Transformation Task Force
Final Report and Recommendations

School District U-46/Elgin Teachers Association

December 2013

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MEMBERS OF THE TRANSFORMATION TASK FORCE

Steering Committee

For the Elgin Teachers Association:
Barbara Bettis, Larsen Middle
Doreen Roberts, Teacher Effectiveness Initiatives (Co-chair)
Helen Harris, Elgin High (retired)
Ed Russell, South Elgin High
Shawn Leaver, Hilltop Elementary

Kathryn Castle, ETA President

For U-46
Ariel Correa, Principal Hilltop Elementary
Lavonne Smiley, Principal Tefft Middle
Susan Smith, Coordinator of Multi-Tiered Systems of Support
Suzanne Colombe, Assistant Superintendent for Teaching and Learning
Tony Sanders, Chief of Staff (Co-chair)

Ex-Officio members:
Dr. José M. Torres, Superintendent
Joyce Houston, IEA UniServ Director
Jack Janezic, IEA UniServ Director

Subcommittees (* *denotes Steering Committee member*)

Early Childhood & Elementary Subcommittee
Ariel Correa*
Carron Janssen
Jan Wilcox
Joyce Houston*
Katie Thomson
Marty Potts
Michele Mullen
Noemi Hernandez
Sarah Rangel
Shawn Leaver*
Susan Smith*
Terri DeDecker
Ushma Shah
Angela Balk
Apryl Lowe
Sarah Madson
Jean O'Conner

Middle School Subcommittee
Amy Ingente
Arturo Escamilla
Barbara Bettis* Courtney
Byer
D.J. Donner
John Parquette (community)

Jane Mursewick
Kathy Davis
Lana Brozik
Lavonne Smiley*
Lisa Hawley
Mike Basich
Perry Hayes
Sara Elwood
Susan Collins

High School Subcommittee

Ed Russell*
Suzanne Colombe*
Helen Harris*
Carl Draeger
Raheem Hasan (community)
Sjoukje Brown
John Leone
Jen Misek
Connie Kott
William Vega
Jessica Cullinane
Terri Lozier
Kathy Phalp
Rachel Frasch
Barb Roth
Laura Sandine

Non-Traditional

Amy Whelan
Doreen Roberts*
Hilda Curda
Rodney Fitzgerald
Sharon Bretz
Tony Sanders*

HISTORY AND BACKGROUND

The work of the Transformation Task Force was born through the contract (2011-2014 Elgin Agreement) reached between the Elgin Teachers Association and the U-46 Board of Education in June 2012. A Memorandum of Understanding (MOU) from that agreement states:

"The Task Force (TTF) will make its recommendations to the Board of Education and the Elgin Teachers Association regarding student contact time by no later than December 15, 2012. Within 30 calendar days from the receipt of the recommendations of the Task Force with respect to the transformation of the student day for the 2013/2014 school term, the Board and the Association shall approve or disapprove the recommendations and immediately inform the other in writing of the action taken and, if disapproved, a summary of the reasons for disapproval.

If the recommendations are approved, implementation shall begin promptly according to the schedule recommended by the Task Force.

If the recommendations of the Task Force are not approved by both the Board and the Association, the Task Force shall promptly reconvene to consider modification of its recommendations in light of the reasons given for disapproval. Any modified recommendations shall be submitted to the Board and the Association for approval or disapproval.

If the Task Force's recommendations are not approved by both the Board and the Association by no later than February 22, 2013 either or both of the following may occur:

a) the Board or the Association may terminate the contract effective August 17, 2013. Notice of termination must be given in writing by no later than March 1, 2013. Negotiations for a successor agreement shall then begin no later than April 1, 2013.
b) the Board may implement the following with respect to student contact time beginning with the 2013-2014 school term, subject only to modifications agreed to in the negotiations over the successor agreement:

Middle School: 250 minutes per day, supervision shall not exceed one class period per day. The district will endeavor to place the additional minutes immediately before the start of, or during, the student day."

TIMELINE

June 2012 - the Full TTF met at Kimball Middle School to learn about the Transformation Task Force, consensus decision making, and to begin subcommittee work based on the values, beliefs and critical questions created by the TTF Steering Committee. The subcommittees formed include Early Childhood/Elementary, Middle, High, and Non-Traditional.

August 2012 – TTF conducts a survey of teachers and administrators at all levels to gather feedback about the structure of the current school day, curriculum and course offerings, student contact time, meeting staff and student needs.

September 2012 – TTF meets at Kimball Middle School to hear updates, receive feedback and discuss the work done to that date. The TTF Steering Committee presents interim report to the Representative Assembly of the Elgin Teachers Association and to the U-46 Board of Education.

November 2012 - the Full TTF met at Kimball Middle School to learn the possible recommendations from each subcommittee, process and discuss the impact of the possible recommendations, and clarify questions or concerns regarding possible recommendations. TTF Steering Committee presented the September Interim Report to the Citizens' Advisory Council (CAC) and received feedback from the members in attendance at the meeting.

December 2012 – TTF presents second interim report and recommendations to the U-46 Board of Education that the work of the task force be extended for an additional year. Elgin Teachers Association Representative Assembly votes to approve the recommendations.

February/March 2013 – TTF holds a three day retreat facilitated by the Consortium for Educational Change. The purpose of the retreat was to examine the work done by all subcommittees and develop a plan to move forward.

May 2013 - Survey of parents and community members who serve on U-46 advisory councils, including the Citizens' Advisory Council, African American Advisory Council, Bilingual Parent Advisory Council, and the presidents of U-46 Parent-Teacher Organizations.

September 2013 – Subcommittees finalize their vision and examples of how we can move towards that vision.

October 2013 – TTF Steering begins soliciting feedback from parents, teachers, students and community members on the work completed thus far and the draft recommendations to the Board and ETA.

November 2013 – Revise draft based on feedback and prepare final report for the Board of Education and ETA.

December 2013 – Final report submitted to U-46 Board of Education and ETA.

VALUES AND BELIEFS

The values and beliefs that are the foundation of the work are as follows:

We, the ETA and District representatives of the Transformation Task Force, believe through our collaborative effort we can design the optimal school day for students, teachers, and the school community.

- Our students will have a school structure which is designed to provide a learning environment that meets the needs of all students to achieve, grow, and develop.
- Our staff will have a working environment that supports effective teaching and learning. We
- will assure our school community is an essential partner in our work.

We value maximizing all students' learning which will

- include reducing the achievement gap providing
- enrichment opportunities high quality educational
- experiences meeting all students' interests meeting all
- students' strengths
- differentiating learning experiences to meet all student needs
- meeting the diversity of the student population
- Rigorous and relevant curriculum that is aligned to content standards (such as common core, Illinois state standards, national standards, etc.)

We value a differentiated structure of the professional teaching day to include

- efficient use of teacher time professional voice in all areas of practice a shared and,
- fair/manageable workload opportunity for teacher-led professional collaboration as stated in the
- MOU of the 2011 Elgin Agreement
- discretionary/ duty free time
- management of instructional preparation time adequate
- resources to support teachers in their work balanced
- instruction and assessment meaningful contact time
- with students practice that reflects the Framework for
- Teaching

We value the multi-faceted aspects of the school community to include

- acknowledgement of the work being done
- fiscal responsibility flexible
- solutions
- compliance with state and federal regulations
- safety of students and staff opportunity for
- family contact time commitment to
- parents and community

INTRODUCTION

For sixteen months the members of the Transformation Task Force have spent numerous hours working towards "a complete design of the student day that will maximize student learning, provide differentiated structures, and promote teacher collaboration. The plan may also include recommendations related to the school calendar. The plan will include full and effective implementation steps including any budgetary implications. The committee will gather input from all impacted groups through focused discussion or surveys." The Transformation Task Force recognizes the recommendations made as a result of this work may not be appropriate to group together as one all-encompassing recommendation. The Transformation Task Force requests each recommendation is made to the respective decision making body (the Board of Education, the Elgin Teachers Association, the District Administration). We note that pursuant to the

Memorandum of Understanding reached between the Elgin Teachers Association and the U-46 Board of Education, the only recommendation required to be made to the Board is in regards to student contact time.

As the Transformation Task Force began its work it quickly discovered the complexity of our school system and the need to determine a comprehensive vision to work towards, rather than providing individual recommendations. The members of the Transformation Task Force agreed creating a vision was the best opportunity for transformation rather than restructuring what currently exists.

The Transformation Task Force Steering Committee determined the vision of the optimal school day is the "what" of the work. The "what" serve as the basis for the recommendations. The Steering Committee realizes it is difficult to envision the "what" without examples of what could be implemented. These examples serve as possibilities of "how" the vision might look in our schools. Due to the complexity of our system and the different decision making bodies we propose the "whats" as a comprehensive vision for the optimal school day and the "hows" as possibilities to implement to transform the school day to reach the vision.

DEVELOPMENT OF THE VISION (THE "WHAT")

Through the development of the vision of the optimal school day for the students of School District U-46, the Transformation Task Force Steering Committee categorized the vision into the following areas.

We desire a school system that provides for:

- Cognitivity
- Core Comprehensive Curriculum
- Communication
- Citizenship and Social Responsibility
- Time Management

Within these categories there are commonalities within the vision that span all grade levels, prekindergarten through high school. It is understood that each piece of the vision would be implemented appropriately for students based on their grade level or developmental level. With implementation of this vision, learning will be scaffolded and students will experience an aligned and connected school experience which will allow them to develop from young children to young adults. The common themes are as follows:

Cognitivity - the process of thinking, knowing, perceiving, or remembering

Students will:

- Develop higher order thinking skills enabling students to challenge themselves and their peers, explore subject matter deeply, evaluate reliability of information, and recognize biases
- Have opportunities to learn through constructive experiences

- Have structures that provide for inquiry based learning
- Make intentional, meaningful connections from prior knowledge to current learning experience
- Develop literacy (reading, writing, speaking, listening) skills as part of all content areas and genres
- Learn to self-assess skills and progress towards learning goals creating accountability for their own learning
- Gain a knowledge base that enables a global understanding of the world in a variety of fields
- Have an active role in achieving learning goals
- Have learning experiences that are designed to provide challenging and relevant opportunities
- Have a realization and awareness of self as part of the learning community
- Experience an integration of curriculum, like music to help explain math concepts.
- Have access to a variety of course offerings allowing exploration of student interest
- Gain skills and knowledge aligned throughout content areas for college and career readiness
- Discover the relevancy of school learning experiences to the student's future
- Have pride, ownership, and sense of connectedness to the school and community

Curriculum - content, course offerings

Students will:

- Know that all content areas are recognized as important
- Make cross-curricular connections within their daily experience
- Have daily experiences for core curriculum learning that meet individual student needs
- Access appropriate and available resources (people/technology/materials) during core learning experiences
- Experience learning of content that is facilitated by both teacher and students, holding one another accountable for academic success
- Experience integration of literacy development into all content areas
- Have access to a variety of exploratory/elective courses
- Have alignment and continuity of curriculum throughout grade levels
- Learn relevant curriculum aligned to learning standards
- Have transition opportunities so they are exposed to the next level of curriculum, creating a sense of purpose and knowledge of expectations and support available to promote success
- Serve others (service learning) within the school community to create a sense of connectedness
- Have access to alternate course possibilities that meet state and district graduation requirements
- Have parents/guardians who have access to support in understanding the learning outcomes for courses/subjects, and how they can assist at home.

Communication - exchange of information between individuals

Students will:

- Focus on the importance of literacy skills (reading, writing, speaking, listening)

- Use relevant and up-to-date technology
- Have opportunities to connect with students in other schools, regions, countries
- Develop skills to express knowledge through the arts
- Utilize literacy skills to learn from one another
- Have the ability to assess and explain own learning and knowledge, as well as needs to continue progress towards learning goals to peers, parents, teachers
- Experience a team culture that promotes an environment for effective communication amongst students and staff
- Receive instruction that is relevant to social, emotional, and academic progress

Citizenship and Social Responsibility - accountability to membership in a community

Students will:

- Hold themselves and peers accountable for behavior and meeting behavioral and learning expectations
- Understand and apply behavior norms and expectations for varied situations/contexts
- Be aware of differences in economic systems and the effects on the global economy
- Learn to resolve conflict through learning experiences that require problem solving
- Participate in events that are connected to active citizens in the community
- Have empathy for others
- Have opportunities to be visionaries and leaders while engaging in simulations of multiple roles
- Respect and appreciate a diverse school community
- Utilization of family and community resources to engage students in learning in native languages
- Identify and accept themselves and others through cultural, racial, gender, economic, family structures, and community lenses
- Contribute to purposeful and meaningful relationships
- Have structures to support, and safety to develop, citizenship and social skills within course offerings and social situations
- Awareness of possible career paths through connections and experiences in the community
- Have access to mentors, and the ability to mentor others, through organized community service opportunities.
- Have the ability to explore opportunities available after high school through community, corporate, and university partnerships
- Have parents and guardians who have access to parent advisory models which provide opportunities for all parents/guardians to participate in creating a connection of groups within the school system

Time Management – effective and efficient use of time and the ability to prioritize

Students will:

- Have the ability to identify and evaluate resources efficiently to enable use of meaningful and purposeful resources
- Receive scaffolded learning to promote the continuous development of knowledge
- Be engaged in learning through independent and group experiences
- Plan ahead to map out a pace to complete long-term projects
- Be responsible for the delegation of group responsibilities
- Develop skills to determine priority of tasks
- Have flexibility in time to accomplish tasks
- Understand that time management impacts outcomes
- Have blocks of time to focus on core curriculum
- Have flexibility in scheduling to allow for opportunities to practice and develop time management skills, especially as students develop into young adults who have personal priorities that may impact school experiences

POSSIBLE "HOWS"

The teachers in our schools make the greatest impact on students' ability to learn while at school. We envision a school system that values effective teacher collaboration and relevant opportunities to grow professionally.

The desire for the school system to provide protected time for teacher collaboration is reflected in the possible "hows" listed below.

The Transformation Task Force Steering Committee recognizes the complexity of the vision, the "what" as stated in this report. We acknowledge *transformation* is a process and the transformation of the school day cannot be accomplished without changes that may greatly impact all students, employee groups, families, and the school community. Therefore, we offer some examples that have been explored by the subcommittees of the Transformation Task Force.

These "hows" are possible pieces of the transformation process:

Early Childhood:

- Outdoor time integrated with science activities and options
- Push in student support services during student work time
- Release time for collaboration ½ day each month to focus on AM students/class, ½ day each month to focus on PM students/class
- Staffing to accommodate small group instruction
- Provide Art/Music/PE instruction for all early childhood students
- Provide sufficient technology tools for staff that assist in data collection
- Meals served outside of instructional time by food service staff
- Arrival and dismissal of students supervised by support staff to provide time midday to collaborate with staff and/or prepare for student instruction
- Arrival of students before instructional time, and dismissal of students after instructional time
- Bus students to and from school to provide preschool opportunity to all students

Elementary:

- Specialized Instructors such as, Certified Librarians and Technology Teachers in each school supporting literacy development and communication skills by extending classroom instruction
- Teachers work in teams to provide support for a consistent group of students to better meet individual student needs
- Provide Art/Music/PE/Technology instruction each week for all students
- Daily time for individualized instruction for every student (What I Need, or "WIN" time)
- Accessible technology for all students
- Time to intentionally plan curriculum integration
- Weekly planning time (160 minutes with a goal of 225 minutes) of which 90 minutes is for horizontal collaboration time with teacher generated agendas
- Weekly early release days throughout the year for collaboration time with school staff provided for through banking time or replacing school improvement days
- Flexibility to teach content in isolation or not
- Intentional integration of curriculum
- Opportunities for parents to learn strategies to assist their child in the transition into elementary school

Middle School:

- Transition plan for students entering middle school (SEE HIGH SCHOOL EXAMPLE) ● Expand middle schools to serve grades 6th through 8th.
- Start school day earlier in order to increase the student day
- Class periods range between 43 and 45 minutes
- Students have 6 core curriculum courses – Reading, English, math, science, social studies, physical education (with blocking where possible of Reading and English) which include a literacy block plus two electives and lunch with the electives being: ○ Speech /Debate and Project Lead the Way (one semester each)
  - Quarterly rotation (art, family & consumer science, computers, and general/cultural music)
  - Chorus
  - Band
  - Orchestra
  - AVID
  - World Language
  - Intervention
- Interdisciplinary teams where a group of teachers all work with the same group of students
- Interdisciplinary teams would have opportunities to collaborate, as would department teams
- Hourly employees hired to supervise students in areas including SAS, hallways, libraries, and cafeterias which frees teachers time to collaborate
- Student-led parent conferences

- Additional support staff, including a full-time dean in each building and a social worker or guidance counselor based on a student enrollment and programmatic needs of the school
- Students would be released from school early once per month to allow teachers time for professional development
- Opportunities for parents to learn strategies to assist their child in the transition from elementary to middle school

High School:

- Technology access, support, and ongoing training for staff, students, and parents.
- Students develop soft skills necessary for work and career success: taking responsibility, making effective decisions, setting goals, managing time, prioritizing tasks, persevering, giving strong effort, working well in teams, communicating effectively, having empathy, knowing how to learn, exhibiting self-control, and believing in one's own self-worth.
- Flexible – adjusted scheduling allows for:
  - Late arrival or early release for students
  - Flexible lunch periods (30-55 minutes) to provide additional time for instruction, tutoring opportunities, meeting in career and awareness groups, listening to guest speakers, and participating in clubs, formative exit testing, distance learning, Career Cruising
  - Increase of various class periods to 55 minutes
  - Later start time for the school day-A zero or 9th hour would accommodate clubs, groups, credit recovery and/or enrichment
- Students are grouped by cohorts to meet their academic interests and needs ● Transition program for students entering high school which includes:
  - Students from earlier grades visiting high schools
  - 9th grade freshmen teams that are formed before the end of 8th grade
  - Guided study, earlier start of the year
  - Curriculum designed to support the transition from middle school to high school ○ Support staff for the freshmen teams
  - Opportunities for parents to learn strategies to assist their child in the transition from middle to high school (such as including cultural engagement, Google translator, Dual Language program)
  - Early interventions for students who are falling behind (beyond interventions in the classroom)
  - Alter the use of high school space to accommodate a better transition for freshmen
  - Mentoring (whether upperclassman, peer, or adult) allows formation of relationships, multilayered support, and interventions. Current models include Guide Right, district mentor program, Student Ambassador/Leadership Programs, Link Crew, and surrounding school districts.
  - Students are exposed to possible future career paths (using community partners) ● Transition program for students graduating from high school:
  - College visits

- Hire counseling interns from universities to work with high school seniors and to perform pre-admission testing, and to emphasize the National Career Readiness Certificate, and military options.

- Students have access to appropriate technology to support curriculum and options for e-learning.
- Students have the opportunity to use their own digital devices
- Juniors and seniors are required to engage in service learning by volunteering as tutors, LINK crew members, or performing community service
- Create smaller learning communities through looping, blocking, and teaming
- All students have the ability to access mentors or role models
- Parents have an active role in their child's education, especially during the transition from 8th to 9th grade, and mentoring by the parents of current seniors.
- Provide an Academics Opportunity Calendar (Lifelong Learning) where intercessions between quarters can be used for:
  - Remediation with students.
  - Enrichment opportunities such as job shadow, winter-spring enrichments
- Progressive study halls (more freedom as students progress and are successful academically and/or by eligibility)
- Remove one School Improvement Plan day (SIP) from the calendar and replace it with a day for high school teachers to enter student grades
- Provide teachers the opportunity to teach online courses using current instructional minutes. Accountability would be built in along with technology access for those students, guardians, and staff with any type of restriction.

RECOMMENDATIONS

This report documents the work done thus far by a collaborative group of District administrators and ETA members.

The work of the Transformation Task Force is about having a vision for the optimal school day for both students and teachers. Because of the visionary nature of this work, the possible "hows" listed in this document are based on what we know and where we are in the transformation process at this time. It is our hope that we can continue our collaborative conversations regarding the school day and what is best for students and for teachers, realizing that as we continue our discussions our ideas, thoughts and possible "hows" regarding the optimal school day may change.

The Transformation Task Force recommends to the School District U-46 Board of Education and the Elgin Teachers Association that this report be accepted and used to inform District administration as dayto-day decisions are made, future bargaining, and strategic planning undertaken by the Board of Education and the Elgin Teachers Association through their respective processes.

APPENDIX A: Early Childhood and Elementary Work

The Vision Framework: Early Childhood/Elementary

	Cognitivity Italicized type is specific to Prek - 3	**Core Comprehensive Curriculum**	**Communication**	**Citizenship and Social Responsibility**	**Time Management**

What does this look like for students at your grade levels (vision)?	-Students are developing and articulating critical questions and using them to challenge one another and themselves, to dig deeper into a subject area. *-Identifying, understandin g, seeking, and searching for the resources to engage in constructive play and learning* *-Students are using a variety of resources to support their inquiries.* -Students evaluate sources and find similarities and differences to determine what information is reliable and unreliable as well as being able to	-Students are exposed to all content areas in an equal manner (this includes Art, Music, PE). - Cross curricular connections are present in the daily experience. -All students experience Core Curriculum and experience a separate time of the day for meeting individual needs (WIN- What I Need time). -Human/ technology/ and material resources are available to students in the classroom during Core Curriculum times. -Students are supporting one another in a variety of situations (group/team, partners, individual)	-Students write to communicate information. -Use technology to communicate (power point, prezi, skype, face time, etc.) -Communicate with students from other (schools, regions/ countries). -Express knowledge, ideas, thoughts, understanding through art, drama, dance, media, etc. -Students listen and comprehend messages from other students. Apply the ideas of others to enhance own ideas. -Students communicate ideas with parents at home and through student led conferences/ portfolio days. -Students communicate progress and challenges with teachers and	-Students have internalized and implemented behavioral expectations and hold each other accountable for proper behavior. -Assimilate, acclimate and apply to various systems of expectations based on particular aspects/ scenarios ie.: home, store, park, work, school, church, White House, Mayor's/ Chief's house Different Economic systems and how they affect the global economy. -Students are supporting one another in their daily activities to achieve together and holding each other accountable for their learning/acade mic behaviors.	-Students are identifying and evaluating resources in an efficient manner that is productive and meaningful/purpos eful. -They are using processes and prior knowledge to scaffold their learning. -Students are engaged and actively learning while working independently and collaboratively. -Students are planning ahead to map out a pace for completing long term projects. -Students delegate responsibilities within groups. -Students prioritize tasks according to deadlines/ importance/ and necessity. -Students have flexible time to accomplish tasks. -Students 17 understand that managing time efficiently impacts outcomes.

	identify biases. -Students are connecting prior knowledge with current learning. -They are using the scientific inquiry process to form conclusions. -Students are exposed to a variety of genres of reading fulfilling their learning objectives. -Students are applying logical thinking and mathematical reasoning to solve problems. -Students are trying a variety of strategies and using tools to solve problems and get at their creative and imaginative thinking. -Students are selfassessing their skills/ abilities/	throughout their daily activities to achieve together and holding each other accountable for their academic success.	students from an analysis of their results.	-They will learn to resolve conflict through play experiences that require problem solving. -Students participate in service learning (use what they learn in the classroom to solve real life problems. (ie: classroom / school/ community/ nation/ global based). This is connected to becoming active citizens in the community. -Students are developing empathy, becoming intrinsically motivated by applying their learning to help solve real life problems and situations. - student learning includes opportunities to be challenged as visionaries, game changers, leaders in their field – engage students in actual	

	knowledge base and identifying areas that need work/support, identifying what has been gained and transferring that to other academic areas. -Students have a broad range of knowledge in order to understand what's happening in the world in many different fields (Sciences, politics, social sciences, philosophy, environment, biology, cultural differences, etc.)			dramatization of experts/ expertise ie: dress up as scientist, doctors, mechanics and actually engage in simulation in that format. -Students are becoming aware of and developing respect for differences in culture and economics around the globe. -Using family and community as resources engaging students in constructive play and learning in their native language. -Cultural relevancy to eliminate bias: -Children identity development -Equity: cultural, racial, gender, economic, family structures, and community -Students learning about culture, language and equity	

				-Different abilities.	

What Research / Rationale has your committee found that supports these ideas?	Rigor and 1.Relevance from Concept to Reality by Willard R. Daggett. Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge. Mismatch: Historical Perspectives by Deschenes, Cuban and Tyack. 2 Visions of Education – by Elliot Eisner Effective Classroom Practices Report with support by National Center on Accessing the General Curriculum by Tracey Hall, PhD. Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland?. New York: Teachers College Press, Teachers College, Columbia. Wagner, T. (2010). The global achievement gap, why even our best schools don\'t teach the new survival skills our children need--and what we can do about it. Basic Books (AZ). Boudett, K. (2005). Data wise: A step-bystep guide to using assessment results to improve teaching and learning. Cambridge: Harvard Ed Pub Group. Transforming Teaching: Connecting Professional Responsibility with	Miles, K. (2008). The strategic school: Making the most of people, time, and money. Corwin Press Putting the Arts in the Picture: Reframing Education in the 21st Century/ Center for Arts Policy, Columbia College, Chicago, 2004 Mismatch: Historical Perspectives by Deschenes, Cuban Tyack 2 Visions of Education – by Elliot Eisner Effective Classroom Practices Report with support by National Center on Accessing the General Curriculum by Tracey Hall, PhD. The Arts and Achievement in At Risk Youth: Findings from Four Longitudinal Studies/Research Report #55 prepared for National Endowment for the Arts Office of Research and Analysis/ March 2012 Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland?. New York: Teachers College Press, Teachers College, Columbia. Boudett, K. (2005). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. 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The Supported Teacher Collaborative Inquiry by Nelson and Slavit- Teacher Education Quartely, Winter 2008. Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge. Miles, K. (2008). The strategic school: Making the most of people, time, and money. Corwin Press.	The Arts and Achievement in At Risk Youth: Findings from Four Longitudinal Studies/Research Report #55 prepared for National Endowment for the Arts Office of Research,Analysis/ March 2012 Wagner, T. (2010). The global achievement gap, why even our best schools don\'t teach the new survival skills our children need--and what we can do about it. Basic Books (AZ). Transforming Teaching: Connecting Professional Responsibility with Student Learning – Report to the NEA 2010 The Supported Teacher Collaborative Inquiry by Nelson and Slavit- Teacher Education Quartely, Winter 2008 Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge. Zhao, Y. (2011). Catching up or leading the way, American education in the age of globalization. Assn for Supervision & Curriculum. The Differentiated Classroom: Responding to the Needs of all Learners, by Carol Ann Tomlinson (Association for Supervision and Curriculum Development –	Miles, K. (2008). The strategic school: Making the most of people, time, and money. Corwin Press Thinking Outside the Box and Inside the Budget – Diane Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland?. New York: Teachers College Press, Teachers College, Columbia. Wagner, T. (2010). The global achievement gap, why even our best schools don\'t teach the new survival skills our children need--and what we can do about it. Basic Books (AZ). Zhao, Y. (2011). Catching up or leading the way, American education in the age of globalization. Assn for Supervision & Curriculum. Schmoker, M. J. (2006). 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The Current School Day and The Transformed School Day
Early Childhood

Current School Day	Transformed School Day

1. Outdoor time- 20 min. weather permitting 2. Work time 50 min 3. Support staff (OT, PT, S/L pull out predominately) 4. There is currently no planning or collaboration time. 5. Large group 2X 10min 6. Small group 2-3X 10min 7. No music teacher 8. No Art 9. No PE for At-risk preschoolers 10. Limited and uneven technology	1. Outdoor time- 20 minutes with added science activities with indoor options available for inclement weather 2. Work time 50 minutes with support staff integrating services 3. Include a release time for 2 ½ days a month, 1 AM 1PM for collaboration time 4. Create small groups that are actually small groups 5. Add Art/Music/ PE 6. Wireless that is consistent and tools to use data collection such as to take a picture, more ipads available 7. Breakfast and lunch to occur outside instructional day monitored and served by lunch ladies/gentlemen 8. Arrival and dismissal are supervised by others and removed from the instructional time. This time can be used as collaboration time between teachers and assistants. 9. Collaboration time added to midday for example 10. Bussing is provided 2 way. The poorest families who do not have a car would no longer be excluded from preschool

Elementary

Current School Day	Transformed School Day

Narrative of an intermediate gen ed student: *text in Green is noted as being unique to primary day.	**Narrative of a gen ed classroom student**: *text in Green is noted as being unique to primary day.
1. Currently most elementary librarians are not certified teachers.	1. Librarians would be certified, so that they could extend classroom instruction.
2. Currently students are assigned to a single teacher. The student then sees a librarian, art, music, and PE teacher usually as a separate entity from the gen ed classroom curriculum.	2. Although students might be assigned to a homeroom, they would have interaction with a team of teachers to better meet individual student needs.
3. Quite often teachers take the lead responsibility for a student's learning.	3. Students will take on more ownership for their learning and the learning of their peers as the teacher facilitates where needed.
4. Currently the only recess break is combined with lunch leaving a longer break in the middle of the day but very few in the morning or afternoon.	4. The importance of movement for children would be acknowledged in that breaks would be intentionally provided. **We need to research how much time**
5. Often a student's day consists of isolated subject areas. There is a set time for each subject.	5. *Students would see more connectivity with their learning. Although there might be times reserved to focus on a particular subject area, subject areas would not be taught in isolation. For example, students who need additional help in reading may experience a guided reading group during their Science lesson.
6. Students receive 40 minutes of Art, PE, Music per week, and they are often separated from what is happening in the mainstream classroom due to lack of time for collaboration.	6. *Students receive an appropriate amount instructional time for Art, Music, PE, and Technology each week. There will be a more intentional integration with curriculum. For example, students in PE might track their heart rate providing data for graphing in Math.
7. It is a struggle to find time for interventions that don't pull a student away from core curriculum.	7. Students would receive What I Need (WIN) time daily, which would be teamed by all certified teachers. (interventions or enrichment based on individual needs)
8. There is one computer in a classroom and a small amount of time in a computer lab.	8. Technology is readily available to every student in the forms of tablets, computers, e readers to assist in research and learning.

9. Students have limited access to technology devices and instruction on how to use technology for presentations, research, data	9. Students will learn how to use technology to enhance their learning by a certified technology teacher. This teacher would be responsible for

collecting, etc. except what the main stream classroom teacher provides during computer lab.	implementing a curriculum that teaches how to use technology as a tool for learning and communicating, navigate sources and critique validity of sources, and research. They would use the core curriculum as a vehicle to get there. **5,6. The day of a student may include integration of fine arts and content areas where the instructional focus and outcomes are blended together.
Narrative of a teacher's day: 1. Teacher is a leader of instruction 2. Skills are taught in isolation of subject matter. 3. Mainly teach core curriculum 4. Teachers have 120 minutes per week for planning time. 5. Each teacher is responsible for finding time and interventions for their RTI students. 6. Any collaboration done between teachers of different grade levels or support staff has to be done outside of school hours.	**Narrative of a teacher's day:** 1. Teacher is facilitator of learning. 2. Reading, Writing and Math skills are applied throughout the curriculum. Subject matter will be blended together when opportunities present themselves, as well as times in which it is planned intentionally. Understandably, there will be times reserved to focus on a particular subject area. 3. Teachers empower students to develop skills that help them discover learning 4. Teachers have 160 minutes per week for planning time. 90 minutes minimum would be used for horizontal collaboration where they will go over and create assessments and develop plans to achieve the learning targets that the assessments show areas of need. This time would be made available while the students are at Music, Art, PE, and Technology. 5. A specified block of What I Need time (WIN) time would be provided where each certified staff member would be responsible for a certain group of students (not necessarily their home room students) to provide interventions or enrichments. 6. By banking time to provide for an early release day, there is a specific time set aside where all teachers are available to collaborate with one another thus helping problem solve and integrate curriculum with certified personnel (librarian, special education, fine arts, PE, technology, etc.)

	**Another option would be to replace SIP days with in school days, while adding shorter SIP meetings throughout the year.

Sample Schedules for Early Childhood/Elementary

Sample schedule Early Childhood for Classroom Teachers

25 mins- Teachers meet with aides
150 mins- Instructional time
50 mins- Lunch/ Breaks for assistants
30 mins- Collaborative time among teachers and with assistants
150 mins- Instructional time
15 mins- Dismissal

Additional staff needed to allow for Teachers collaborative time with assistant as well as among themselves. The staff would include “lunch ladies” to assist with breakfast and lunch as well as “bus personnel” to assist with loading and unloading.

Art/Music/ PE added to preschool schedule in 30 minute blocks- Teachers usually accompany the class to these specials unlike Elementary

Sample Daily Schedule Elementary

(There could be many variations of this depending on the structure and resources of the school. For elementary school, time frames can be more fluid.)

Monday	Tuesday	Wednesday	Thursday	Friday
10 mins Morning Activity	10 mins	10 mins	10 mins	10 mins
40 mins SS	40 mins SS	40 mins SS	40 mins SS	40 mins Science
40 mins Music	40 mins Science	40 mins Science	40 mins Technology Lab	40 mins PE
40 mins Art	10 mins Recess/brain break	10 mins Recess/brain break	10 mins Recess/brain break	130 mins Literacy Block
	120 mins Literacy Block	120 mins Literacy Block	40 mins Science	
85 mins Literacy Block		Embed 30 mins Library	60 mins Literacy Block	
45 mins Lunch	45 mins Lunch	45 mins Lunch	45 mins Lunch	45 mins Lunch
60 mins Math	60 mins Math	60 mins Math	60 mins Math	60 mins Math
30 mins WIN	30 mins WIN	75 mins Dismissal	30 mins WIN	30 mins WIN
10 mins Homeroom/ Dismissal	10 mins Homeroom/ Dismissal	Vertical collab time	10 mins Homeroom/ Dismissal	10 mins Homeroom/ Dismissal

APPENDIX B: Middle School Work

The Middle School Transformation Task Force designed an optimal middle school structure that is consistent and equitable throughout School District U-46. This structure promotes every student's right to learn with relevant, challenging, engaging curriculum and instruction with opportunities to attain high school, college and career readiness.

Current Middle School Day in U-46

43 minute class periods, 3 minute passing periods

1	Reading	9:00 – 9:43
2	English	9:46 – 10:29
3	Math	10:32 – 11:15
4	Science	11:18 – 12:01
5	Social Studies	12:04 – 12:47
6	Lunch	12:50 – 1:33
7	PE	1:36 – 2:19
8	Option 1	2:22 – 3:05

Student Classroom Time
Student Day

(includes every period except lunch)

1	Class	9:00 – 9:43
2	Class	9:46 – 10:29
3	Personal Plan	10:32 – 11:15
4	Class	11:18 – 12:01
5	Class	12:04 – 12:47
6	Lunch	12:50 – 1:33
7	Supervision	1:36 – 2:19
8	Class	2:22 – 3:05

Teacher Day
7 periods x 43 minutes
301 min

Teacher Instructional Time
5 periods x 43 minutes 215 min

Total School Time
365 min

*This schedule does not take into account all variations that currently exist. Actual end times vary from 3:19 to 3:28.

Transformed Middle School Day

43 minute class periods, 3 minute passing periods

6

Student Day

411 min

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Option 1
9	Option 2

Student Classroom Time

(includes every period except lunch)

8 periods x 43 minutes

344 min

This is an additional 43 to 45 minutes of daily student instruction.

Teacher Instructional Time

5 periods x 43 minutes

215 min

Total School Time

Teacher Day

1	Class
2	Class
3	Personal Plan
4	Class
5	Class
6	Lunch
7	Team Plan
8	Curriculum & Data Plan
9	Class

The Middle School Foundation

Currently	Transformation (What?)	What it looks like (How?)	Rationale (Why?)
Middle schools consist of grades 7 & 8 in all schools in the district.	6–7–8 Model	When a student enters middle school, they will be in a building containing grades 6 through 8. (Contingent upon redistricting)	This reflects the shift in Common Core Learning Standards, where grades 6th through 8th are grouped together as middle school.
Schools begin at 9:00 am. The size/configuration of the school determines 3 or 4 minute passing periods. Class times vary from 40-45 minutes.	Start Time and Minutes	The middle school day will begin between the hours of 8:00 and 8:30 am Depending upon the configuration of the school, passing periods will be 3 or 4 minutes long, and class periods will range between 43 and 45.	With this transformation, 43-45 minutes are added to the school day. The bulk of this additional time should be in the morning to best meet the academic needs of the student, and to accommodate family and community concerns in the afternoon.

There is a lack of consistency in class offerings. For example, some students do not receive reading and some students are only offered 1 elective. One school out of 8 require reading	6+2+L	Every student will have a schedule with 6 core curriculum classes, which includes reading, English, math, science, social studies, and physical education/health. They will also have 2 elective classes and a period for lunch. *See Appendix A for sample student schedules	Advocates for every student's right to learn and provides challenging and relevant learning opportunities
Some students do not have a reading class and only some schools offer an advanced reading section.	Language Arts Block	With this transformation, every student will have both Reading and English commensurate with their ability (Regular or Advanced Reading and English - see Appendix B). This may be in a block with the same teacher teaching both classes, or may be the same group of students traveling from a Reading teacher to an English teacher.	District reading scores are flat lining. This model is in alignment with Common Core and Destination 2015 expectations by moving more students into the college readiness band.

Currently	**Transformation (What?)**	**What it looks like (How?)**	**Rationale (Why?)**
There is a disparity in how students are scheduled for rotation/elective classes. In a majority of schools, reading is considered an elective.	+2 Electives	Students would receive 2 of the following elective choices: • A semester of Project Lead the Way and a semester of Speech and Debate (see Appendix B) • A quarterly rotation of art, family and consumer science, computers, and general/cultural music (see Appendix B) • Chorus • Band • Orchestra • AVID • World Language •	2 elective offerings will increase common core content associated with elective classes which will prepare students more effectively for college and career readiness. Advocates for every student's right to learn and provides challenging and relevant learning opportunities

		Intervention	
Only 3 schools currently offer a version the teaming structure.	Teams/ Learning Communities	Students would be grouped into interdisciplinary teams, having a consistent group of teachers: a reading, English, math, science and social studies teacher would all have the same students. Teachers will have collaborative time with teams as well as department members, in lieu of supervision. Hourly employees will be hired to supervise the following, including but not limited to, SAS, hallways, libraries and cafeterias. (see Appendix C)	Promotes an emotionally nurturing and academically supportive environment. This fosters purposeful learning and meaningful relationships, as defined within Common Core expectations Professional Learning Communities allow for conversations surrounding progress monitoring, communication to parents, and integration of curricula.
1 out of 8 schools have team planning 2 out of 8 schools offer building wide student led conferences.	Student Led Conferences/ Parent Involvement	Teams of teachers will met with parents during team planning time during the school day. Student led conferences will be implemented at all middle schools. Professional development will be provided for all teachers.	With the development of team planning, time will be available to meet with parents during the school day. Provides students the opportunity to build metacognitive skills and be accountable for their own learning.

Currently	Transformation (What?)	What it looks like (How?)	Rationale (Why?)
Deans and Guidance Counselors do not exist in the middle school system. Social work varies from building to building. The current social work allotments do not meet the needs of students.	Dean and Support Staff	Within the building there would be additional support staff to address the social, academic and transitional needs of all students. A full time dean would be in all buildings. A second full time support staff member, such as a social worker or guidance counselor, would be determined by the needs of the building.	Empowers and provides students with the knowledge and skills they need to take control of their lives Allows availability for principals and assistant principals to become instructional leaders
There is minimal release time for scheduled professional development.	Professional Development Release Time	Students would be released from school early once a month to allow for teacher professional development.	Vertical and horizontal communication in alternating months. One month will be in building, the next month will be district wide. Provides ongoing professional development that reflects best educational practices that align to Destination 2015 and Common Core expectations

Examples of Student Schedules

General Education Student

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Semester 1 – PLTW Semester 2– Speech/Debate
9	Quarter 1 – Art Quarter 2 – FACS Quarter 3 – Comp Quarter 4 - Music

Special Education Student

1	SPED Reading
2	SPED English
3	SPED Math
4	SPED Science
5	SPED Social Studies
6	Lunch
7	PE
8	Semester 1 – PLTW Semester 2– Speech/Debate
9	Quarter 1 – Art Quarter 2 – FACS Quarter 3 – Comp Quarter 4 - Music

ELL Student – Level 4

ELL

1	ESL Reading Level 3
2	ESL English Level 3
3	ESL Math Level 3
4	ESL Science Level 3
5	ESL Social Studies Level 3
6	Lunch
7	PE
8	Semester 1 – PLTW Semester 2– Speech/Debate
9	Band

Student – Level 3 and

1	SBL Reading
2	SBL English
3	SBL Math
4	SBL Science
5	SBL Social Studies
6	Lunch
7	PE
8	Semester 1 – SBL PLTW Sem 2– SBL Speech/Debate
9	Quarter 1 – Art Quarter 2 – FACS Quarter 3 – Comp Quarter 4 - Music

ELL Student – Level 2 SBL

1	Reading
2	Dual English
3	Math
4	Science
5	Dual Social Studies
6	Lunch
7	PE
8	Semester 1 – SBL PLTW Sem 2– SBL Speech/Debate
9	Quarter 1 – Art Quarter 2 – FACS Quarter 3 – Comp Quarter 4 - Music

Student in Dual Language Band

Student Needing Intervention

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Semester 1 – PLTW Semester 2– Speech/Debate
9	Intervention

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Semester 1 – PLTW Semester 2– Speech/Debate
9	World Language

Student in World Language

Student in Chorus and

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Chorus
9	Intervention

Intervention

Student in World Language and Band

1	Reading
2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	Band
9	World Language

Student in AVID and Orchestra

1	Reading
2	English
3	Math
4	Science
5	Social Stu
6	Lunch
7	PE
8	AVID
9	Orchestra

2	English
3	Math
4	Science
5	Social Studies
6	Lunch
7	PE
8	AVID
9	World Language

Student in AVID and World Language

1	Reading

Curriculum Development

Curriculum development is needed for:

- Project Lead the Way ○ Implemented as a semester long course
  - ○ Offer curriculum in Spanish for ESL levels 1-3 and Dual Language Students
- Speech and Debate ○ A sample proposal is included on the following pages
  - ○ Offer curriculum in Spanish for ESL levels 1-3 and Dual Language Students
- General Cultural Music ○ This course offers students the opportunities to participate in a performance ensemble outside the traditional band or chorus setting. Students learn music reading and performance skills by performing on various percussion instruments including bongos, congas, hand drums, xylophone and marimba.
- Advanced Reading and English ○ Curriculum needs to be developed to provide rigor for high performing students
- Develop elective course offerings that include real world application ○ Fine art examples include, but are not limited to:
  - Graphic design
  - Photography
  - Journalism ○ Applied art examples include, but are not limited to:
  - Computer programing
  - Multimedia production
  - Environmental conservation

Middle School Speech/Debate Course

Proposal:

The middle school Speech/Debate class would be an 18 week class (semester course) and would be offered as an elective class for 7th and 8th grade students. The class would be offered in English for the general education population and in Spanish for ELL students (levels 1,2,3) as well as Dual Language students. The speech curriculum would be offered during the first nine weeks and the debate curriculum would be delivered during the second nine weeks. At the end of the second nine week debate course, students would have the opportunity to apply the learned skills in a formal debate meet competition. By participating in the Speech/Debate Class, the students enrolled in this course would choose to opt out of two nine week exploratory rotation classes.

The learning Outcomes and Curriculum Description:

Outcomes – Speech:

- Students will develop self-confidence and interpersonal communication skills. They will be able to overcome nervousness when speaking in front of groups, and to organize and present ideas logically and convincingly.
- A speech course will improve performance in the following areas which can all be linked to college and career readiness: ○ Speaking in public ○ Motivating people ○ Interviewing for jobs ○ Selling ideas or products ○ Customer service
  - Preparation and organization of essay writing
  - Delivering presentations (a requirement at some universities) ○ Interpersonal relationships **Outcomes – Debate:**
- Learning opportunities will create an incentive structure for students to read/write above grade level in their research and preparation for competition and classroom debates
- Targeted skills will include: speaking, thinking, and listening
- Students will demonstrate ability to edit their own work and the work of other students
- Preparation for debate will advance students' ability to outline, respond to literature, and compose persuasive compositions
- Students will become more engaged in the world around them and develop sophisticated knowledge about a wide range of current events and complex ideas.
- Combination of learning opportunities will prepare students for success in high school, college, and beyond, while providing immediate benefits for academic success • Speaking and listening activities will prepare students to communicate effectively, while expressing ideas clearly and persuasively

Rationale:

Rationale – Speech:

- Upon the elimination of the speech/drama rotation at the middle school level, speech was to be embedded into the English curriculum. Although English teachers are attempting to include the elements of speech, students are not reaching levels of proficiency in the area of public speaking

- On the 8th grade 2012 Explore test given in the fall, 8th students are reporting needing help in the area of improving public speaking skills ○ Tefft: 44% ○ Eastview: 33% ○ Abbott: 43% ○ Ellis: 38% ○ Canton: 22.3% ○ Kenyon Woods: 35%
- The English/Language Arts Common Core State Standards include Speaking and Listening as one of the four strands – specifically identifying formal and informal talk
- PARCC research shows that colleges and universities want high school graduates to: ○ Conduct short focused projects and longer term in-depth research ○ Gather relevant, credible information from multiple print and digital sources ○ Produce clear, coherent writing, whatever the selected format ○ Communicate research findings (speaking and listening skills)
- All successful leaders have one quality in common – the ability to communicate effectively. Thus it is important that our students develop this ability early in life so that they may successfully meet the demands and challenges of today's world.
- One of the stumbling blocks of literacy education is that we often convey technical literacy, but do not teach functional literacy (which includes a strong oral literacy component). There is substantial research that suggests students' language development may be limited to the level of their oral and aural literacy and comprehension development.

Rationale – Debate:

- Debate addresses the element of cognitive strategies – a component of the definition of College and Career Readiness – Intellectual openness, inquisitiveness, analysis, interpretation, precision and accuracy; problem solving; and reasoning, argumentation, and proof
- PARCC says colleges and universities want student to:
    - Conduct research and apply that research to solve problems and to address issues ○ Identify areas for research, narrow those topics, and adjust research methodology as necessary and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
    - Make arguments and critique arguments of others
- Debate aligns with Quadrant D (Bloom's Knowledge and Application from the Rigor/Relevance Framework - Susan Gendron – International Center for Leadership in Education) ○ Verbs defining Quadrant D – evaluate, validate, justify, rate, referee, infer, rank, dramatize, argue, conclude, debate, perform, prove, predict, produce, integrate, assess, design
- Addresses one of the three anchor writing standards of College and Career Readiness ○ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Debate is valuable for gifted students and so-called "at-risk" students alike, helping students to take active responsibility for their own learning in a challenging and dynamic atmosphere • Data from across the country suggests that students struggle with writing, critical analysis, and interpretation questions during standardized testing
- Bartlett High School principal (feeder school for Tefft and Eastview) reported that no students earned a score of 6 on the quarterly district English diagnostic writing prompt for first quarter

Description of the Recommended Materials:

The existing district middle school speech curriculum would be utilized to teach the first nine week speech content. The textbook, Speak Out! Debate and Public Speaking in the Middle Grades by Kate Shuster & John Meany will be used to deliver the second nine week debate course. Also used as a resource will be If They Can Argue Well, They Can Write Well… Using Classroom Debate to Help Students Think Critically, Research and Evaluate Internet Sources, and Write Persuasively by Dr. Bill McBride. These books were recommended at a workshop at the February 2012 National Association of Secondary Principals' Conference. Additional resources will also be available at www.middleschooldebate.com which includes a teacher's guide for the book, lesson plans, including plans for whole-class debating; and issue briefs to prepare students to debate dozens of current event topics.

Cost:

The addition of this class would involve an additional .4 for each middle school. Once instructional materials have been identified, additional costs would need to be determined.

Plans for the Evaluation of Change:

- All students enrolled in course will be pre and post tested using the district English diagnostic writing prompt
- All students MAP Reading data will be reviewed
  - 1st semester
    - Fall to Winter
  - 2nd semester
    - Winter to spring
- Review 8th grade Explore data to ascertain percentage of students attaining college readiness benchmark
- Review Explore data to look at percentage of students reporting a need for help in public speaking

Collaborative Time

Team Plan Agenda Topics - Including but not limited to:

- Review IEP, 504 and interventions with support staff (social workers, guidance counselors, speech pathologists, hearing itinerants, occupational therapists, etc.)
- ELL placement and support
- Social emotional needs of students
- Student/Parent conferences and contacts
- Student led conferences and portfolios
- Team building activities
- Modification of student daily schedules
- Assessment scheduling
- Data analysis

Department/Collaborative Plan Agenda Topics - Including but not limited to:

- Common Core Standards
- Model lessons
- Lessons plans
- Integrate curriculums
- Development of assessments
- Formative and summative assessments and results
- Data analysis
- Collaborate between General Education, Special Education, elective and ELL teachers
- District trainings

Research

Links to research and resources:
http://www.turningpts.org/

http://www.turningpts.org/TPVisionforEffectiveLearningCommunity.pdf

http://www.amle.org/AboutAMLE/ThisWeBelieve/The16Characteristics/tabid/1274/Default.aspx

http://www.amle.org/Research/ResearchSummaries/tabid/115/Default.aspx

http://www.amle.org/AboutAMLE/PositionStatements/SmallSchools/tabid/293/Default.aspx

http://www.amle.org/AboutAMLE/PositionStatements/AccelerateMiddleGrades/tabid/285/Default.aspx

www.literacycollaborative.org/research

www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

http://cesa7ita2009.pbworks.com/f/middle+schools+preparing+young+people+for+work+in+the+21st+century.pdf

https://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf

	Cognitivity	Core Comprehension Curriculum	Communication	Citizenship and Social Responsibility
What does this Look like at the middle school grades?	Instructional periods of 43-45 minutes Teaming provides for progress monitoring of students Implementation of an advanced reading course Transfer of knowledge with integrated curriculum Exploration of new classes with availability of elective classes for all students 1 semester of speech/debate 1 semester of PLTW	All students will have reading Additional electives advocates for every students' opportunity for challenging and relevant learning Continuity of Common Core Curriculum (GR 6-8) Integration of curriculum planning Release day provides for development of best practices and implementation of CCSS.	Teaming develops student Team plan time allows for professional learning conversations Student-led conferences 1 semester of speech/debate PLC allows for collegial conversations around CCSS Release day allows for vertical and horizontal articulation with elementary and high schools Additional support staff allows for addressing social, emotional and academic student needs Team	Teaming promotes purposeful and meaningful relationships. An additional social worker or guidance counselor empowers and provides students with selfempowerment skills. Providing electives for all students empowers and provides students additional knowledge and skills for development and self-empowerment.

APPENDIX C: High School Work

Comparison of current high school day to transformed high school day

CURRENT SCHOOL	VS	TRANSFORMED SCHOOL
		--Transformed schools have technology access, support, and ongoing training for staff, students, and parents. Professional Development is not a byword or catchphrase; it is a dynamic reality for all stakeholders. **--The SCANS Report identifies soft skills necessary for work and career success: taking responsibility, making effective decisions, setting goals, managing time, prioritizing tasks, persevering, giving strong effort, working well in teams, communicating effectively, having empathy, knowing how to learn, exhibiting selfcontrol, and believing in one's own self-worth. ****

ELL At-Risk Student I eat my lunch in 20 minutes. My friends and I look for something to do. Since there is no place to do any homework, we walk around the cafeteria area for a half hour. We hang out by the hallway to the academic area and try to be cool for the girls. I don't understand why they keep us here so long. They won't even let us go to the library or a computer lab to be able to get work done, or at least read and look thinks up online. And, if I want to see my guidance counselor to talk about my classes or ask questions about next year or for help applying for a job, I need to make an appointment. But, when I ask to go to make an appointment, they tell me I have to stay in lunch. And, it's almost impossible to see teachers during my lunch period because they all have classes, and there are not any tutoring sessions to help me either. I am not sure that exiting the ELL program to stay with my friends was such a good idea for my future, why didn't anybody talk to my parents along with me?! I made the decision because many of my friends are in another school (home school mainstream) and I am considering t to be with my friends, even if I have trouble with classes. Some real life issues I wrestle with are with those born here in the US and those from foreign countries; revolving around the language barrier—one-to-one Google Translator is available not a struggle for newcomers, students and parents. There is a definite cultural roadblock with the access to proper male and female teacher role models that crosses cultures, and genders. There is a limit to the type of electives I have access to because of current state law. Not only am I frustrated but so is my teacher. I cannot		**ELL At-Risk Student** I can have my lunch eaten in 20 minutes so I am able to attend my career group with my guidance counselor. She tells me about the tutoring program they're starting next week during the 2nd half of the lunch period. I can work on my reading so that I will continue to improve my reading scores. That way I'll be able to take real college courses to reach my dream of becoming a SAE certified auto mechanic. Having John Rains (he graduated from here 3 years ago) come to our career group has helped me see what I need to do in order to reach my goal. The district mentor program, developed with the one-on-one technology allows me to interface. The district has done a commendable job finding community members are role models to serve in this capacity. They built it off the GuideRight current model so they did not have to re-invent the wheel. The peer leadership program developed in St. Charles has been augmented at many of the schools especially freshman. My brother will be happy. I hear it will be available for every kid in our district. Wow, the district is up with goggle translator and my parents, they are like new people. The district support program has become a national model. Someone with foresight realized we need multiple entry points into the dual language program. The K-1 barrier has been removed, and what a difference. The goal has been to maintain a high level of vocabulary and reading. The support and growth in my language skills will lead to accomplishment with both cultural and professional goals. The discussions that have taken place have let me focus on my future much younger than my older sibling. The interest development program in the surrounding community and by field trips with my mentor has opened up a world of possibilities. The push-in model fits with state law and increases my access for electives. Man this is progressive thinking. I am looking forward to the bi-literate, bi-cultural and bi-lingual--look out world!

even sign-up for Driver-Ed because I am a level 3. ***Teacher*** ELL curriculum is prescribed with flexibility. Not all the students are Spanish speakers (20% of the population). Just in K-4 there are 16 dual language schools. The attendance and absence issue still needs to be addressed beyond a perceived cultural phenomenon. One of the benefits for potential success is the smaller class size and separate housing. They still exist in a mixed ability classroom (having beneficial and negative effect coincidentally). It would be nice if the annual testing was broken down into steps for exit because there is still the problem of parents signing kids out before completion for a variety of reasons; social stigma, … We have to jump three challenging hoops that other staff aren't aware of; Common Core, IL State, WIDA. It would be nice to have just one! Besides the different level changes and various times in a student's career, the junior to senior transitions leaves little wiggle room for change or mistakes. There are multiple issues that aren't designed with clarity and seem unfair—we have to meet with content area as well as department. It causes issues and is a real hurdle calling for creativity but I am too tired.		***Teacher*** The technology enabled instruction and flexible lunches allow students time and opportunity for a variety of programs; formative exit testing, guidance, and distance learning to name a few. The transition program affords students to seamlessly exit into the comprehensive high-school. Part of that works because of the Collaboration block and PD. The aligned schedule for both programs affords a worthwhile transition to the mainstream. Cultural Engagement has been one of the highpoints for in depth understanding and application for successful transition. The Dual Language program at the secondary level is now into the high school; that was a long and arduous battle. The advanced certification model for facilitation affords me to reach kids technologically for content level and elective choices. The roadmap we can lay out for students in middle school really gets the kids hooked by interest and into academics with their middle school counselors. Google Translator has been a real adjunct, along with the new TTF program* takes me off the pedestal and lets me facilitate; now that's transformation. My graduate program is also emphasizing GRIT as explained by Angela Duckworth.*** It takes more than just intelligence, part of the ingredients for success include how one overcomes setbacks; it takes grit, determination and perseverance. According to some studies grit mattered more than intelligence, leadership ability or physical fitness! Everyone needs to know about GRIT!

Transfer Student I use my current lunch period to quickly eat lunch and get started on my homework. Since I have 3 hours of homework per night, I have to get started now or I'll be up all night. Coach says that if I keep my grades up, I might be able to get a scholarship to some DIII college.		**Transfer Student** I can have my lunch eaten in 20 minutes so I am able to attend a career group once a week with my guidance counselor. On the other days, I am able to tutor kids that were in my situation a year ago. When there is a lull, I get my homework started. Since we have gone to the flexible scheduling, I have fewer academic classes during the season. This way there is less pressure to keep up with everything. The student Ambassador/Leadership Program matched me up to get me through the basics; locker, computer access, my device for school info. The training offered to my parents has made us feel welcomed and part of the program. The invite my parents received from the PTO allowed them to get up to speed quickly with tech, social support and skills to support me in my educational career. Student Ambassador program* The Activities program's interest survey got me hooked up right away with clubs and extra-curricular activities, I am already feeling part of this place. The schools program for credit transfer was sent to me so I could check its accuracy at the same time teacher's received theirs, wow that's progressive.

Teacher Now that I have been in the system for a few years, I am not so upset when a student just shows up in my class. It's not his or her fault. It's difficult to ascertain their current level of knowledge and understanding, not just for my content but for all of us. The system is lacking in ease of transition and communication of records. Giving the student one of my current formative assessments will help me; thank goodness for RtI teams and PLC's. It would assist if I knew some of the background info from registration, guidance and special interest as the student arrived. I could suspend any judgments and inherent bias and get to reality for both of us.		Online availability is offered, I am still looking at my options to maintain graduation requirements. ***Teacher*** A new student just arrived for class this morning. I am so glad we have a system in place that provided background info and support mechanisms two days before his arrival. I have successfully teamed with his intended instructors for some strategies to get him 'at-level' right out of the gates and made parental contact for the whole team. Knowing some of his background interests allows all of us to be conscious of his capabilities outside the classroom and some of his next-level concerns. Amongst our cohort (teachers, deans, guidance, admin) we have members aware of DIII colleges and some of the obstacles and opportunities. The flexible schedule allows accommodation for George to keep him on track, aware of his gifts and focused on the prize he has before him. Getting him onto one of student cohorts was relatively easy; they volunteered. The transition program modeled off Stevenson HS district has allowed for an easier student fit.

Average Student I am a 14 year old incoming freshman. I am more than a bit concerned about my adjustment to high school. Until now, whenever I needed help in in understanding some material covered in class, the teacher had time to give me extra help that I needed. High school seems daunting to me since classes are 45 minutes long with maybe 30-40 students in them. I don't know how the teachers can have time in a class period to help all the students individually. In addition, I have no idea what courses I should take. I do love animals (my grandparents trained horses) and am interested in becoming a Vet, but the number of years in school it would take seems never-ending. I don't know, maybe I would be happy working in animal shelters. The high school I will be attending is a lot larger than my middle school. It not only has a lot more course offerings, but also what seems like a kazillion sports teams and clubs. I want to get involved, but in what? I am concerned and confused. I need help.		**Average Student** The district transition program has assisted me with the visits to the school and the number of clubs and organizations available have me very interested. My parents were blown away and we had numerous dialogues. I believe the freshman seminar will help me get a career focus (I love animals and am interested in being a Vet, my grandparents trained horses). I know the guided study is available if I start to fall behind. I realize now that all the classes I take have an effect on my future. I am especially happy that the district tech-program will get me connected and assist with the goings-on at my home high school. The school's Google-groups really pique my interest as I have read some of the blogs and tweets; I realize from the conversations that the core subjects and their respective content are important for my future. It is really starting to hit me that I have to take high school seriously. I have already been approached to be AVID-ized, some people call it AVEd EYZED:-}and my parents are in favor of me being a part of the program. I have already been contacted by the AVID coordinator. The Student Ambassador program that I just attended familiarized me with the high school, and the immediate relationship formed with my big-sister team has me really pumped to start school next week. I already feel part of the school and look forward to being a big sister too!!! While I was at the Student Ambassador event my parents attended the Parent University and they realize now how they can support me more than they ever realized—WOW.

Teacher Algebra 1-2 Teacher, Regular Level My name is Morris Enokian. As a high school math teacher, I find myself challenged with the varying abilities of the students that get placed in regular high school math classes. Every year I have freshmen students in my Algebra 1-2 class that are all over the spectrum when it comes understanding the prerequisites needed to master the course. I give the students a pre-test on day one of the quarter, only to find many of them don't know how to find the perimeter of a rectangle. How did they get placed in Algebra 1-2; how did they matriculate to high school? Many students can be better served by spending time in the summer either reviewing, or finally learning, the prerequisites needed to master Algebra 1-2. Why do we allow students in a high school math class when they can't even subtract two negative numbers? Still, many of the students are strong academically, but lack the social skills to join their peers in various clubs and activities that are an intricate part of high school life. Somehow, we need to encourage these students not to be afraid in joining a club which has a topic in which they are interested. For example, we need to encourage the students not to be afraid to join the Math Club, even if their math skills are not as sharp as some of their classmates. If they don't try it, they will never know if the club is truly one in which they can be productive. We need to get all teachers on board with the Common Core curriculum. Within my own department, teachers teaching the same subject, often teach topics that another teacher does not even touch upon. Two different students, within my own school, could both master the same subject taught by two different teachers, and at least one, if not both, lacking in necessary prerequisite skills for the next level math class.		***Teacher*** Algebra 1-2 Teacher, Regular Level As a high school math teacher, in this wonderfully transformed district, I generally find the ninth grade students entering my Algebra 1-2, properly placed in my class and ready and excited to learn. I give the students a pre-test on day one of the quarter, and find most of them have retained the required prerequisite knowledge required for the class. There are only a few students lacking in a skill or two, and they can be quickly be taught these few skills, unlike before, when I had to reteach everything in depth. Some of these students spent time in the summer either reviewing, or finally learning, the prerequisites needed to master Algebra 1-2 in the summer math review classes offered by the district. The students are encouraged to participate in school sponsored extra-curricular activities. In the summer, our school had several open houses where all the sports teams and clubs had tables set up to help students get familiar with them. New students were encouraged by coaches, faculty sponsors and student leaders to consider joining them. There were information sheets at each table describing to students, and parents/guardians, the mission and vision of each group. We have all teachers on board with the Common Core curriculum. Two students taking the same subject from two different teachers have exactly the same curriculum. No longer is there a worry that a student lacks the pre-requisite knowledge for the class requiring that knowledge. Bravo!

Academy Student My classes this year are designed/dictated by the Academy program. As an upperclassman I understand the system, its foibles and possibilities. It is clearer to me now why it is designed the way it is. One thing I'd like to change would be some instruction on how to withstand the pressures and just onslaught of things, materials, work coming at you, all the time. If it weren't for the cohort aspect of the		**Academy Student** As an upperclassman in the Academy program, my reflection reveals that I have enjoyed the flexibility of the program as I focus on my college major. Now that I am able to drive, the early morning bus routine is not something I miss. I am glad that the Academies come and visit the middle schools, and have open-houses for elementary student's to visit. It was during one of those visits my interest got piqued. Some of the curricular advantages have been the

Academy program and sharing the load with friends, I do not think I would have made it this far. Some of my childhood friends didn't! Now that the Academy has some history and there is some feedback from those in colleges, I feel better prepared to move forward into college-life. This year is not just busy with classwork but with college visits and apps too. Wow, could I use some time-management right now, school starts in 2 weeks ☹ !		availability of up-to-date technology, the relationships of fellow students and teacher's along the way and the rigorous preparation that has prepared me for a quality future. My particular academy programs time for career planning because of required job-shadow and internships that are built into the program. Although inconvenient and not pleasant in the first 2 years, I now understand the significance they play in my career choices for MY future. The support within the program has been unofficial, in that we, the students support each other. The instructors are always available and lots of kudos to them!!! When there is a problem academically the informal structure is there for support. The inherent pressure to succeed is present and the academy has a system for academic warning and failure. Yes, a few of my friends from freshman year have returned to their home-high-school. As I look back, a big-brother/sister program would be beneficial for the underclassmen to assist with time management, study skills and just the 'ins and outs' of the program. Some type of parent program, which would inform/educate them on how to support their respective student's, would benefit everyone! Now as an upperclassman, I have visited a few colleges, focused my career choices, and thanks to the internship-job-shadow program I feel prepared for the next level in my training. I have been involved extra-curricular clubs and athletics, meeting and making a wider variety of non-academy friends along the way. I have been able to feel pride in this academy program that extends to my building/school.
Teacher Instructing in the Academy program is intense, demanding and yet satisfying. The team of teachers really assists with the load sharing and bearing. We are able to adjust scheduling of classes, monitor student progress (they cannot hide), and share in their successes—that counts for us too. As always, we have been available for students as the need arises outside formal business/scheduled hours. The informal cohort program (student initiated) allows the students seeking assistance and support from peers. It would be nice if there $$$ for behavioral support beyond an overloaded social worker and guidance counselor. There are not enough hours in the		***Teacher*** With an even more flexible program for the Academy, there is more freedom for innovations, on-line learning, even the availability for some students to use MOOC's (see below). It was a blessing when we got Wi-Fi access (for the whole building) and the laptops are so portable---yes it's the small things. To the point, the digital access afforded the students has expanded the classroom globally. Now that the district has entered the new millennium, we are at the forefront of what high school should look like. They have opened up the graduation requirements for students to take college courses online; some students have multiple hours at the undergraduate level beyond AP classes. In effect our alliance with ECC, Judson, and NIU and maybe someday UIUC allow dual credit. The day-in-the life videos of academy graduates have really provided some framework for students to 'get on track' from the get-go! It is refreshing and rewarding for me that I am even teaching some classes for college credit and recognized in two educational circles. For the students there has been a great transition over the last few years; they have taken control of their learning and the instructors have had to stepit-up to stay ahead of them!

day for all that needs to be accomplished and taken care of by the current staffing. Administration has been aware but they are overloaded too.		The parent university is in full forward mode, allowing

		for support systems and feedback loops we never envisioned, wish we thought of this sooner! They have truly assisted us by providing a long overdue real-world perspective of standards based assessment. We have even scaffolded the career path concept into the elementary schools so students take all of their schooling more seriously, even the bubble-kids are understating their gifts and strength because they know that's what provides value for their future's. Of course the model for student assistance that involves guidance, college interns community, and parents is so with-it as mentors and guest speakers. Building the Alumni Foundation has provided dollars and sense for our continued success with its scholarships, video programs, and internships. The support system of the RtI2 has really assisted at the point of greatest concern. Can you believe that several industries in the community have provided funding to assist with this☺ they have even added an assessment piece, lifelesson, and free lunch. Overall, I am a busy and happy instructor in a dynamic system that is always changing, yep for the better.

SPED Student I really don't like most of my classes. I feel like I just don't fit in with a lot of the other students. For starters, when I was in middle school, I was in the same classroom all day, with one teacher and the same group of nine students. Then, when I moved to the high school I was in a different class every period, with a different teacher, and different students. At first, I really liked being in a new location, with new teachers, and new students, but it has been really hard getting to know people and figuring out what I have to do in each of my six classes. I wish I had been able to visit the school last Spring and meet some of my teachers and my case manager at that time. I would have been able to ask questions and not be so embarrassed. It seems like everyone else already has the answers, and I just don't know how to get them. Also, I wish I had a class that I really wanted to take. I have to take math, English, reading, PE, and biology. And, they put me in Keyboarding. Then I have lunch and study skills. I can't ever get to my teachers for help during lunch or study skills because they are teaching at those times. But, no one seems to care that I really want to take foods. I think I would like to think about a job as a chef. And, It would be really helpful to be able to talk with someone about a plan for after high school. I don't want to go to school. And, my mom keeps telling me don't think I'm going to sit on her couch all day. A lot of what I do seems useless.		**SPED Student** This past Spring, I was able to visit the high school and meet my teachers and case manager. It was really helpful to get to meet them ahead of time, via a transition program, to be able to ask them questions not only about my classes, but about the high school itself. At first, I was really nervous about the fact I would be with all new teachers and all new students. But, then I discovered that my study skills class was also going to be my homeroom period. In that period, it is split with my lunch. So, I go to lunch for 25 minutes and then go to homeroom. Homeroom is great because there are the same students from my study skills class, and we are all going through the same things. So, I get to ask all the questions I have about school like: how to see my guidance counselor, the login info for Career Cruising, how to sign-up for basketball, how to get to the library, etc. Then, in Study Skills, it is really focused on each of my classes and helps me structure my notes, prioritize my homework, and role play with conversations with each of my teachers. Also, my teachers have a similar schedule so their planning period is during my study skills period. That means I can go to them directly during that period for help. Also, since I was able to do some Career Cruising during the transition program last spring and work on a transition plan for after high school, my guidance counselor found out just how much I'm really interested in foods and cooking. So, I was able to take that foods class. If I continue in the program, I can become Pro-Start certified and immediately have a plan for either more school after high school or a job right away. High school has been much better than I thought it would be.

Teacher I am always so worried when the school year starts for my students who are coming from the middle schools. Many of them have been selfcontained or cross-cat for the past two years, and when they start high school, none of them are self-contained. At the very least they are cross-cat with a new teacher each period and a new group of students. It's a really stressful time of year for all students, but also the teachers. I know the students have questions, but I can't get them to tell me what they need to know. I think it's probably because they don't know me, and really don't trust me. It would be a lot easier if I was able to meet them before the first day of school. Also, trying to help all of my skills students during just one period of study skills is really tough. The students have so many questions about high school in general, that I can't get to the academic questions. And, many times the students want their classroom teachers to come in and help them, but their classroom teachers are all teaching that period. So, I'm left trying to assist with all of their classes. As a result, I don't get to know the students as well as I would like, and I'm not sure how beneficial the period is.		***Teacher*** I know some teachers were really unsure about the transition program for incoming Special Education students during the Spring. They thought it was a lot of time, and weren't sure if it would help. But, after talking to my Homeroom students and Study Skills students, they really like getting to see the building, meet all of us, and getting some questions answered about what to expect with their classes and the school. Also, being able to help them work with my students for half a period for Homeroom and a full period of Study Skills is really great. So, for me, I have third period Study Skills and then the first half of fourth period is Homeroom with that group of students. Then, my second group of students comes in for Homeroom during the second half of fourth period and then has Study Skills during fifth period. The blocking of this time is really beneficial for students because we can address the social/emotional and the academic needs. Also, the classroom teachers were scheduled to be available during the study skills period for their students. This allows them to answer questions and provide tutoring. This replaces their supervision. The teachers are available throughout the entire year, every other day. This has really made a huge difference in supporting student learning.

Virtual Student I find it difficult to only study subjects abstractly. I enjoy the Discovery Channel on TV and check out science videos on YouTube, but science in my high school doesn't look anything like what I see scientists doing in school. It's the same way in math class. I see what Myth Busters do with their calculations, but it doesn't match what I'm learning in Geometry. My teachers seem so busy with the 'slow' kids that I never am able to learn about parts of math and science that I want to. Even in French class we learn vocabulary and pronunciation, but I never get the feel of what it would be like to be in France. I feel so insulated from the rest of the world. I wish my schooling would help me reach beyond where I am physically.		**Virtual Student** I really enjoy science class now that we only meet on alternative days at school. The on-line instruction gives me opportunities to look at videos of real scientists and I can ask my questions directly on the AMA (Ask me anything) forum my teacher organized with Fermilab scientists. The class specific chat room allows me to ask follow up questions to my classmates. Since I understand what we've done in class, my teacher has given some of us the option to pursue topics beyond what we talk about in class. We collaborate via social media sites whenever we have time. Alfonso works right after school, so he responds before he goes to bed and I read his entries in the morning during my study hall. In French class, I am practicing my French using my school issued device. I speak a sentence and the program shows a graph indicating the speed and intonation and compares it to a native speaker. It is also fun to chat in French with my French 'virtual buddy'. We talk about what it is like to live in our respective countries. We see the world very differently, but I'm learning to understand different points of view.

Virtual Student 2 I hate rushing to school in the morning after getting my younger siblings ready for school and then sprinting home so I can let them in the door after school. I am having trouble in my English class and my teacher has asked to see me before or after school. I want to but I can't because I watch my siblings. She wants to work with me during her lunch period, but I have Physics that period. It is so frustrating that I can't get help with what I need. ***Teacher*** My classes contain such diverse ability levels. I know the students who 'get it' are bored as I work with the students who are not there yet. I give additional enrichment assignments, but they require additional print materials which I photocopy. Although these activities go beyond what I'm teaching, my students look at the extra work as punishment. I know of many websites and posted video clips which would be much more interesting, but I only have 1 computer for my 7 advanced kids. I want to provide interesting, content rich materials for them, but I have no delivery system. Also, I have several students in need of extra instruction. Not hardcore tutoring, but just a little bit of encouragement and additional questioning to enable them to master the subject. They are busy before and after school so during school is the opportunity I have to work with them. Unfortunately, they do not have free periods coinciding with mine. I tried working with them in class while other students are working on the current material, but they feel very self-conscious getting the extra help.		**Virtual Student 2** With the late start at high school, I can help get my siblings off to school and still have time to review the comments that my teacher and others have made on my latest draft of my essay. I also like her virtual office hours on Tuesday night. We can talk specifically about the details that were holding me back in English. We can talk without my classmates seeing that I'm struggling. I also like that I don't have to worry about my printer running out of ink since I turn in all my 'papers' electronically. When my teacher makes suggestions for editing, I get them right away. I see my writing is getting better every day. ***Teacher*** The way my class works has been transformed by the availability of 1 to 1 technology. I find myself doing less showing and more guiding. My students know how to seek out and vet sources for writing skills. I am able to spend more time in dialogue with individual students as others are seeking reading material of interest to themselves. I can give suggestions of video clips and websites to aid their search. It seems the students are finding better sources and posting them on the class Wikispace. It is easy to monitor the class discussions and provide increasingly effective differentiated instruction to all. Suzy, who rarely speaks in class, is a prolific poster who has a keen eye for editing. She is 'tutoring' six students in my Freshman English class by making editing suggestions on papers the students send her before I see them. It is great for Suzy and my freshmen.

Traditional Parent Now that my student is a junior in high school, my contact with the school is really limited. No news is typically good news. My student is on track to graduate, earns solid grades, and should score at least a 23 on the ACT. That should be good enough to get my student into most state schools. She participates in Jr. Class Council and plays softball. I am a booster member and I make sure that I complete my commitments for fundraising and working at the concession stands.		**Transformed Parent** When my student started high school, I really thought my role would be limited. I was really wrong. As soon as my student started the Transition Process, I was also transitioned into being a high school parent. The parent mentor program really helped provide me with essential information concerning: high school course requirements, "whole" child growth, the values of extra-curricular activities in the life of a student, college requirements, FAFSA information, community service details, and support for me as I work to help my student. Additionally, it was really powerful to meet parents going through the same process at the same time, as well as learn from those who
		have already successfully navigated some of the high school landscape. I also look forward to taking on the mentor role next year, as the parent of a soon-to-be-senior.

* How will MOOCs affect your K-12 classroom?

Experts say high schools are about to get a MOOC awakening

By Meris Stansbury, Associate Editor

Read more by Meris Stansbury

According to one of the most popular International Society for Technology in Education (ISTE) 2013 conference speakers, Massive Open Online Courses (MOOCs) are on the verge of revolutionizing K-12 education.

MOOCs—often free and non-credited online courses taught by educators—are currently transforming higher education. [Visit our higher-education site, eCampus News, for more MOOC news.]

The point is that we don't need to use all of our characters in each recommendation. The role of the vignettes is to give depth and palpability to the outcomes of our recommendations. We still need to be clear in the goal and implementation of each recommendation. That is, we need to be concrete and specific in the description of what the recommendation will look like and how to implement it. http://www.eschoolnews.com/2013/08/29/moocs-iste-k12/

****Employer Expectations: Hard and Soft Skills**

http://advising.wvu.edu/r/download/81572 http://wdr.doleta.gov/SCANS/

http://www.doleta.gov/BRG/pdf/Hospitality%20Report%20-%20FINAL.pdf

*****Angela Duckworth and the Research on 'Grit**

http://americanradioworks.publicradio.org/features/tomorrows-college/grit/angela-duckworth-grit.html

http://www.wired.com/wiredscience/2011/03/what-is-success-true-grit/

http://www.womenshealthmag.com/fitness/grit-scale

http://www.thelavinagency.com/blog-education-speaker-paul-tough-grit-test.html

The Vision Framework

High School	**Cognitivity**	**Core Comprehensive Curriculum**	**Communication**	**Citizenship and Social Responsibility**	**Time Management**

	-- it's all about relationships -- How is learning relevant to my future? -- If a student falls behind (Adequate Learning Progress 'ALP'), what is the RtI and when do we know the student is back on track (every 4 weeks instead of quarterly or semester---close the gap to catch students earlier)?—	Standards-based; it's all about relationships; -- all standards based, like curricular cohorts and x-curricular teams --Tech training, especially IC for parents* , AVID -- students should visit the high school in early grades -- guided study, earlier start of year, SEL component,	-Interventions, AP split, guided study, special interest, transition, virtual, SEL (socio-emotional learning), homeroom for So-Jr. -- Elearning/Google docs/drop box, Prezi, BYOD (bring your own device) to class, Teacher PD on devices, Tech	-Part of the transition is to get students aware of their future career path—use Chamber of Commerce (use community) as experts.-How does Game of Life at the career level fit here (ECC Model). End-goal is to work out some mentoring as Continual Learning Cycle (ConLrnC)	The schedule allows for early start, late arrival, split schedule can have Elearning, peer tutoring, Google-chat

	-- use parents as guest speakers/rolemodels --caring for MY building/school—pride --have a sense of belonging/connectedness to a community --where does it start	have a no-credit class that they must complete (guided supervision for teachers), have Fr. Support staff that follow them (teams), parent piece (understand the requirements and credits), physical layout of building change to fit, peer mentoring. -- Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?) -- Need teachers PLC and Teacher X-curricular teams -- Keep in mind what are state graduation requirements, allowing to take classes of interest, are there waiver possibilities -- The parent university as part of transition, parents have an active learning role along with their respective student's, co-driven by staff and parents…invitations for participation have to extend beyond electronic format into the personal (eye-ballto-eye –ball) format	classes would require new staff, support programs for ESL-Bilingual (language acquisition), textbook resources (Kindle, I-Pods, Chromebooks) -- when a student has exhausted tier 1 interventions, how and what is the tier 2 progression (create a resource of common plans, etc. that can be easily communicated —progress report format with #'s is one idea)	-- Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?) -- college visits, support staff special for seniors, have social work interns fulfill college requirements with the HS from neighboring secondary education, have them do preadmission testing, more emphasis on WorkKeys, NCRC and military options. How do parents of upperclassmen mentor the underclassmen? -- Use Parent advisory models that are working well as templates for all—remove silos	

POSSIBLE SCHEDULES

Example of the high school day
****shorter lunch and support period***
Period 1 – 50 minutes
Period 2 – 50 minutes
Period 3 – 25 minutes (Lunch)
Period 4 - 25 minutes (Support)
Period 5 – 50 minutes
Period 6 – 50 minutes
Period 7 – 50 minutes
Period 8 – 50 minutes
Period 9 – 50 minutes

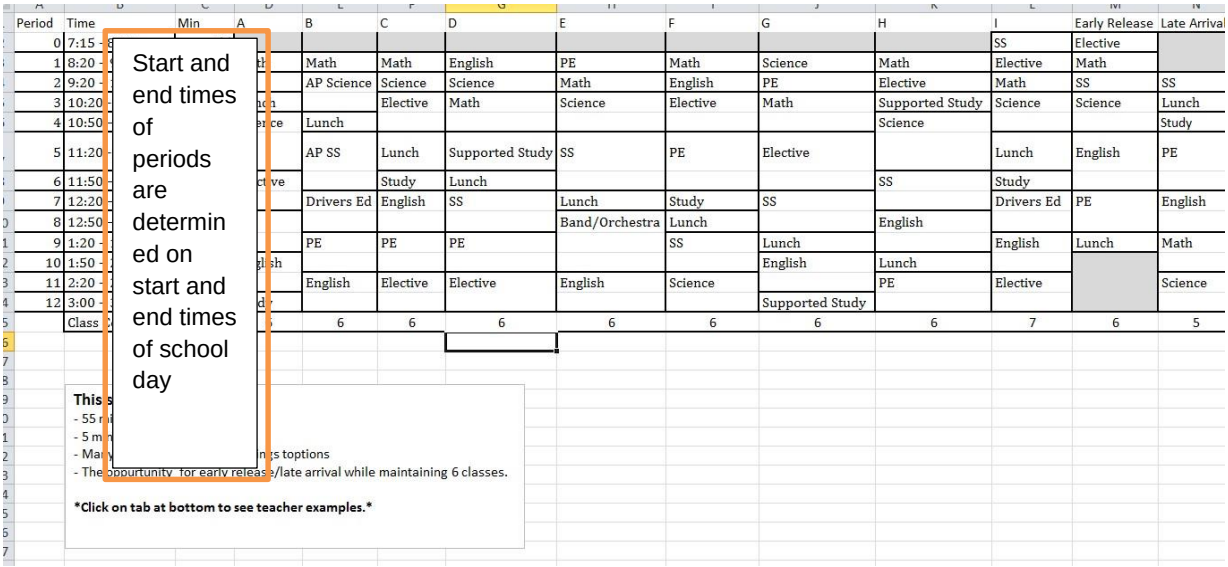
AB lunch schedule	
	Mins
	50
	50
A	25
B	25
A	25
B	25
A	25
B	25
A	25
B	25

50

Current South Elgin High School Bell Schedule	
Warning Bell for "ZERO" Hour	7:10am
Period – 000 Period – 001 Warning Bell	7:12am 7:30am
Period – 001	7:39 - 8:02
Period – 002	8:06 - 8:29
Period – 003	8:33 - 8:56
Period – 004	9:00 - 9:23
Period – 005	9:27 - 9:50
Period – 006	9:54 - 10:17
Period – 007	10:21 - 10:45
Period – 008	10:49 - 11:13
Period – 009	11:17 - 11:41
Period – 010	11:45 - 12:09
Period – 011	12:13 - 12:37
Period – 012	12:41 - 1:05
Period – 013	1:09 - 1:33
Period – 014	1:37 - 2:01
Period – 015	2:05 - 2:28
Period – 016	2:32 - 2:55

Much of the discussion focused on the bell schedule and shortening lunch periods which would give us scheduling flexibility for a variety of classes. A possible bell schedule 6 period schedule:

Schedule 1	**Schedule 2**	**Schedule 3**	**Schedule 4**
P1 55 mins	P1 55 mins	P1 55 mins	P1 55 mins
P2 55 mins	P2 55 mins	P2 55 mins	P2 55mins
P3 30 mins (Lunch)	P3 55 mins	P3 55 mins	P3 55 mins
P4 55 mins	P4 30 mins (Lunch)	P4 55 mins	P4 55 mins
P5 55 mins	P5 55 mins	P5 30 mins (Lunch)	P5 55mins
P6 55 mins	P6 55 mins	P6 55 mins	P6 30 mins (Lunch)
P7 55 mins	P7 55 mins	P7 55 mins	P7 55 mins



Period	Time	Min	A	B	C	D	E	F	G	H	I	Early Release	Late Arrival
0	7:15 -										SS	Elective	
1	8:20 -			Math	Math	English	PE	Math	Science	Math	Elective	Math	
2	9:20 -			AP Science	Science	Science	Math	English	PE	Elective	Math	SS	SS
3	10:20 -				Elective	Math	Science	Elective	Math	Supported Study	Science	Science	Lunch
4	10:50 -			Lunch						Science			Study
5	11:20 -			AP SS	Lunch	Supported Study	SS	PE	Elective		Lunch	English	PE
6	11:50 -				Study	Lunch				SS	Study		
7	12:20 -			Drivers Ed	English	SS	Lunch	Study	SS		Drivers Ed	PE	English
8	12:50 -						Band/Orchestra	Lunch		English			
9	1:20 -			PE	PE	PE		SS	Lunch		English	Lunch	Math
10	1:50 -								English	Lunch			
11	2:20 -			English	Elective	Elective	English	Science		PE	Elective		Science
12	3:00 -								Supported Study				
	Class			6	6	6	6	6	6	6	7	6	5

How Distance Learning might work in the high school day:

There would be two 4 period schedules from 10 AM to 1:55 PM that would be rotated on alternate days. Students would be scheduled for 6 classes, a ½ hour lunch, and a ½ hour study hall. For each class that a teacher does NOT meet with on a particular day, they are expected to hold a virtual class period that day. Each full-time teacher will be assigned to teach 5 classes. If they meet with 3 of their classes, they are expected to hold 50 minutes of virtual office hours that day. If they meet with 2 of their classes, they are expected to hold 100 minutes of virtual office hours that day.

Virtual office hours are defined as a time period dedicated exclusively to course related communication with students. The details of these times have not been completely forged out, but they could be broken down into subject areas, based upon the teacher's actual classes, or remediation, enrichment, and intervention groups. They could be scheduled before or after schools hours, assigned by building principals, or negotiated with the students (and their parents) in each class. Since each class meets for 85 minutes every other day, additional help, continuation of a lesson, and enrichment activities could be provided during these times. A teacher could teach a lesson on line and students would have to log in and participate in the activities, or it could be a time where a teacher is available to answer homework questions or entertain discussions regarding the material at hand. Guidance counselors could use this time to assist with college/career plans, provide transitional support for 9th graders. PE teachers could use this time to teach nutrition, create workout regimes, or organize intramural activities.

Rationale: Provide a later start time for high school students, create more consecutive minutes for labs, PE activities, etc., incorporate existing technologies into the learning environment, and increase the one-on-one time between students and teachers (via online options).

Current FTE Day:

Classroom Time: 250 minutes
Supervision: 25 minutes (50 minutes, 1 semester only)
Planning Time: 75 minutes (one 50 minute period all year, one 50 minute period 1 semester only) Lunch: 50 minutes
Total: 400 minutes

Possible Distance Learning FTE Day:

Classroom Time: 212.5 minutes (one day 255 minutes, 170 minutes the next day)
Supervision: 40 minutes

Planning Time: 42.5 minutes (one 85 minute period every other day)
Lunch: 40 minutes
Virtual Office Hours: 75 minutes (100 on one day, 50 minutes the next)
Total: 410 minutes

5 period days

Period 1	Period 2		Period 3		Period 4
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:1511:55 Lunch B Study B	12:0012:35 Lunch C Study C	12:40-1:25 Lunch D Study D	

Blue Day

Period 1B	Period 2B		Period 3B		Period B
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:1511:55 Lunch B Study B	12:0012:35 Lunch C Study C	12:40-1:25 Lunch D Study D	
Class 1	Lunch	Study	Class 2		Class 3

Green Day

Period 1G	Period 2G		Period 3G		Period 4G
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:1511:55 Lunch B Study B	12:0012:35 Lunch C Study C	12:40-1:25 Lunch D Study D	
Class 4	Lunch	Study	Class 5		Class 6

Classes Taught that day	2	3
Virtual Office Hours that day	3	2

Rationale demonstrating how these possibilities enrich student experiences:

Transition
Into and out of
HS

Flexible lunch

Enrichment

Literacy

Technology		Zero hour or 9th hour for sports, clubs, Groups; credit recovery, Enrichment
Volunteerism	SEL (socio-emotional learning), homeroom for So-Jr. The schedule allows for early start, late arrival, split schedule can have E-learning, peer tutoring, Google-chat Standards-based; it's all about relationships; Tek training, especially IC for parents* , AVID	
Smaller Learning Communities Creativity X-Curricular Teams Cohorts Curriculum AT- SPED ELL Average Special Academy Extra- RISK Bilingual interest Has a curricular	--students should visit the high school in early grades 9th grade (freshman teams)—begin in spring of 8th grade—How is learning relevant to my future? --guided study, earlier start of year, SEL component, have a no-credit class that they must complete (guided supervision for teachers), have Fr. Support staff that follow them (teams), parent piece (understand the requirements and credits), physical layout of building change to fit, peer mentoring. --if a student falls behind (Adequate Learning Progress 'ALP'), what is the RtI and when do we know the student is back on track (every 4 weeks instead of quarterly or semester---close the gap to catch students earlier)?—(Crystal Lake Central has a 4 week program)…when a student has exhausted tier 1 interventions, how and what is the tier 2 progression (create a resource of common plans, etc. that can be easily communicated—progress report format with #'s is one idea) --Part of the transition is to get students aware of their future career path—use Chamber of Commerce (use community) as experts.-How does Game of Life at the career level fit here (ECC Model). End-goal is to work out some mentoring as Continual Learning Cycle (ConLrnC) --students visit the world of work and higher education 12th grade begins in spring of junior year College visits, support staff special for seniors, have Social work interns fulfill college requirements with the HS from neighboring 2ndary Education, have them do pre-admission testing, more emphasis on WorkKeys NCRC and military options. How do parents of upperclassmen mentor the underclassmen?	
Dual- cohort		
	E-learning/Google docs/drop box, Prezi, BYOD (bring your own device) to class, Teacher PD on devices, Tek classes would require new staff, support programs for ESL-Bilingual (language acquisition), textbook resources (Kindle, I-Pods, Chromebooks)	
Interventions, AP split, guided study, special interest, transition, virtual,	Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?) --Looping all standards based, like curricular cohorts and x-curricular teams --Blocking Navigating the American Educational system --Teams E-learning, discussion boards Need teachers PLC and Teacher X-curricular teams	
	Loop Keep in mind what are state graduation requirements, allowing to	

Communication/ speech/ literacy	take classes of interest, are there waiver possibilities Block Team Renaissance Math was at 3 high schools—provide resources to all students at all locations		
Equity	Role models available as mentors, speakers, (chambers of commerce, businesses, u-46 graduates)!!!		
Parent piece*	The parent university as part of transition, parents have an active learning role along with their respective student's, co-driven by staff and parents…invitations for participation have to extend beyond electronic format into the personal (eye-ball-to-eye –ball) format --use parents as guest speakers/role-models --Use Parent advisory models that are working well as templates for all—remove silos		
Culture & Climate	--caring for MY building/school—pride --have a sense of belonging/connectedness to a community -- where does it start?		