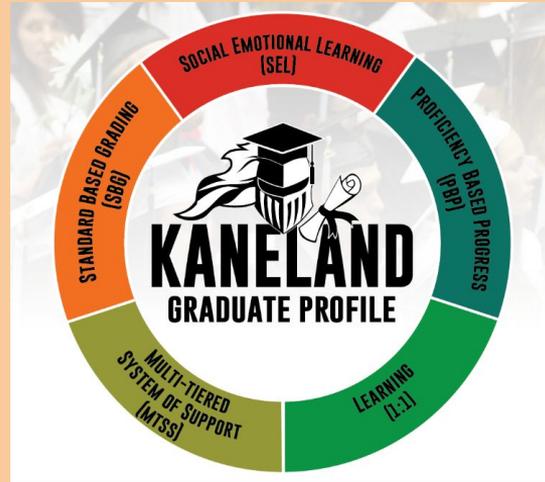


Expectations for School Year 24-25



Spring Roadshow 2024

Options for Accessing the Expectations

This year we have created a learning continuum (LDIP) for you to engage in the roadshow based on your personal learning profile. L is Legacy, D is differentiation, I is individualization, P is personalization. Please reflect on your learner profile and attend the session that best suits your learning style below.

L-Direct videos with Ed Service delivery explanation of all slides with no question time. ([District Expectations Video](#), [EC-5](#) and [Inspire Video](#), [6-8](#) and [Empower Video](#), [9-12 Video](#)).

D- Go to designated room at your school to hear information from Ed Services on slides most relevant to your grade span - *only general questions will be taken*.

I- Flipped experience- Go to designated room at your school for a Q and A based on your pre-reading of the slides and specific responses to your grade span.

P-If you have reviewed, and you are all good on the content, please sign off using [this google form](#) and enjoy the gift of time.

Color Coded Slides

District Expectations

Slides with **orange** background

KHS Only Expectations

Slides with **blue** background

Harter and Empower Only Expectations

Slides with **green** background

Grade EC-5 and Inspire Only Expectations

Slides with **purple** background

2023-24 Celebrations!

Above the Line

Continued accountability to each other to remain *above the line* when problem solving.

More SEL Tools

Expansion of tools to support our SEL curriculum with Second Step and more homeroom materials.

Duck Connections

Kicked off year finding matches with our Lucky Duck focus. Over 120 matches!

Connects SIP Goal

Based on self-reflection, 85% of students show Distinguished levels of goal accomplishments on the 5 Commitments.

KIPLA Opening

Excited to have an additional learning opportunity for 3rd-8th grade students!

Enhanced Communication

Increase in sharing of our district celebrations and stories with our Communication Department.

Kaneland Connects 2024-25 Goals

- **MTSS:** Continued support for personalized intervention needs and increasing level of intensity using co-teaching model
- **SEL:** Student perseverance on self-monitoring and self-care
- **PBP:** Co-constructed feedback that provides opportunities for student choice learning
- **1:1:** Continuation of technology use to further collaborative opportunities
- **SBG:** Student communication of learning progress
- We are excited to be working on a “While You Wait” podcast series for parents and community this Fall, if you have ideas for topics please feel free to email and share. This was an outcome from our Kaneland Connects Commitment Team Planning Meetings.

Interested in becoming a Commitment Team Member email
10358@kaneland.org!

Get Involved Ideas

Looking for shared decision-making or teacher leadership opportunities? Here are your options:

- Educator Advisory Council: Email Sarah Mumm or a Teacher Chair (Pam Hart or Nancy Meisenger)
- Curriculum Review Cycle: Email Sarah Mumm K-5 or James Horne 6-12
- Kaneland Connects Commitment Team: Email Sarah Mumm
- Comprehensive Literacy Plan Review Team: Email Sarah Mumm EC-5 or James Horne 6-12
- Building Leadership Team 6-8: Contact building Principal
- KHS Leadership Team: Contact building Principal



Potent Feedback Focus

The focus of the 2024-2025 school year is personalized learning tenet G- Feedback. **Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner internally or with a learning partner, in constructing knowledge about practice and self.**

Links:

- [SIP Action Plan for Potent Feedback](#)
- [Feedback Learning Walk Form](#)
- [Feedback Cycle Delivery Table](#)
- Two District-Wide Common PD Experiences
- [Initial staff feedback survey](#) on feedback delivery

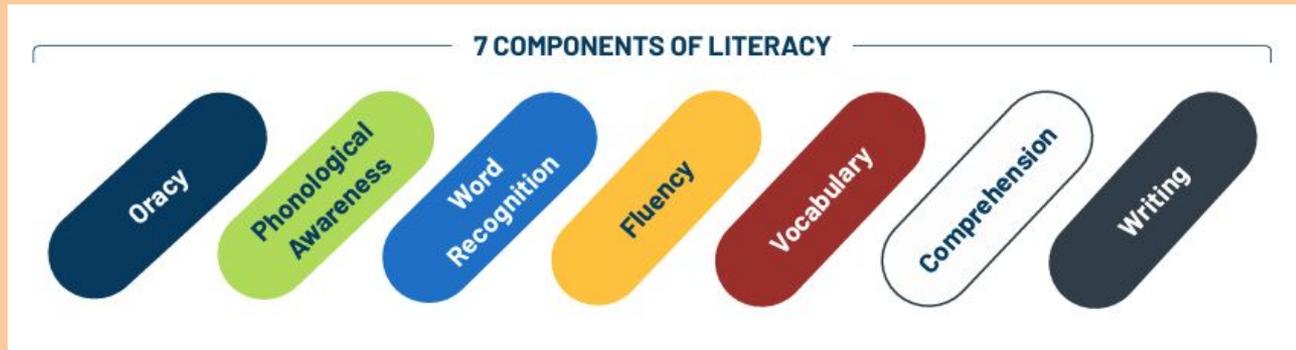
Connections: PBP and tenet E, F, and G
Discussed at KEA Spring Meeting

Timeframe	Activity/We Can Focus Statement
Optional Spring 2024	We can identify the nine type of feedback We can identify the general roles of the teacher and student in the three levels of feedback
Initial Data Collect	We can collect student reflection data on initial feedback use in April 2024
Ad Team Summer Retreat	We can data dive into feedback observational data We can plan a customized plan for my building based on data reviewed and staff observed needs We can edit the two common PD sessions into our building customized plans for feedback
Fall August Kick Off	We can define potent feedback We can access and reflect using the feedback delivery table We can make connections with other job categories
August 26-September 5	Pre-Assessment Data Survey for Students and Staff
October and November	Feedback Learning Walks Customized feedback plan
September to November Common PD Session	We can identify the steps in the potent feedback cycle We can self-reflect on the feedback delivery table and make connections to actions within our classroom We can define the nine types of feedback and sort feedback statements collected with the specific types
IgKnight Required Session (personalized choice in accessing the PD- video, in person, flipped)	We connected student and staff roles/actions to the nine types of feedback We can reflect and submit evidence of current feedback conference structures
January Admin PD	Admin PD monitoring of customized building plans for professional development
January to March Common PD Session	We can identify the structures of potent feedback We can practice the 9 types of feedback based on actuals student work samples from our grade span and content areas
January and February	Feedback Learning Walks
January 27 to February 6	Post-Assessment Data Survey for Students and Staff

Comprehensive Literacy Plan from State

- Recently the State of Illinois released the state required comprehensive literacy plan
- The plan identifies the 7 components of literacy (see below).
- The district will begin work on review of the plan requirements and develop an implementation plan, accountability practices, and monitoring process for Kaneland
- Implementation is projected for school years 2025-2026 and 2026-2027.
- We are looking for staff to participate in the planning for implementation, please email Sarah Mumm or James Horne if interested in participating.

Connections: PBP and tenet A, D, E, F, G and H Discussed at KEA Spring Meeting



Continuum Teaching

Definition: The process of facilitating a learning path based on students exhibiting proficiency in learning and application of focus standards. Customized paths should be based on the student's learner profile and proficiency progress of reported standards.

Roles

K-5: Required math continuum learning practices with individual student progress documentation; required ELA continuum implementation in January

6-8: Initial building of math continuum documentation and setting expected practices of implementation through teams and grade levels

Continuum documents may be shared as part of the report card process

**Connections: PBP and tenet A, D, E, F, G, H and J
Discussed at KEA Spring Meeting**

10 TENETS OF Personalized Learning in Kaneland CUSD #302



1 LDIP Continuum

- A continuum of instructional methods including Legacy, Differentiation, Individualization, and Personalization.
- Instructional methods are based on individual learner needs, rather than teacher preference.
- All instructional methods along the continuum have value when utilized with a learner-centered rationale.

2 Growth Mindset

- The belief that skills and abilities can be developed through dedication, hard work, and learning.

3 Learner Profile

- A place for learners to document reflections on their past, present, and future learning needs.
- Empowers learners to develop self-advocacy skills as they work to set and achieve their own learning goals.

4 Student Voice and Choice

- The perspectives, opinions, and preferences of learners are invited, respected, and considered.
- Learners are given options regarding the ways in which they will engage in learning.

5 Teacher as Facilitator

- The role of the teacher shifts from delivering content to facilitator of learning.
- The role of the student shifts from a passive to an active learner.

6 Proficiency Tables to Increase Clarity

- Tables of proficiency detail what learning looks and sounds like at various stages of proficiency for a given standard.
- Helps learners gauge their own progress and next steps in learning.

7 Feedback Cycles

- Feedback is a dynamic, dialogic process that uses evidence to engage a learner internally or with a learning partner, in constructing knowledge about practice and self.
- Learning is co-constructed between learners and learning partners through a process of engagement, analysis, and reflection.

8 Proficiency-Based Progress

- Articulates what learners will learn, how deep or broad the learning will be, and how their learning will be demonstrated and measured.
- Learner progress toward the standards is based on growing proficiency, not seat time.

9 5 Commitments of the Graduate Profile

- Social-Emotional Learning, Proficiency-Based Progress, Standards-Based Grading, 1:1 Learning, Multi-Tiered Systems of Support
- The Graduate Profile exhibits the keys to successful growth and progress in Kaneland School District and shares expectations for learners.

10 Customized Learning Pathways

- Allows learners to co-design their learning with educators, rather than simply complying with the directions and expectations of adults.
- Allows learners to progress at their own pace and within their own learning sequence, by taking increased ownership of their own learning.

BENEFITS

- Technology enhances learning, rather than replaces it.
- Learners are able to progress at a pace that works best for them.
- Learners have a voice in how they learn best, increasing motivation and engagement.
- Learners view learning as something of value to them.
- Learners become the key drivers of their own learning, engagement and growth.

Curriculum Check In

- In order to increase connectedness even more among Educational Service and grade spans, each week grade or content specific google meetings will take place for open discussion with the Directors (schedule will be published in the Fall).
 - Voluntary Grade span or grade band sessions
- Purpose: To get live and timely updates on any curriculum or professional development for your grade span AND share feedback and focus area needs for your grade level.
- How to Prepare:
 - Send a rep from your school or have the whole team log on
 - Directors of Educational Service will share any new updates
 - Discussion on two questions?
 - What would your grade level like feedback or more information on?
 - What area could use more support at your grade level?
- In between sessions learning walks will focus on feedback based on recommended areas by the grade level

**Connections: All Commitments and Tenets
Discussed at KEA Spring Meeting**

Summer School Changes

- Shifting from June to July.
- Offering Kindergarten Jump Start for incoming 5 year olds.
- Shifting back to interdisciplinary continuum learning with a large block of time for math and ELA combined.
- Hosted at KBK and HMS this year.
- Transportation provided for all elementary K-5 schools.
- Increased enhancement camp offering.



Connections: PBP and tenet D, E, F, J

Curriculum Review Cycle

- Feedback collected through EAC, KEA Initiatives Meeting, and Leadership Teams this Spring.
- Realigned ten year cycle based on feedback.
- Next school we will focus on:
 - Math review K-5
 - Exploratory K-5
 - Exploratory offering and revisions 6-12
- Curriculum planning, revision of PBP tables, and supported tool review is conducted by this committee. Decisions are made for the entire grade span by this committee.
- Volunteer to be part of this committee by emailing Sarah Mumm or James Horne

	Plan and Table Revision Year 1	Pilot/Purchase Supported Materials
FY 25	K-5 Exploratory K-5 Quick Review of Math Tables 6-8 CTE Wheel and Exploratory 9-12 Elective and World Language Table Review NOTE: Subcommittee work on ICLP	K-12 Social Studies Partial K-5 Math Partial 6-8 Exploratory
FY 26	PE Tables 6-12 Math Tables NOTE: Subcommittee work on ICLP	K-5 Exploratory Remaining K-5 Math 6-8 CTE 9-12 World Language
FY 27	HS CTE NOTE: Audit of ICLP	6-12 Math P.E.
FY 28	K-12 ELA- Reading	HS CTE
FY 29	K-12 Writing, Word Study and Grammar	K-12 ELA- Reading
FY 30	K-12 Science	K-12 Writing, Word Study and Grammar
FY 31	K-12 Social Science and SEL	K-12 Science
FY 32	TBD	K-12 Social Science

Connections: PBP

Discussed at KEA Spring Meeting

Special Education Updates

- Starting with the 2024-2025 school year, the CCI/Life Skills Programs will be renamed as Supporting Tiered Educational Paths to Success / STEPS Program. The name change will help our community understand that Kaneland provides this level of services from Kindergarten through 12th grade.
- Kaneland has developed a MTSS process for Occupational Therapy (OT)/ Physical Therapy (PT) which will be shared at the building level in the Fall of 2024.
- Early Childhood will be adding an instructional program for children with more significant disabilities. This intensive program will provide specialized instruction at a ratio of 2 students to 1 adult and runs Monday through Thursday from 8:50-1:50. Previous to this, Mid Valley's Bright Beginnings supported our students with this need.

Delivery Table Expectations



Purpose of Delivery Tables: Just like PBP tables identify learning expectations for students, delivery tables share learning delivery expectations for our staff. They can be used to reflect on our delivery of instruction and set goals for enhancement of practice. It is always encouraged to reflect on instructional delivery with an Instructional Coach.

Handwriting (EC-2)-screener for trial available from Coaches this Fall
Feedback (EC-12)

Reading (K-5)

Math (K-5)

Writing (K-5)

CHAMPS (K-5)

UNDER CONSTRUCTION: New addition of the required tasks on the table that must be observed in every classroom per the Illinois Comprehensive Literacy Plan in next two years.

Connections: PBP and tenet D, E, F, J
Discussed at KEA Spring Meeting

Reading Continuum Use Expectations

- Reading Comprehension continuum was initially drafted in 2019, final edits made in 2023-2024.
- Grammar continuum was drafted this school year; will be shared in the Fall.
- Final draft will be completed this Summer 2024 and sent to all staff when complete.
- Staff have been dabbling with the continuum over the past few years
- Reading and Grammar continuum will be **REQUIRED** by **January 2025**
- Next school year we will be looking for feedback on the need to build a word study continuum

NOTE: Remember you are still to use the math continuum for progression in math learning as well

Connections: PBP and tenet D, E, F, J
Discussed at KEA Spring Meeting



Reading Assessment Update

Fall Testing: (specific testing window will be shared later Spring by MTSS)

- Testing in the fall - students on the bubble of the grade level or below level students only
- Testing with familiar adults such as Classroom Teacher, MTSS Staff, Instructional Coaches, and other school staff.
- All non-tested students should begin guided reading groups at their Spring level and adjust based on observations in small group reading.

Spring Testing:(specific testing window will be shared by MTSS)

- All students should be tested in the Spring.
- Continue to have Classroom Teachers and MTSS Co-Teachers assess all students in the Spring unless they have tested at or above level V during the school year.
 - This can be a running record from a cold read of level V
- Give a two week window for assessment and allow grade level teams to determine specific dates with MTSS Coordinator in order to lessen subs across the district.

NOTE: We will begin the process for looking for a new assessment tool that is more updated

Connections: PBP and tenet G , H and J

Discussed at KEA Spring Meeting

MTSS Updates

- Co-teaching intensity levels grid created in order for staff to see how to increase the intervention level as you progress with student learning support.
- New referral form for related services is under construction and will be out in the Fall.
- Expanding the ability of MTSS Coordinators to service as a check in on proficiency in learning with students.
- Discussion of KDAB proficiency delivery table to allow a flexible KDAB process for teams that show proficiency in data use to guide instruction through goal setting.
- Creating guidelines for when pull out service is allowed based on student characteristics .
- Behavior Support Grid Update: Updated for more clarity on how to access various support services.

Connections: MTSS and tenet C, D, and E
Discussed at KEA Spring Meeting

Social Science Update

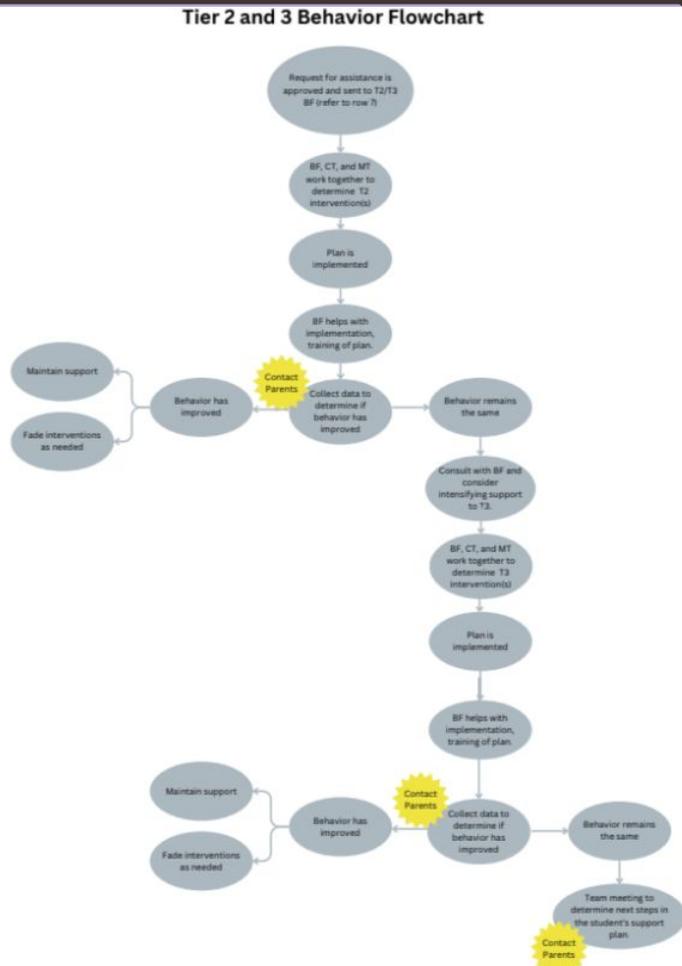
- Per Illinois guidelines, students should engage in 30 mins. Per day of Science or Social Sciences (total of 150 mins. Per week).
- K-5 is adopting McGraw Hill Impact program as the supported curriculum tool.
- PD offered in the summer and options in the Fall.
- The following are the revised curriculum PBP tables:
 - [K-2](#)
 - [3-5](#)

**Connections: MTSS and tenet C, D, and E
Discussed at KEA Spring Meeting**

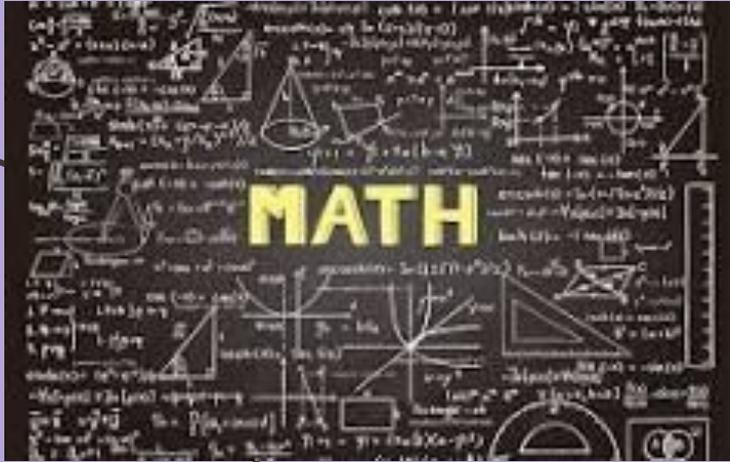
Behavior Facilitator Update

Based on staff feedback the following are changes to the Behavior Facilitator support:

- In order to allow for more team intervention first and more support for tier 2, Nicole F. will be tier 1 and 2 and Melissa will be tier 2 and 3.
- Teams can intervene and collect information prior to working with a Behavior Facilitator by following these **suggested guidelines.**
- Behavior Facilitators can assist in data collection and problem solving based on team need.
- Behavior Facilitator will meet monthly with MTSS Coordinators to review specific grade level and student needs.
- Flow **chart link** tier 2 and 3.



Norming Meetings



- Moving our norming meetings to focus on Math next year.
- Math tests will be jointly scored and trends and learning needs will be discussed as a grade level.
- Meetings will include case studies of students and how to support their learning using a continuum .
- Meetings will include professional development on math concepts, delivery and implementation of continuum learning practices .

NOTE:

- Writing genre post scores will still be collected and shared in data walls for all 3 genres (google form and step by step process will be provided in the Fall).
- Writing scoring can occur during your regular math scoring time or during collaboration time.
- Teams are encouraged to also do thin slicing throughout the year.
- Writing assessment guidelines

Connections: PBP and tenet A, F, G and H
Discussed at KEA Spring Meeting

Writing PD Plan

- Focusing on areas identified through writing audits for professional development.
- Potent feedback in writing workshop conferring session will be district focus.
- Full or half day sub to observe other writing classrooms with the Coach.
- Meeting to share with your grade level teams across the district through Curriculum Chat structures.
- Options to sign up with Anne Olsen for a writing observation with specific feedback on learning practices.

Topic	Summer 24	Fall 24	Spring 25
Potent Feedback	-PL 2.75 key philosophy	-PL 2.75 key philosophy -IgKnight sessions on writing feedback -Anne further ideas	-PL 2.75 key philosophy -Expectation you show evidence of feedback by May
Assessment Data and Record Keeping		-How to Take Notes -MTSS Coordinators take writing data from year before and identify grade level areas for focus -Part of Fall KDAB Kick Off discussions AND Collaborative Inquiry	-Collab Inquiry team learning walks to see in action focus areas
Min-Lessons		Sign Up -Video watching with Coach in small groups -Video watching with small groups with Anne in paid after school date	Sign Up -Video watching with Coach in small groups -Video watching with small groups with Anne in paid after school date
Writing Teacher Book Study	-Volunteer Book Study session for staff -CHESS book study	-Book study with teachers invited by Admin start October Late October half day January half day February half day	TBD
Quick Fix- Status of Class and Sharing	-Videos to access on Status of the Class -Videos to access to sharing -Written tips for creating sharing time (one pager)	-Videos to access on Status of the Class -Videos to access to sharing -Written tips for creating sharing time (one pager)	All staff should have established Status of class and sharing time in classrooms by December 2024 (observed through learning walks)

While the Units of Study is the required support tool, you should use the mini lesson that meets the needs of the learners based on your observation and feedback cycles.

Connections: PBP and tenet A, G, H, I, J

Collaborative Inquiry Goals

- Collab Inquiry work occurred three days last year.
- Through the preferred future activity the following goals were developed:
 - Create structures for all grades to have protected writing time.
 - Create non-negotiables in writing.
 - Identify writing options across content areas.
 - Review and use of I-Ready to reflect on instructional practices and learn from each other.



KPASS Update

- Making all attempts to not isolate staff while balancing teacher needs.
- Guidelines created and recommended by section numbers.
- Pros and cons to any structure discussed.
- Each school Administrator will host a later spring meeting with next year's KPASS staff to share the rationale for using the recommended guidelines or why it may not work for the given year.
- We will review the KPASS needs every other year with a small group of reps per school.
- Partnering with HMS to make a collaborative pathway for enhanced math
 - Creating teacher nomination form based on student characteristics and math skills.
 - Structured meeting in April with HMS MTSS Coordinator.
 - Working on more exposure to 6th grade level math tools for all KPASS.
 - Identifying core 6th grade reported standards and PBP tables to use with students on an enhanced pathways.
 - Working on further continuum math pathways into the middle school.

Word Study Assessments

- Small group of reps from all grade levels met in Spring to create guidelines, assessments, and scoring tools for all word study assessments.
 - Please share questions with your Word Study Team Rep
- Begin in the Fall with administering common assessment for word study assessment, sight word assessment, and reporting.
- All assessments can be found and housed in the linked document below.
- Some grades are being piloted this Spring and will be finalized by the end of May on the linked document below.
- Review and prepare for the assessment within your grade level in Fall.
- Utilize the following to prepare for the assessment
 - Guidelines for required word study assessments: Under construction until May!
 - 3-5 will have a professional text to assist in the assessment handed out in the Fall, staff may check out the book early from the Coach Team.

Resources Available

Resource	What Is Available	How to Request
PBP grade level binder	A printed and color coded by content by grade level of all current PBP tables	Email 10358@kaneland.org with your name, school and grade for next year
Becoming a Better Writing Teacher Professional Text	Professional book with strategies for writing practices	Email 10358@kaneland.org with name and school to sent to
Math Manipulatives	Math tools inventory taken in Spring will be reviewed to attempt additional tools to be sent to grade levels	Will be send to your grade level team this spring
Science Consumables	Requested in March replacement items Grades may also request seeds and perishable items during the year	Will be send to your grade level team this summer Contact 10358@kaneland.org for perishable items during the year
Professional Books and Math Text	Books in every content are available through Ed Service	Email 10358@kaneland.org if you are looking for a professional text in a content area or a specific title

6th-8th Grade Expectations for Harter and KIPLA Empower



Math Continuum Exploration

- KIPLA - We will continue the use of the continuum as we have this year
- HMS - MTSS and Ed Services will be building a tool to serve as a continuum to aid in feedback cycles and documenting student progression and proficiency
- Grade level teams will have a voice in the creation of the document and its usage

Connections: PBP and tenet D, E, F, J
Discussed at KEA Spring Meeting

MTSS, Coaching, and Behavior Updates



MTSS

Our team will continue to serve grade spans with no changes coming to staffing; will continue to look for ways to support KIPLA



Coaches

Summer PD - opportunities for feedback cycles and a book study, AI in Writing, Canva, Hapara, and many K-12 topics



Behavior

Continue to network with Carrie to grow class expectations and management plans

Norming Meetings



- We will continue to hold writing norming meetings 2x next year
- CER writing samples will be jointly scored and trends and learning needs will be discussed as a grade level
- Meetings will include exemplars and student work samples

NOTE:

- We will be exploring having a writing consultant coming in to provide some initial audits of our writing practices
- Details will be worked out this summer with Ed Services and building Admin

**Connections: PBP and tenet A, F, G and H
Discussed at KEA Spring Meeting**

Grading Practices



- Document can be found [HERE](#)
- We will be using Canvas gradebook for our daily grading
- Report cards will report out a single letter grade for each content
- We will not be grading behavior explicitly as we have in the past
- Parents will be encouraged to pair with Canvas courses in order to see most up to date progress

**Connections: PBP and tenet A, F, G and H
Discussed at KEA Spring Meeting**

KIPLA/Harter Collaboration



- Opportunity April 1st
- Will continue to build throughout next year
- Opportunities to visit sites - please email Ed Services, building principals if interested
- Coaches and behavior facilitators will continue to service both sites

Social Studies Curriculum Review



- Team has met throughout the year
- We will share updated Units of Study with the BOE at end of year
- We will be using National Geographic as our content provider for grades 6-8

Connections: PBP and tenet A, F, G and H

Resources Available

Resource	What Is Available
Homeroom Materials (Consumables)	Ordered upon request by Ed Services
Science Consumables	Requested in March replacement items Grades may also request perishable items during the year
Professional Books	Books in every content are available through Ed Service

9-12 Expectations



MTSS, Coaching, and Behavior Updates



MTSS

We're moving! Look for a more central location for the department across from the library



Coaches

Summer PD - authentic assessment writing, AI in Writing, Canva, Hapara, and many K-12 topics



Behavior

Continue to network with Karen to grow class expectations and management plans

Grading Practices



- Document can be found [HERE](#)
- We will be using Canvas gradebook for our daily grading
- Report cards will report out a single letter grade for each content
- We will not be grading behavior explicitly as we have in the past
- Parents will be encouraged to pair with Canvas courses in order to see most up to date progress

**Connections: PBP and tenet A, F, G and H
Discussed at KEA Spring Meeting**

Social Studies Curriculum Review



- Team has met throughout the year
- We will share updated Units of Study with the BOE at end of year
- Please contact Ed Services if you are interested in summer exploration after July 1st
- We will be using a variety of tools to meet the needs and standards outlined [HERE](#)
- Excited to run AP Psych for 1st time next year!

Connections: PBP and tenet A, F, G and H

Resources Available

Resource	What Is Available
Homeroom Materials (Consumables)	Ordered upon request by Ed Services
Science Consumables	Requested in March replacement items Grades may also request perishable items during the year
Professional Books	Books in every content are available through Ed Service