All DRAFT MEMOS

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CFC Steering Committee
May 11, 2016
6:00 pm
Niles West Principal's Conference Room

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To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Director of K-12 Literacy

Background

For the past two years, CFC has focused on K-8 STEM programming. Two STEM administrators have provided the direction and leadership to build K-8 teacher capacity. A STEM leadership team was formed. STEM Leaders guided by the CFC administrators have piloted materials, developed learning targets, created assessments, built a cohesive curriculum, identified technology progressions, and participated in high quality professional development. Additionally, parent programming has been established, gap units created, and summer enrichment opportunities offered. The work on STEM curriculum will continue in 2016-17. The rapid changes to STEM instruction in the K-8 districts was made possible because of the content specialist K-12 administrator positions.

For the 2015-16 school year, a K-12 ELA administrative position for CFC was approved. Interviews were conducted, and the right candidate was not identified. It was decided to postpone hiring the K-12 ELA administrator to allow for D67 to be brought up to speed in the area of STEM as well as to provide teachers another year of focus on STEM. Instead, a Literacy consultant was identified and asked to conduct a review of the ELA curriculum and instructional practices in Districts 67 and 69. The consultant has observed in classrooms, interviewed ELA teachers and administrators, and reviewed materials. Her final written report will be completed in early June and will serve as important baseline data to begin our work on alignment of ELA standards.

ELA 2016-2017: It is time to beginning addressing the Literacy portion of CFC. The intention is to mirror the structure and format of the STEM portion by establishing a Director of K-12 Literacy. This Director will be responsible for providing the direction and leadership to build K-8 teacher capacity around Literacy. To guide the growth of the ELA leadership team an effective and collaborative administrator with exceptional insight and experience in ELA Curriculum and Instruction and quality leadership skills is required.

Recommendation: The Task Force recommends that the previously approved Director of K-12 Literacy position be established beginning with the 2016-17 school year.

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Collaboration with non-CFC Districts

The power of Classrooms First lies in the collaborative relationships between the three member districts, and the commitment that Districts 67, 69, and 219 have made to each other. The IGA formalizes this relationship and requires us to align our curriculum. It takes the articulation process to a different level, results in high quality collaboration, and a commitment to fidelity of implementation.

Additionally, CFC supports collaboration and teamwork with all Township districts. Through Niles Township Curriculum Coordinating Council (NTCCC) and Niles Township Superintendents Association (NTSA), the CFC member districts have kept all of the Township districts up to date on our work. Specifically, we have:

- Shared a draft of the Technology Progressions with all ten districts for feedback and suggestions. The STEM leadership team has reviewed that feedback and will disseminate another draft township-wide.
- Shared an overview of the STEM modules and the electronic links to all Township schools through NTCCC. Additionally, several Township districts have borrowed modules to assist them in their own review of materials and work on NGSS alignment.
- Invited Township schools to participate in all Eureka Math professional development (Regional conference, weeklong conference, and Administrative workshop). Township schools receive both priority registration and a significantly reduced registration fee (50%). Several of the schools have adopted or are in process of adopting Eureka Math.
- Shared our electronic, web-based parent education tools for Eureka Math.

Through our work, we hope that other Township districts will consider formally committing to Classrooms First. The opportunity to jointly participate in high quality professional development and fully align our K-12 STEM and Literacy curriculum is unparalleled.

Additionally, our work has caught the notice of other districts. Throughout this year, we have also shared resources and discussed our work with: East Maine District 63, Valley View District 365, Glen Ellyn District 41, Evanston District 65, Winnetka District 36, Johnsburg District 12, Herscher Community Unit School District 2 and Joliet Public Schools District 86.

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Annual Report Timeline, Content and Format

Timeline

Each year, CFC is required to publish an Annual Report. The following is the proposed timeline for draft, printing and dissemination

- June 30: Fiscal Year closes
- Late-August: First draft of Annual Report reviewed by Task Force
- Early September: Draft of Annual Report sent to Steering Committee for review
- Early October: Final (Unaudited) report to Steering Committee
- November: Report presented to Steering Committee
- December: Report presented to Member Districts

Content and Format

The 2014-15 Annual Report was well-received, therefore we will use a similar format for the 2015-16 Annual Report. The 12-page format includes:

- Cover
- What is Classrooms First 2
- Why am I getting this annual report 3
- Table of Contents 4
- Structure (Timeline of key events).....5
- Mission and Goals....6
- 21st Century Learning (Technology).....7
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To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Establish dates for 2016-17 Steering Committee meetings

Recommendation: The Steering Committee will continue to meet on Wednesdays at 6:00 p.m. throughout the 2016-17 school year. The location of the meetings will rotate between member districts.

- November 16th, 2016 (D219)
- March 1st, 2017 (D69)
- May 10th, 2017 (D67)

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: **Revisit** Effective Use of Instructional Time (Scheduling) Consultant

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Background

At the March 2, 2016 Steering Committee meeting, the CFC Task Force had made the following recommendation:

Engage a scheduling consultant to guide District 69 through a two-year self-study process beginning this year, with the option for District 67 to being a self-study next year.

Year 1 of the self study includes a needs assessment, direct observation of how instructional time is used, and focused discussion with stakeholders. Year 2 will focus on developing recommendations for changes to be implemented in the following school year. We are estimating 12 days of time (4 days per school) each year for a total of 24 days over the two years for District 69. District 67 would require 8 days of time (4 days per school) each year for a total of 16 days over the two years.

Status Update

At the March 2, 2016 Steering Committee meeting, the Steering Committee had asked for this to be a “cost share” expenditure with the elementary district paying for 50% of the cost.

Recommendation: Secure the use of an Instructional Time (Scheduling) consultant on a cost share basis to support school day review, beginning with the 2016-17 school year.

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Curriculum Updates

D69 Gap Unit Update: Students in grades 4-5 at Edison Elementary School met with teachers after school to assure that educational gaps within the mathematics curriculum were reduced or eliminated. Students had an opportunity, through an applied STEM Gap Initiative, to design, build and test a miniature golf course. The focus of the program was on areas of instruction that were missing or underdeveloped in a student's growth progression in mathematics. Measurement, Applied Geometry and Statistics are three curricular areas that were highlighted and emphasized throughout the gap initiative. Over fifty 4th and 5th grade students attended the miniature golf event. Students were able to learn about angles, measurement and statistics as they created their own miniature golf hole and while playing the holes created by their friends!

Technology Progressions: The STEM Leadership Team has reviewed suggestions on the 3rd DRAFT of the Technology Progressions. The DRAFT was shared with technology committees, administrators and teachers within Districts 67 and 69 as well as with interested township Districts. All feedback was reviewed during the April Leadership meeting. Revisions will be made and a final open review and comment period will be established. The leadership team will solidify the progressions at the June meeting. These progressions will then be available to guide lesson planning and curriculum development throughout the summer for the 2016-17 school year. The document will help to direct professional development needs for staff. Additionally, teachers will have greater insights on when a skill is introduced, practiced or mastered as students use technology in their classrooms throughout their K-12 experience. During the 2016-17 school year this document will be reviewed quarterly and revised annually as appropriate.

Summer Enrichment: The Summer Enrichment program will be held for District 67 students in grades 3-6 and District 69 students entering grades 3 and 6. The program will be focused on

major math topics from the previous grade while foreshadowing math topics for the next grade level. Students will learn these math topics through exciting STEM activities which provide opportunities to design, build and test student solutions to authentic problems.Teachers (D67 and D69) will teach in the program and receive professional development on math and science standards related to the course offerings. Currently, 125 students in District 67 and 88 students in District 69 are registered for the Summer Enrichment program.

To allow for all parents to access supports for their children during the summer months, online materials for Summer Mathematics will also be available. Information can be accessed on the Classrooms1st Math Parent Resources Page.

Algebra 1 Review Sessions: Algebra 1 students in District 67 and District 69 are preparing for the Township proficiency exam that will take place the week of May 9th. With the support of Classrooms1st a practice proficiency exam and support materials were created for targeted review sessions for students. Students in both districts took the practice exam at the beginning of May, which covered key Algebra 1 concepts. Data from the practice exam was used in the development of after school study sessions for students to master key skills before the exam. Over 80% of students enrolled in Algebra 1 from both districts took advantage of these review sessions!

Kids Can Engineer: Students at Madison imagined, planned and created their own prototype of a balloon car using engineering and design principles. 82 parents alongside their children engineered their own balloon car during the first night of the event. Children worked with their parents to design a balloon car that could travel in a straight line for at least eight feet. During the second night students learned how to create a 3D model of their car using TinkerCAD. An flyer was sent home with instructions on how to print their 3D models at the Skokie Public Library.

Literacy Consultant: Lynn Novak (Literacy Consultant) worked with Classrooms First partner districts for 2-3 days per week from January through May. The purpose of her work was to conduct a needs assessment of K-8 ELA in districts 67 and 69. Her work included observing literacy instruction, conducting focus groups with all stakeholders, examining township literacy and identifying specific areas of focus aligned to the Common Core. Ms. Novak's work will culminate with a report of audit findings and recommendations (June).

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Professional Development Updates

Eureka Math Professional Development: Pre K - 5 teachers throughout District 67 took part in Eureka Math professional development during their April 22nd Teacher Institute Day. CFC Administrators led module studies that covered geometry, measurement and statistics for each grade level. Teachers planned lessons related to content they would be covering throughout the last month of the school year and will pilot specific lessons from the Eureka Math program.

CFC in collaboration with Eureka Math will host a week long professional development session next week. Sessions will be videotaped to develop an online collection of professional development for teachers.

CFC will host the Eureka Math Regional Summer Institute this summer. Training will be differentiated with:

- District 67's PreK - 5 teachers attending Level 1 training
- District 69's K -8 teachers and District 67's 6 - 8 teachers attending Level 2 training.

Lesson studies with Eureka Writers and CFC Administrators have been provided for all D67 and D69 teachers over the past several months. Teachers in grades 6-8 (D67) and grades K-8 (D69) were able to observe a Eureka Writer for their specific grade level.

On-going job-embedded training ("module studies") will continue to be provided by the CFC administrators throughout the implementation. Additionally, at the beginning of each module, CFC administrators will provide professional development on the key strategies, learning progressions and concepts built into the program.

Summer Professional Development: Over the summer teachers will be engaged in a variety of professional development activities. The activities include:

- Aligning curriculum maps to NGSS standards. Teachers will also have time to plan how best to use the Pearson Realize instructional materials and resources.
- Training with the Engineering STEM modules in D67
- Embedding technology progressions into instruction.
- Finalizing CFC technology progressions
- Develop units using the learning management system, OTUS
- Planning for WIN periods in D69

WIN PD and Lunch and Learns: In preparation for grades K-5 fourth quarter WIN (What I Need), grade level teams met to develop Literacy and Math supports, enrichments and enhancements related to the Problem Based Learning (NGSS aligned) topics for each grade level. Following the curriculum enhancement, the Lunch and Learn Model was then used as the means of sharing the resources, maps and tips for the curricular units of integrated study. The 4th quarter topics include:

- K - Ron's Habitat
- Grade 1 - Moon Adventure
- Grade 2 - Crossing the Karnali
- Grade 3 - Silly Straws
- Grade 4 - Renewable Energy Challenge
- Grade 5 - Extreme Adventures

Summer Enrichment Professional Development: Summer Enrichment teachers from District 67 and 69 will participate in training on CCSS Mathematics and NGSS standards in preparation for teaching the Summer Enrichment class. The enrichment class focuses on three dimensional learning with the new NGSS standards through exciting and engaging STEM modules. Not only is this a great opportunity for student learning, but it is also a great way for teachers to practice what they are learning.

To: CFC Steering Committee

From: CFC Task Force

Date: May 11, 2016

Re: Technology Update

Otus Learning Management System: A learning management system (LMS) allows teachers to create interactive lesson plans online and share them across grade levels, buildings and districts. Additionally, the teacher can easily make all activities, lessons and media available to students. The LMS stores valuable assessment data (e.g. MAP, AIMSweb), making it readily accessible to teachers when planning instruction. The STEM Leaders have begun to pilot Otus, our identified LMS. STEM Leaders are in process of developing initial lessons. Professional development for Otus will continue throughout the summer and next school year for teachers.

Mastery Manager and Infinite Campus maintenance renewal: Through CFC, Districts 67, 69, and 219 have merged their student information systems (SIS) into one database, Infinite Campus. The shared SIS allows for seamless tracking of students, and avoids the traditional 8th to 9th grade transition of records.

The D219 annual maintenance and service agreement for the Infinite Campus System is due for renewal at a total cost of $112,109.00 for 2016-17. Districts 69 and 67 will pay a proportionate share of this maintenance agreement, phased in over 5 years at 20% of their cost added per year. For 2016-17, District 69 owes 40% of their share (Year 2) and will be billed $9,440.40; and District 67 owe 20% of their share (Year 1) and will be billed $977.00.

Additionally, Mastery Manager is an assessment tool used in Districts 219, 67 and 69 that facilitates the use of common assessments and shared data. The D219 annual subscription fee for Mastery Manager is $54,756.84. Districts 69 and 67 will pay a proportionate share of the subscription fee, phased in over 5 years at 20% of their cost added per year. For 2016-17,

District 69 owes 40% (Year 2) and will be billed $5,479.48; and District 67 owes 20% (Year 1) and will be billed $985.45.