Our work is modeled after the Professional Learning Community (PLC) model:

- What do we want students to know and be able to do?
- How do we know they have learned?
- How will we respond when students don’t learn?
What do we want students to know and be able to do?

**English Language Arts (ELA)**
- Read more non-fiction
- Enjoy and discuss the details of non-fiction
- Find evidence to support their arguments
- Read material at comfort level AND work with more challenging content
- Become scholars
- Make arguments in writing using evidence
- Compare multiple texts in writing
- Learn the words that they can use in college and career

**Mathematics**
- Spend more time on fewer concepts
- Keep building on learning year after year
- Understand WHY math works
- TALK about why the math works
- PROVE that they know why and how the math works
- Apply math in real world situations
- Know which math to use for which situation
<table>
<thead>
<tr>
<th>The what?</th>
<th>The why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 50/50 balance K-5</td>
<td>• Non-fiction makes up vast majority of required reading in college/workplace</td>
</tr>
<tr>
<td>• 70/30 balance 9-12</td>
<td>• Informational text is harder for students to comprehend than narrative</td>
</tr>
<tr>
<td>• Reading texts aloud above grade level in grades K-5 and beyond</td>
<td>• Supports learning how to read different types of informational text</td>
</tr>
<tr>
<td>• Grades 2+ students read more complex texts</td>
<td></td>
</tr>
</tbody>
</table>
Moving from non-text dependent answers such as “Casey at the Bat”-describe a time when you failed at something.

Moving to text dependent…What makes Casey’s experiences at bat humorous?

Most college and workplace writing requires evidence

Ability to locate and employ evidence are hallmarks of strong readers and writers

Ability to cite evidence differentiates strong from weak on national performance tests
ELA SHIFT 3 - REGULAR PRACTICE WITH COMPLEX TEXT AND INCREASE IN ACADEMIC LANGUAGE

The what?
- Subtle and/or frequent transitions
- Density of information
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Less narrative and/or mixes structures
- Longer paragraphs

The why?
- Gap between complexity of college and high school texts is huge.
- What students can read, in terms of complexity is greatest predictor of success in college.
- Less than 50% of graduates can read sufficiently complex texts.
Math shift 1-Focus: Learn more about fewer, key topics

What are priorities?

- K-2 add, subtract, measurement using whole numbers
- 3-5 Multiplication and division of whole numbers and fractions
- 6 Ratios and proportional reasoning
- 7 Ratios and proportional reasoning; early expressions and equations
- 8 Linear algebra and linear functions; arithmetic of rational numbers

Why?

1. Success with Adding/ Subtracting/ Multiplying/ Dividing Positive and Negative Numbers!
2. Success with Fractions!
3. Success in Algebra
4. Success in College!
Math shift 2-
Coherence: Build skills within and across grades

The what?

The why?

Alignment in Context: Neighboring Grades and Progressions

Expressions and Equations

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x. Apply the distributive property to the expression 24x + 10y to produce the equivalent expression 6(4x + 5y). Apply properties of operations to y = y + y to produce the equivalent expression 3y.

Operations and Algebraic Thinking

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2(8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Operations and Algebraic Thinking

5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

Operations and Algebraic Thinking

3. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

One of several “staircases” to Algebra and beyond
For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. How many students will be in each van?

a. 8  
b. 7  
c. 648  
d. 638

3rd Grade
How do we know they have learned?
HIGH SCHOOL ASSESSMENT DATA

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards

Number of students in this District with PSAE scores in 2013: 808

ACT ASSESSMENT: GRADUATING CLASS OF 2013*

Composite | English | Mathematics | Reading | Science
---|---|---|---|---
21.5 | 20.3 | 20.7 | 19.9 | 22.0 | 20.5 | 21.3 | 20.1 | 21.3 | 20.3

* District | State

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# National Career Readiness Certificate

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<tr>
<th>Level of Certificate</th>
<th>Students</th>
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<tr>
<td>Silver</td>
<td>318</td>
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<tr>
<td>Gold</td>
<td>256</td>
</tr>
<tr>
<td>Platinum</td>
<td>20</td>
</tr>
</tbody>
</table>

**Bronze** – scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database.

**Silver** – scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database.

**Gold** – scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database.

**Platinum** – scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database.
KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS)

- KIDS is an assessment instrument that is designed for teachers to use to observe, document, and reflect on the learning, development and progress of all children during the kindergarten year.

- Illinois full implementation 2015 school year.

- Unit 5 has 32 kindergarten teachers that have been trained and are using KIDS.
## ADVANCED PLACEMENT/HONORS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>Tests taken</th>
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<th>3</th>
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</table>

![Graph](image)
Dual Credit Courses

Courses offered 2013-14 (student enrollment=98):
- English Composition I
- English Composition II
- Introduction to Oral Communication
- Western Civilization to 1500
- Western Civilization since 1500

Additional Courses for 2014-15:
- Finite Math
- Environmental Science
# Vocational Education Enrollment

## BACC Enrollment by Schools

### 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>Auto Tech</th>
<th>Civil/CAD</th>
<th>Const Trade</th>
<th>Cosmo</th>
<th>Crim Just</th>
<th>Culinary</th>
<th>Digital Media</th>
<th>Early Child</th>
<th>EMT Basic</th>
<th>Fire Science</th>
<th>Health Occup</th>
<th>Health Occ</th>
<th>TOTAL</th>
<th>Metal HS</th>
<th>TOTAL</th>
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<td>145</td>
<td>2</td>
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### 2013-2014

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<th>EMT Basic</th>
<th>Fire Science</th>
<th>Health Occup</th>
<th>TOTAL</th>
<th>Metals HCC</th>
<th>TOTAL</th>
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<td>6</td>
<td>13</td>
<td>131</td>
<td>131</td>
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</table>
HOW WILL WE RESPOND WHEN STUDENTS DON’T LEARN?

Bar chart showing the number of students enrolled, passed, and failed for different time periods and subjects.

- **Summer 2011**
  - Enrolled: 100
  - Passed: 80
  - Failed: 20

- **Fall 2011**
  - Enrolled: 120
  - Passed: 90
  - Failed: 30

- **Spring 2012**
  - Enrolled: 150
  - Passed: 110
  - Failed: 40

- **Senior 2012**
  - Enrolled: 180
  - Passed: 130
  - Failed: 50

- **Summer 2012**
  - Enrolled: 200
  - Passed: 160
  - Failed: 40

- **Fall 2012**
  - Enrolled: 220
  - Passed: 170
  - Failed: 50

- **Spring 2013**
  - Enrolled: 230
  - Passed: 180
  - Failed: 50

- **Senior 2013**
  - Enrolled: 250
  - Passed: 200
  - Failed: 50

Bar chart showing the number of students enrolled, passed, and failed for different subjects:

- **English**
  - Enrolled: 300
  - Passed: 250
  - Failed: 50

- **Math**
  - Enrolled: 350
  - Passed: 300
  - Failed: 50

- **Science**
  - Enrolled: 100
  - Passed: 50
  - Failed: 50

- **Social Studies**
  - Enrolled: 150
  - Passed: 100
  - Failed: 50

- **Consumer Ed**
  - Enrolled: 200
  - Passed: 150
  - Failed: 50

- **PE/Health**
  - Enrolled: 250
  - Passed: 200
  - Failed: 50
YOUTHBUILD ENROLLMENT

- Early prevention program for 15-16 years old
- Dropout prevention data:

<table>
<thead>
<tr>
<th>Credentials</th>
<th>As of 6/09/13</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Receiving Diploma</td>
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<td>60</td>
<td>31.09%</td>
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<tr>
<td>Receiving GED</td>
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<td>53</td>
<td>27.46%</td>
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<tr>
<td>Receiving Either HS Credential</td>
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<td>103</td>
<td>53.37%</td>
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<tr>
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<td>Transferred Out</td>
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<td>2.59%</td>
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<tr>
<td>Dropped Out</td>
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<td>43</td>
<td>22.28%</td>
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## Elementary Data Wall Analysis

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<th>Student Name</th>
<th>R.CAT (F)</th>
<th>R.MAP (F)</th>
<th>Instructional text Level</th>
<th>Accuracy (F)</th>
<th>Comprehension (F)</th>
<th>R. wall placement (F)</th>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>181</td>
<td>195</td>
<td>P</td>
<td>97%</td>
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<td>B</td>
</tr>
<tr>
<td>17</td>
<td>229</td>
<td>209</td>
<td>U</td>
<td>96%</td>
<td>7</td>
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<td>158</td>
<td>167</td>
<td>K</td>
<td>92%</td>
<td>5/6</td>
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</tbody>
</table>
Elementary Data Analysis Fall-Spring

First Grade Fall 2012

- Exceeds: 29%
- Meets: 38%
- Below: 22%
- Warning: 11%

First Grade Spring 2013

- Exceeds: 70%
- Meets: 26%
- Below: 2%
- Warning: 2%
**Cultural Shifts in PLC...**

<table>
<thead>
<tr>
<th>From a focus on teaching…</th>
<th>to a focus on learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>From emphasis on what was taught…</td>
<td>to a fixation on what students learned</td>
</tr>
<tr>
<td>From infrequent summative assessments…</td>
<td>to frequent common formative assessments</td>
</tr>
<tr>
<td>From an over-reliance on one kind of assessment…</td>
<td>to balanced assessments</td>
</tr>
<tr>
<td>From individual teacher assessments…</td>
<td>to assessments developed jointly by collaborative teams</td>
</tr>
<tr>
<td>From decisions made on basis of individual preferences…</td>
<td>to decisions made collectively by building shared knowledge of best practice</td>
</tr>
<tr>
<td>From external training (workshops and courses)…</td>
<td>to job-embedded learning</td>
</tr>
<tr>
<td>From learning by listening…</td>
<td>to learning by doing</td>
</tr>
</tbody>
</table>


ABC Elementary School

Grades: K-8
District: ABC School District
Principal: John Doe
Superintendent: Jane Doe

How much academic growth do students show from one year to the next?
To measure the amount of academic growth a school's students demonstrate, Illinois compares students' performance on state assessments from one year to the next. Schools receive a score from 0 to 200, with higher scores indicating higher growth in achievement.

Math
2012-2013: 120
Math Average: 101

Reading
2012-2013: 120
Reading Average: 102

How do students perform on measures of academic success?
Percentage of students who meet or exceed state standards on the Illinois Standards Achievement Test (ISAT). In January 2013, Illinois raised the performance expectations for ISAT Reading and Mathematics. 2011–2012 scores are shown with both the old cut scores and new cut scores for easier comparison.

Algebra I: Middle school students taking and passing Algebra I
High School Readiness: Middle school students ready for high school

What does the 5Essentials survey tell us about the school's learning conditions?
This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the 5Essentials Survey. The 5Essentials Survey provided an opportunity for students in grades 6 through 12 and teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.

Effective Leaders: Do principals and teachers implement a shared vision for success?
Collaborative Teachers: Do teachers collaborate to promote professional growth?
Supportive Environment: Is the school safe, welcoming, and supportive?
Ambitious Instruction: Are classes challenging and engaging?
Involved Families: Does the entire school staff build strong parental relationships?

What do other measures tell us about the school's learning conditions?
Student Mobility: Percentage of students who transfer in or out of the school during the school year, not including graduates
Chronic Truancy Rate: Percentage of students who have been absent without valid excuses for 5 percent or more of regular school days
Student Attendance: Student attendance rate at the school
Average Class Size: Average number of students in each class
Total School Days: Total number of days in which the school provides at least 5 hours of instruction to students
Teacher Retention: Percentage of teachers who return to the school from year to year
Principal Turnover: Number of different principals serving at the school over the past six years
Teacher Productivity: Percentage of teachers rated excellent or proficient

What are the demographics of students at this school?
- Asian: 9%
- Black/African-American: 9%
- Hispanic: 1%
- Native American: 0%
- Pacific Islander: 0%
- Multiracial: 1%
- Two or More Races: 0%

Total Enrollment: 114
Low Income: 34%
English Learners: 14%
With Disabilities: 12%
Homeless: 1%