on how a third grade can improve their overall grade. The students are graded on class work only.	12/1/2014 6:59 AM
5	My son has informed me that he is bored in class.	11/30/2014 11:05 PM
6	I think we need incorporate iPads and more technology into our curriculum. I also think students who graduate from WMS should have a better options for high school	11/30/2014 10:57 PM
7	N/A	11/30/2014 9:23 PM
8	I continue to have concerns about kids who are excelling and making sure they continue to be challenged. Sometimes it seems that a lot of focus is placed on catching students up.	11/30/2014 5:24 PM
9	The district should have some sort of pull out challenge program, so that students can be exposed to higher level material without compromise.	11/30/2014 4:04 PM
10	My children can tell me about the Holocaust which is an extremely important part of our history, but they can tell me anything about slavery, Jim Crow and the African American experience.	11/30/2014 3:02 PM
11	N/a	11/30/2014 12:27 PM
12	There needs to be more communication from WPS. Map scores and grades need to be available as anticipated...if there is a glitch, the problem needs to be fixed quickly and information sent out proactively vs. parent inquiry. WIS school does well with this.	11/30/2014 11:43 AM
13	Overall, the teachers seem to be doing the best they can with what they have. However our district is woefully behind in its use of technology and the adherence to an outdated and shifting state assessment process doesn't seem to reflect what is truly occurring for my child.	11/30/2014 10:46 AM
14	Explore testing...instructor did not inform students that guessing and getting answers wrong would be penalized as opposed to not answering at all. This was told to them AFTER the test was over. Meeting the needs of the diverse population? More like bending over backwards for the Hispanic population. Guess you have to since this is "the new Cicero."	11/30/2014 10:12 AM
15	I like the changes that have been made to help students in all demographics grow but want to see higher achieving students have more opportunities for enrichment. I would love to see summer opportunities available for students. I know many parents would be happy to bear the cost. I would like the district to look at the feasibility of these options.	11/30/2014 8:38 AM
16	I have a high achieving student. I believe the grouping of students this year according to skill level has been beneficial for him. I am however concerned about class size being large.	11/30/2014 8:35 AM
17	need afterschool reading & math programs	11/26/2014 2:10 PM
18	Would like to see my child in a normal class setting with less distraction.	11/26/2014 12:44 PM

## Strategic Planning Satisfaction Survey

19	Speaking of reporting my children's progress - this has been a 'problem' for years. With my son having an IEP, we are given updates using forms that are better written for those in the education field and not for the parent. The comments are often duplicated throughout; the field of measurement is arbitrary i.e. should reach said goal 70% of the time in 4 of 5 attempts with no more than 8 errors - WHAT? I, as the parent don't need to know this - rather, I'd like some information on what I can be doing at home to supplement his additional resource help. Read books at his reading level, which is xxxx (please list what this is so when I go to the public library I can find these quickly); visit a website that is appropriate to help with decoding (for example); the best ways for my son to learn i.e. visual learner, monkey see monkey do, repetition, etc. I understand the need to complete the goals and progress for the school/state records, but as far as what comes home to the parent - please make it more 'This is how you can help outside of the classroom to continue your son's academic progress.' On another note - I am so extremely thankful for the time and effort put behind the diversity of learning levels that have been determined and put into place. I cannot thank all the people who put this into action rather than just talking about it as another 'goal to work towards'. My most heartfelt thanks goes to the entire team, Thank You.	11/25/2014 11:56 PM
20	I do not care for the cumulative checkmark system, which meets out punishment in the form of detention and has the potential to be a tracking system of "bad" behavior without proper context. I also feel the school system does not reflect the community. I believe there's only one African American teacher out of the three schools.	11/25/2014 3:00 PM
21	I think all levels of students will benefit from more project and problem based learning.	11/22/2014 10:25 AM
22	Loving the differentiation for 2nd grade math. Wish it was also offered for 2nd grade reading.	11/21/2014 2:28 PM
23	I am concerned with the transition from first to second grade. I don't always feel like the curriculum is as challenging as it was the previous year. In particular the math and spelling. It still feels like my child is doing first grade work.	11/21/2014 1:43 PM
24	Since the Common Core is fairly new, it is hard to know how "satisfied" I can be with it. I do hear/see lots of attention to bringing slower learning kids up to speed..but I don't really see a lot of push/focus on helping to keep faster learning kids engaged.. Also, I really don't know much about how we are measured on State assessments.. perhaps I need to spend more time investigating, but there is not a lot of information that provides links or access to that sort of information. I do see my kids info.. of course.. but not as an aggregate.	11/21/2014 12:34 PM
25	Why must we meet the needs of the diverse population? Why don't THEY rise to meet higher expectations and challenges that will make them useful and productive adults?	11/21/2014 11:43 AM
26	I can't help my student with their math because it is taught in a different methods. I would like for there to be more examples.	11/21/2014 10:27 AM
27	Do what the Peace Corps and Ameri Corps do, two years and a half and your out, Now there is a way to save the tax payer some money on pension, and increased costs!	11/21/2014 9:43 AM
28	There are no enrichment programs. No workbooks to take home and do on your own. The website is outdated.	11/21/2014 8:52 AM
29	I love the model for the very high or very low... I worry that those students in the middle won't grow like they could.	11/21/2014 8:44 AM
30	My son is one of the "high achievers" and he frequently remarks that he is bored. I appreciate that he is in a higher level math group, but I think he needs more of a challenge in language arts.	11/21/2014 8:42 AM
31	*add an option for "don't know" or "does not apply"	11/21/2014 7:57 AM
32	N/A	11/21/2014 7:34 AM
33	My daughter's have not shown adequate academic progress. I question the curriculum and District goals to improve test scores to increase annual growth in academic progress.	11/21/2014 7:26 AM
34	Yes, I believe the Curriculum and Instruction can be overwhelming for our children. I believe the teachers must involve the parents by sending home regularly (spelling words, weekly, and any materials to help study for the exam). It would be great to see those test scores prior to the following week.	11/21/2014 7:11 AM
35	I don't agree with giving the 'diverse population' extra attention. Our tax money should NOT be spent on special Spanish classes, etc. They should be in a classroom with ALL kids and learning at the same pace. IF they want to learn English, they can do that on their own time, not with our tax paying money.	11/21/2014 6:36 AM
36	This new math is horrible. I am an accountant and can barely help my 1st grader with her homework. Get ride of CORE math now.	11/21/2014 6:25 AM
37	Too little too late.	11/21/2014 6:18 AM
38	I would like to see the high-achieving student be more challenged.	11/21/2014 6:15 AM



## Strategic Planning Satisfaction Survey

39	I have yet to ever access the grades/progress online. I find it inconvenient. I have 3 children currently in the system. Very tedious to go online to each profile and check on this. Perhaps at open house at the beginning of the year a station can be set up near the front door showing parents how to do this and have someone available to answer any questions.	11/21/2014 6:00 AM
40	Class size is way too big. Opening another section is essential for the success of the current first and second grade classes.	11/21/2014 5:52 AM
41	Class size for wps classes are too large.. im not sure if wis and wms also have more than 20 kids in one class...	11/20/2014 10:39 PM
42	When a student is sick for more than a day, I would like the "TEAM" to send the parent/ guardian a work plan or a missing homework sheet. Even reiterate days that each teacher is available for the student to work with either after school, before school, or during study hall. Maybe even consider skypeing or facetime to help the student catch up.	11/20/2014 10:36 PM
43	The diverse population of the student body does not reflect the teachers, administration or principal and or staff, there appears to be no people men or women of color or a 1% amount of , Latin, Asian American and or Black Americans, why is this, I have been in westchester for over 10 years, the diversity is unsatisfactory	11/20/2014 10:29 PM
44	There is an increasing amount of children in the classrooms. We need teachers aides or lower class size so that learning won't be impacted by the large class sizes.	11/20/2014 10:06 PM
45	It is too early to tell if the program to meet the needs of high and low students is working. Not quite sure if the high students are really being challenged or are just working at a faster pace with the same materials everyone is working with and being given more homework. Never was explained. All teacher's need to make sure they are following board policy and importing grades weekly. Too many teachers hold on to grades until the end, which doesn't do much for informing parents.	11/20/2014 10:02 PM
46	Has WMS gone to semesters this year? If so, it has not been well communicated with parents. Also, what is the point of semesters, if the other 2 schools were recently changed to trimesters to align with WMS. Also, is there a librarian at WMS? If no, why weren't parents informed? Pleased so far with ability grouping in LA/Math. Would like to know what the higher end groups are doing that is enrichment over the lower end groups. Would like to see ability grouping extended to Science and Social Studies.	11/20/2014 10:00 PM
47	My son NEVER gets any homework and is not challenged. He does not need hours of homework but he never gets any So when he is older, he will not be prepared in time management. He is in the accelerated classes - little teacher communication	11/20/2014 9:59 PM
48	8th grade not challenged at all in reading, no after school reading requirements, limited homework may not prepare them for heavier workload in high school.	11/20/2014 9:53 PM
49	Get those math scores up!!!	11/20/2014 9:53 PM
50	15 minute parent teacher conferences is not enough time	11/20/2014 9:45 PM
51	Need a smaller classroom for kids who need special help in Kindergarten	11/20/2014 9:40 PM
52	I am thinking it would be smart to have a Common Core Math monthly meeting for parents so they can help their kids instead of either confusing them or not helping in the best manner.	11/20/2014 9:39 PM

# Westchester District 92½ Strategic Plan

## ISAT 2012-2013 & 2013-2014 Math and Reading

Chart #1		Math								
Grade	Warning # of students= percentage		Below # of students= percentage		Meets # of students= percentage		Exceeds # of students= percentage		Total number of students	
	2012- 2013	2013- 2014	2012- 2013	2013- 2014	2013- 2014	2013- 2014	2012- 2013	2013- 2014	2012- 2013	2013- 2014
3 <sup>rd</sup>	10=7.4%	6= 5.0%	45=33.5%	36=30.5%	65=48.5%	51=43.0%	11=8.2%	25=21.0%	134	118
4 <sup>th</sup>	2 =1.5 %	6= 4.7%	46=35.6%	35=27.5%	75=58.1%	71 = 55.9%	5=3.8%	15=11.8%	129	127
5 <sup>th</sup>	9 = 6.1%	8= 6.6%	68=46.5%	38=31.4%	63=43.1%	59 = 48.7%	6=4.1%	16=13.2%	146	121
6 <sup>th</sup>	13= 9.7%	3= 2.0%	34=25.3%	44=29.7%	70=52.2%	81 = 54.7%	15=11.1%	20=13.5%	134	148
7 <sup>th</sup>	7 = 5.6%	1= 7.6%	43=34.6%	23=17.6%	66=53.2%	74 = 56.9%	8=6.4%	23=17.6%	124	130
8 <sup>th</sup>	2 = 1.6 %	7= 5.6%	48=40.6%	35=5.90%	58=49.1%	65 = 52.0%	9=7.6%	18=14.4%	118	125
<b>Total</b>	<b>43= 27%</b>	<b>40= 5.2%</b>	<b>284= 27.5%</b>	<b>211= 27.4%</b>	<b>397 = 50.8%</b>	<b>401= 52.1%</b>	<b>54= 17.1%</b>	<b>117= 15.2%</b>	<b>785</b>	<b>769</b>

Chart #1		Reading								
Grade	Warning # of students= percentage		Below # of students= percentage		Meets # of students= percentage		Exceeds # of students= percentage		Total number of students	
	2012- 2013	2013- 2014	2012- 2013	2013-2014	2013- 2014	2013-2014	2012- 2013	2013- 2014	2012- 2013	2013- 2014
3 <sup>rd</sup>	8 =5.9%	7 = 5.9%	35=26.1%	44=34.3%	60=44.7%	53=44.9%	28=20.8%	14=11.8%	134	118
4 <sup>th</sup>	3 =2.3%	8 = 6.2%	37=28.6%	36=28.1%	71=55.0%	77=60.1%	17=13.1%	7 = 5.40%	129	128
5 <sup>th</sup>	7 =4.7%	5 = 4.1%	48=32.8%	35=28.9%	74=50.6%	70=57.8%	17=11.6%	11 = 9.0%	146	121
6 <sup>th</sup>	9 =6.7%	12 =8.1%	30=22.3%	50=33.7%	65=48.5%	74=50.0%	28=20.8%	12 = 8.0%	134	148
7 <sup>th</sup>	1 =.08%	10=7.6%	37=29.8%	36=27.6%	63=50.8%	75=57.6%	23=18.5%	9 = 6.90%	124	130
8 <sup>th</sup>	1 =.08%	9 = 7.1%	28=23.7%	64=50.7%	66=55.9%	46=36.5%	22=18.6%	7 =55.5%	118	126
<b>Total</b>	<b>29= 27%</b>	<b>51 = 6.6%</b>	<b>215= 27.3%</b>	<b>265 = 34.3%</b>	<b>399= 50.8%</b>	<b>395 = 51.2%</b>	<b>135= 17.1%</b>	<b>60 = 7.7%</b>	<b>785</b>	<b>771</b>

**ISAT 2012-2013 & 2013-2014  
Math and Reading Subgroups  
Percentage of Meets and Exceeds**

Chart #3	White		Black		Hispanic		LEP		Students w/IEP		Males		Females	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
<b>Math</b>	74.1%	74%	38.8%	40%	49.2%	55%	18.6%	17%	19.7%	23%	58.5%	58%	56.2%	61%
<b>Reading</b>	82.7%	80%	59.5%	50%	58.6%	61%	20.9%	15%	19.7%	28%	64.2%	65%	71.9%	42%

**Measure of Academic Progress (MAP)  
Rit Scores**

	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>2013-14</b>	Reading <b>160.6</b>	Reading <b>178.2</b>	Reading <b>188.7</b>	Reading <b>199.1</b>	Reading <b>207.4</b>	Reading <b>212.74</b>	Reading <b>218.6</b>	Reading <b>222.3</b>
	BOY 160.3	BOY 175.9	BOY 189.9	BOY 199.3	BOY 207.1	BOY 212.3	BOY 216.3	BOY 219.3
	Math <b>163.3</b>	Math <b>176.7</b>	Math <b>188.2</b>	Math <b>200.3</b>	Math <b>212.9</b>	Math <b>213.6</b>	Math <b>221.9</b>	Math <b>225.5</b>
	BOY 162.8	BOY 178.2	BOY 192.1	BOY 203.8	BOY 212.9	BOY 219.6	BOY 225.6	BOY 230.2
<b>2014-15</b>	Reading <b>160.4</b>	Reading <b>181</b>	Reading <b>193.8</b>	Reading <b>202.2</b>	Reading <b>207.9</b>	Reading <b>215</b>	Reading <b>219.2</b>	Reading <b>223.5</b>
	BOY 160.3	BOY 175.3	BOY 189.9	BOY 199.3	BOY 207.1	BOY 212.3	BOY 216.3	BOY 219.3
	Math <b>162.7</b>	Math <b>180.3</b>	Math <b>193.1</b>	Math <b>203.9</b>	Math <b>210.6</b>	Math <b>215.4</b>	Math <b>221.7</b>	Math <b>230</b>
	BOY 162.8	BOY 178.2	BOY 192.1	BOY 203.8	BOY 212.9	BOY 219.6	BOY 225.6	BOY 230.2

**Priority Target:** *To strengthen core instruction in reading and math in order to ensure that at least 85% of all students achieve at or above grade level.*

*Based on the 2012-2013 and the 2013-2014 ISAT results, students of Westchester District 92½ saw a significant decline in performance in both reading and writing. In 2011-2012 the ISAT results show that 84% of all students exceeded or met in both reading and math; the following year (2012-2013) the performance level significantly decreased across the board for all students. This was also the year that one hundred percent of the ISAT test was based on Common Core State Standards, this may have attributed in part to the significant decline in student performance. As of the 2014-2015 school year, all students in grades third through eighth will take the PARCC assessment replacing the ISAT state-wide.*

*The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment is administered to students in grades third through eighth in the areas of English Language Arts and Mathematics.*

*PARCC is a computer-based assessment that was designed to determine student college and career readiness. It assesses the Common Core State Standards. Its goal is to measure the full range of student performance and provide timely data throughout the academic year to teachers to help inform instruction, interventions and professional development.*

*There are five components of the PARCC assessment system. Districts are required to administer the Performance-Based Assessment for ELA (English Language Arts) and Mathematics and the End-of-Year Assessment for ELA and Mathematics.*

*When analyzing the performance of the subgroups, the percentage is decidedly lower when compared to the aggregate. The State of Illinois identified the following student subgroups for Westchester – White, Black, Hispanic, LEP (Limited English Learners), and Special Needs (students with an IEP). In chart #3 please note that we have captured the Exceeds/Meets status for males and females as well. Overall the subgroups performed at a much lower level than the aggregate and the White Caucasian subgroup in the district.*

*In an attempt to respond to the decline in student performance, two areas have been identified as needing attention. First of all, core instruction must be strengthened in order to ensure academic success for a minimum of 85% of all students. In an effort to meet the wide range of academic needs and decrease the wide range of differentiation, skills-based groupings based on MAP Rit results will be created yearly in the areas of reading, in grades third through eighth, and in math, in grades second through eighth. Addressing this area should have a positive impact on student learning and performance on standardized tests will improve.*

*Based on the test results for students in grades first through eighth on the Measure for Academic Progress Assessment (MAP), core curriculum must be strengthened in order to accelerate student learning and student achievement. The teachers will continue to participate in professional development on how to design highly effective inquiry-based learning projects, leading to high student engagement in the learning process, accelerating student learning and increasing student achievement. District-wide all certificated staff, with the exception of Social Workers, Speech and Language Pathologists and*

*Psychologist will participate in IBL professional development. Due to budgetary constraints, the IBL professional development will be a three year endeavor with one third of the staff participating in IBL professional development during one of the three cycles. Cohort I participated in 2014-2015, Cohort II will participate in 2015-2016 and Cohort III will participate in 2016-2017. Afterwards, the Reading Specialists in collaboration with the Math Specialists and Technology Specialists will offer IBL training for new hires and continue supporting those teachers in need of additional coaching.*

**Priority Target:** *To develop curricular options in order to take advantage of the District's diversity.*

*Based on demographic data the largest minority population is Spanish-speaking, the ISAT results for all subgroups show that a large percentage of our minority students are under performing. The qualitative data lead the committee to recommend Dual language Program to address the low performance of limited English speakers. It is recommended that Westchester District 92½ research the possibility of implementing a Dual Language Program in the Fall of 2017.*

*In order for teachers to be able to highly engaging students in the IBL projects, they must design projects that are culturally responsive. By being intentional and focused on bringing real-world topics that matter to their students, teacher will be able to embrace and celebrate our district's diversity.*

**Priority Target:** *To develop a true district-wide Response to Intervention (RtI) Model.*

*MAP data was analyzed confirming the need to establish an effective Response to Intervention Model that identifies the lowest fifteen percent of struggling students as candidates for Interventions at Tier 2 in the areas of math and reading. The new RtI Model specifically delineates the process for student identification, delivery of services, monitoring of student progress and determination of students success. The RtI Model specifically delineates the process for students to move to Tier 3 support in addition to Tier 2 Interventions and Tier 1 core instruction.*

**Priority Target:** *Ensure a climate conducive to teaching and learning*

*The committee examined the 5Essentials Survey and District Satisfaction Survey in January of 2015. An immediate discussion arose regarding the high number of students in second grade classes at WPS. There were sections of 30, 29, 29, 29, and 29. This data was also discussed at several school board meetings. Class size is reviewed continually by the principals and monthly by the superintendent and the BOE in order to provide optimal learning experiences. Based on qualitative and quantitative stakeholder groups, the committee recommends the continuation of reviewing current numbers for sections and class size.*

## **Technology**

**Priority:** *Develop an engaging and user-friendly website that is updated daily.*

*Qualitative data determined that the current district website is not user-friendly. The Westchester Community is asking for an engaging and robust website.*

**Priority:** *Integrate technology into instruction leading to increased student learning and student achievement.*

*In order to accelerate student learning, strengthen core instruction and differentiate instruction for the low achieving students as determined by analyzing ISAT scores and MAP results, a technology plan will incorporate establishing criteria for purchasing hardware and software, designing a roll-out plan to include logistics, replacement cycle and new technology purchases. The plan will include the development of professional development opportunities and the development of a rubric to monitor the integration of technology into daily instruction.*

Westchester Public Schools, District 92½, Strategic Action Plan

Area: Curriculum and Instruction

Priority Target: Strengthen core instruction in reading and math in order that 85% of all students will be at or above grade level

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Create skills-based groupings for reading and math	Implementation: August 2014	<p><b>SILT &amp; Specialists</b></p> <ul style="list-style-type: none"> <li>Analyze benchmark assessment data to determine skills-based groupings in reading and math</li> <li>Plan logistics on how to disseminate information to staff and gather teacher input to finalize groups</li> </ul> <p><b>Classroom Teacher</b></p> <ul style="list-style-type: none"> <li>Increase student learning and achievement by differentiating instruction in skills-based groups</li> <li>Close achievement gap</li> <li>Implement IBL within the core</li> <li>Assess and monitor student learning</li> </ul> <p><b>Specialists</b></p> <ul style="list-style-type: none"> <li>Actively engage in mentoring/coaching teachers in best practice strategies in reading and math</li> </ul>	<p>Professional development</p> <p>Staff buy-in</p> <p>Implementation done with fidelity</p> <p>Large number of students in lower achieving clusters</p> <p>Identifying correct placement of new students</p>	<p>NWEA Measures of Academic Progress (MAP)</p> <p>Fountas and Pinnell Reading Assessments</p> <p>Math Curriculum-based Measures - MCBM (Aimsweb)</p> <p>Reading Curriculum-based Measures -RCBM (Aimsweb)</p>	<p>Specialists</p> <p>Classroom teachers</p> <p>Interventionists</p> <p>IBL training</p> <p>Money for substitutes</p> <p>Professional development</p>

**Westchester Public Schools, District 92½, Strategic Action Plan**

**Area:** Curriculum and Instruction

**Priority Target:** *Strengthen core instruction in reading and math in order that 85% of all students will be at or above grade level*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
2) Inquiry-based Learning	Cohort 1: 2014-2015 Cohort 2: 2015-2016 Cohort 3: 2016-2017 Full implementation: 2017-2018	<p><b>All PEL</b></p> <ul style="list-style-type: none"> <li>•Engage in job-embedded year-long professional development on Inquiry-based learning</li> <li>•Reflect on effectiveness of IBL projects, as they impact student learning and student achievement</li> <li>•Engage in professional discourse with IBL experts/presenters on a timely basis throughout training and follow-up support</li> <li>•Implement IBL as the framework for teaching in order to increase student engagement, leading to high levels of students learning and achievement</li> </ul> <p><b>Specialists</b></p> <ul style="list-style-type: none"> <li>•Mentor/Coach teachers in the IBL framework in order to accelerate learning and increase student engagement in the learning process</li> <li>•In addition, specialists will introduce IBL strategies during Induction Week and continue providing job-embedded professional development</li> </ul>	Staff buy-in Implementation done with fidelity Finances Appropriate materials (e.g. high-interest low-level books)	Staff attendance at PD sessions Staff cooperation as measured by collaborative discourse with presenters and colleagues	Title monies Space Time Substitutes



**Westchester Public Schools, District 92½, Strategic Action Plan**

**Area:** Curriculum and Instruction

**Priority Target:** *Development of curricular options to take advantage of the District's diversity*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Develop a Spanish Dual Language Program	Information gathering and sharing: 2015-2016 Planning: September 2016-May 2017 Implementation: August 2017-2018	District administration, WPS Principal, Bilingual/ESL teachers, SILT members, and parents work together to develop the program	Financial Staff buy-in Community buy-in Hire qualified teachers	Develop a checklist Implementation in 2017	Site visit Professional development on Dual Language and Bi-Literacy BPAC committee

**Westchester Public Schools, District 92½, Strategic Action Plan**

**Area: Curriculum and Instruction**

**Priority Target:** *Development of a true District-wide Response-to-Intervention (RtI) model*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
<p>1) RtI Team Meeting Part 1: Identify the bottom 15% of students in the areas of reading and math</p>	<p>Implement: 2014-2015 Fall, winter, spring benchmark</p>	<p>Administration, Specialists, Interventionists, and Psychologists meet to interpret data and plan for the meeting to finalize interventions</p>	<p>Collecting data in a timely fashion  New students to district</p>	<p>NWEA Measures of Academic Progress (MAP)  Fountas and Pinnell Reading Assessments  Aimsweb</p>	<p>Data</p>
<p>2) RtI Team Meeting Part 2: Determine students to receive Tier 2 interventions</p>	<p>Fall, winter, and spring benchmark</p>	<p>Analyzed data is presented to PLTs at the RtI team meeting order to solicit teacher input to finalize interventions  Interventionists and subject-area teachers determine push-in or pull-out schedule based on assessment data and teacher input</p>	<p>None</p>	<p>Final schedules Implementation of Intervention Groups the Monday following RtI meeting</p>	<p>MAP Benchmark Fountas and Pinnell Benchmark Aimsweb Benchmark Formative Assessment from homeroom and subject-area teachers</p>

**Westchester Public Schools, District 92½, Strategic Action Plan**

**Area:** Curriculum and Instruction

**Priority Target:** *Development of a true District-wide Response-to-Intervention (RtI) model*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
3) Monitor the progress of students in Tier 2	Every two weeks	Interventionists monitor progress every two weeks using Running Records and a Math tool  Subject-area teachers monitor progress every two weeks using Aimsweb MCBM and RCBM	Time Resources Materials Large caseload Absent students	Data is complete and up-to-date	MCBM (Aimsweb)  RCBM (Aimsweb)  Running Records  Math Tool
4) Determine students who will continue, modify, or exit Tier 2	Ongoing and/or Benchmark	Administration, Specialists, Interventionists, and Psychologists meet to determine if interventions need to be adjusted  Interventionists bring core/PLT input to meetings	Data are not complete	Final list includes students who will: • transition to core • continue in interventions with no change • Interventions are changed, modified, or intensified • students referred to SOAR team	Data  Final list  Collaboration time
5) Determine students to receive Tier 3 interventions	Ongoing and/or Benchmark	SOAR Tier 3 paperwork is completed in collaboration between Subject-Area Teachers, Interventionists, and Specialists	Collaboration time	MAP Benchmarks  Fountas and Pinnell Benchmark  Aimsweb Benchmark  Progress Monitoring Assessments	Data  Expertise of Specialists and Psychologists

**Westchester Public Schools, District 92½, Strategic Action Plan**

**Area:** Curriculum and Instruction

**Priority Target:** *Ensure a climate conducive to teaching and learning*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Review current number for section and class sizes	February 2015 (or February of each school year)	Superintendent Director of Curriculum Director of Finance & Operations Special Needs Coordinator Building Administrators	Finances	Strive for average class size in the mid-20s	eSchool Teacher input Section lists