

Alignment

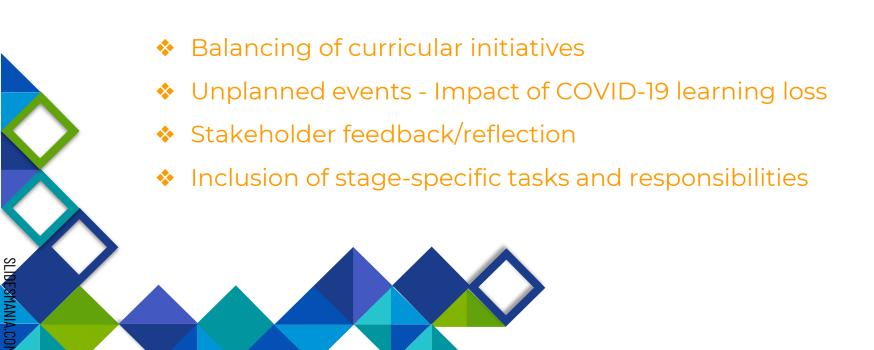
- **BOARD POLICY 6:40**
- *** CURRICULUM**INSTRUCTION
 ASSESSMENT AUDIT

STRATEGIC PLAN

Considerations

- **DATA**
- **NEEDS ASSESSMENT**
- **BUDGET**
- CHANGE IN LAW/PROGRAMMING

ADDITIONAL REASONS FOR CHANGES



COMPARISON OF CYCLES

OLD

- Year 1, 2, 3, 4
- Main content areas upfront
- Limited explanation of each Year
- Based on Plan, Do, Study, Act cycle

NEW

- Stages 1, 2, 3, 4, 5 (each stage could be multiple years)
- Distribution of content areas
- Detailed explanation of each stage
- Based on a flexible model to address Curriculum Review Cycle needs within the process



WALKTHROUGH OF NEW CYCLE

Co	ontent Area	2020-2021	2021-2022	2022-2023	2023-2024
	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Resea	arch and Analysis	Planning and Piloting	Implementation	Revision Implementation	On-Going Implementation
* While the Ct Committee be remain in Stage - Assemble Ct Committee - D34 Commit - Standards - Equity Ana - Research (- Data Analysi - Student sc - assessm - grade le - building - cohort - Evaluation o - Materials In Determine Ne - A. If data doe new curric - maintai - make ar (Stage 4) - B. If data ren curricular - Proceed process - Investiga program - Publisher - Planning	urriculum Review egins Stage 1, teachers will ge 5 urriculum Review ittee Curriculum Audit Alignment alysis Current Best Practices is cores by: ment (NWEA/IAR) evel g of 21st Century Skills eventory ext Stage es not render a need for cular resource: in current state iny needed minor revisions inders a need for new resource: with curriculum review ation of curricular ins ir presentations	* While the Curriculum Review Committee will be in Stage 2, some teachers may remain in Stage 5 A. - Pilot Programs/Resources (if applicable) - Curriculum Adoption Process - Cost Analysis - Meet with Tech & SpEd for planning - Articulation with D117 (if applicable) - Purchasing Plan - Professional Development Plan - Curriculum Oversight Committee - BOE Presentation - Finalize purchase with publisher - Obtain P. O. and place order - Materials Inventory/Distribution Plan - Stakeholder Communication Plan - Review and Update District Curriculum Documents and Website	Implementation Initial Teacher Training Implement program with fidelity Targeted Professional Development Update Report Card Update District Curriculum Guides Collect teacher feedback Assessment of the program Data Analysis Curriculum Implementation Committee (if applicable)	Revision Implementation Implement program with revisions (if applicable) Adjustments and Revisions Progress Monitoring Data Analysis (District/Building) Ongoing Professional Development	On-Going Implementation - Full Implementation - Data Analysis (District/Building) - Ongoing Professional Development



WALKTHROUGH OF NEW CYCLE

Content Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ELA	STAGE 3	STAGE 3	STAGE 4	STAGE 5	STAGE 1
Math	STAGE 5	STAGE 1	STAGE 2-A	STAGE 3	STAGE 4
Social Science	STAGE 2-B	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5
Science	STAGE 4	STAGE 4	STAGE 5	STAGE 1	STAGE 2-A
PE	STAGE 2-B	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5
Health	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5	STAGE 5
Encore (AUGS)	STAGE 1	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
Art (K-5)	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5	STAGE 5
General Music/Band/Strings (K-5)	STAGE 5	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
PLTW (K-5)	STAGE 5	STAGE 1	STAGE 2-A	STAGE 3	STAGE 4
MTSS: SEL (Tier 1 Second Step)	STAGE 5	STAGE 5	STAGE 1	STAGE 2	STAGE 3
MTSS: Enrichment/Gifted	STAGE 5	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
MTSS: Academic Intervention	STAGE 3	STAGE 4	STAGE 5	STAGE 1	STAGE 2-A
Technology Skills	STAGE 5	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
Equity Audit/Review/Work	TBD	TBD	TBD	TBD	TBD

ROLES & RESPONSIBILITIES

Content Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ELA	STAGE 3	STAGE 3	STAGE 4	STAGE 5	STAGE 1
Math	STAGE 5	STAGE 1	STAGE 2-A	STAGE 3	STAGE 4
Social Science	STAGE 2-B	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5
Science	STAGE 4	STAGE 5	STAGE 5	STAGE 5	STAGE 5
PE	STAGE 2-B	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5
Health	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5	STAGE 5
Encore (AUGS)	STAGE 1	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
Art (K-5)	STAGE 2-B	STAGE 3	STAGE 4	STAGE 5	STAGE 5
General Music/Band/Strings (K-5)	STAGE 5	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
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MTSS: Academic Intervention	STAGE 3	STAGE 4	STAGE 5	STAGE 1	STAGE 2-A
Technology Skills	STAGE 5	STAGE 1	STAGE 2-B	STAGE 3	STAGE 4
Equity Audit/Review/Work	TBD	TBD	TBD	TBD	TBD

CONTACT PERSON FOR CONTENT	JOB TITLE	E-MAIL ADDRESS
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RECAP - GOAL CHAMPIONS

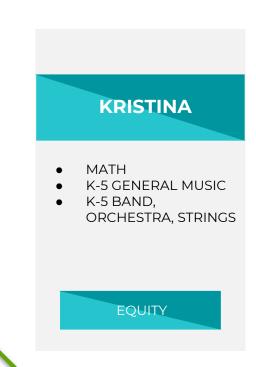
KRISTINA **MATH** SCIENCE ART (K-5) GENERAL MUSIC, BAND, ORCHESTRA, **STRINGS** MTSS: ACADEMIC INTERVENTION **EQUITY**

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SARA ELA SOCIAL SCIENCE PHYSICAL EDUCATION HEALTH **ENCORE (AUGS)** MTSS: GIFTED/ENRICHMENT **EQUITY**



2021-2022 SCHOOL YEAR STAGE 1



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PURCHASING TIMELINE & FINANCING



K-8 Health

Social Science **AUGS Encore**





MTSS Academic Intervention alignment to new ELA





Science







OUTCOMES OF CURRICULUM REVIEW

ACTIVITIES	PRODUCTS	PLANS
Standards Knowledge	Curriculum Maps and Scope and Sequences	Purchase Plan
Identification or Creation of Essential Learning Outcomes	Pacing Calendar	Professional Development Plan
Identification or Creation of Essential Questions, Lessons	District Curriculum Guides	Stakeholder Communication Plan
Identification or Creation of Multiple, Varied, and Ongoing Assessments	Website and any other District Documents Updated	Materials Inventory/Distribution Plan

Antioch CCSD 34 Examples Coming In Future Slides

IN PROGRESS: 2020-2021 SCHOOL YEAR

PE/HEALTH

SOCIAL SCIENCE

AUGS ENCORE K-5 ART

- Completion of Curriculum Maps
- Alignment of K-5 Health/PE Units
- K-5: Completion of Curriculum Maps and Units
- AUGS: Completion of Curriculum Maps and Resource Allocation

- Completion of Curriculum Maps
- Review of course offerings

 Completion of Curriculum Maps

CURRICULUM MAP - SCIENCE



2ND GRADE-SCIENCE SCOPE & SEQUENCE (3 Units)

Amplify Website

NGSS Website

Unit 1 of 3 Plant and Animal Relationships

(22 lessons) Unit Overview

(NGSS 3D-KEY: Practices, Disciplinary Core Ideas, & Crosscutting Concepts)

Big Idea

As plant scientists, students use and create models to investigate and then plan and carry out investigations to explain why new chalta trees are not growing in a section of a broadleaf forest in India (systems and systems models; scale, proportion, and quantity). In 30 doing, they figure out how the parts of a habitat system interact generally and about seed disposars in exchanges specifically (systems and systems models; structure and function).

Essential Questions:

- Unit Question: What is happening to the chalta trees in the Bengal Tiger Reserve?
 - Chapter 1: Why aren't new Chalta trees growing in the Bengal Tiger Reserve?
 - Chapter 2: Why aren't the Chalta seeds getting what they need to grow?
 - O Chapter 3: Why aren't the Chalta seeds getting to places where they grow?
 - Chapter 4: How are other seeds in the reserve able to get to places where they can grow?

Plant and Animal Relationships Coherence Flowchart

Anchoring Phenomena/ Investigation (inquiry): No new chalta trees are growing in the fictional Bengal Tiger Reserve in India.

Time Fran

- 20 lessons plus two full-session assessments (a Pre-Unit Assessment and End-of-Unit Assessment)
- 60-minute sessions-though teachers can expand or contract the timing to meet their needs

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Materials and Preparation: Planning for the Unit (Consumables will need to be replenished after use)					
NGSS Standards: Performance Expectations	Vocabulary	Assessment/ 3D Performance Task			
2-LS2-1; 2-LS2-2; 2-LS4-1; 2-ESS2-2	data, disperse, explanation, evidence, habitat, investigate, leaves, measure, model, observe, roots, seeds, sprout, system	Scientific Explanation: Explanation About Plants in a Habitat DCI: LS2.A, LS4.D SEP: 2, 4, 6, 8 CCC: Systems and System Models			
NGSS Standards: CCC (Crossing Cutting Concept)	NGSS Standards: SEP (Science and Engineering Practices)	NGSS Standards: DCI (Disciplinary Core Ideas)			
Systems and System Models; Scale, Proportion, and Quantity: Structure and Function: Cause and Effect	Practice(s): 1; 2; 3; 4; 5; 6; 7; 8	LS2.A; LS4.D; ESS2.B			

Common Core State Standards for English Language Arts:

Reading Informational Text: RI.2.1; RI.2.3; RI.2.4; RI.2.5; RI.2.10 Writing: W.2.2; W.2.7; W.2.8

Speaking and Listening: SL.2.1; SL.2.2

Language: L.2.4; L.2.6

Common Core State Standards for Mathematics:

Practices: MP1; MP2; MP5; MP6

Content: 2.NBT.2; 2.NBT.3; 2.NBT.5; 2.NBT.7; 2.MD.1; 2.MD.2; 2.MD.4; 2.MD.9; 2.MD.10

Notes:

|Last Updated 3.7.19|

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CURRICULUM MAP: SOCIAL SCIENCE

Unit 3: Revolution & Inde	ependence						
Time Frame: 6 Weeks							
Big Idea: Change comes o	out of Revolution						
Essential Question: Wha	t were the causes and consequen	nces of America's movement for Inc	dependence?				
Anchoring Inquiry Activit	y (current day connection): Bost	on Massacre, show the John Adan	ns clip from the court case, have s	tudents generate questions			
End of the Unit Assessme	ent = Newspaper Article Project						
Standards Learning Targets Topic Resources Assessment/Performance Task							
SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	1. I can identify the causes of a problem. 2. I can identify the challenges and opportunities related to a problem. 3. I can identify the people/groups that are working to solve a problem and the challenges and opportunities that they face.	Liberties Power Why is England taxing?	Political Cartoons Packet DBQ: Valley Forge: Would You Have Quit? Primary Source - Sugar Act Primary Source - Nesspaper Article Stamp Source - Nesspaper Source Evidence Packet Source Evidence Packet Source Evidence Packet Source Evidence Packet Foldence Organizer Final Reagor	Political Cartoons Beading Guide #1 Beading Guide #2 Beading Guide #3 Beading Guide #3 Beading Guide #3 Cuiz #1 Quiz #2 Declaration of the Rights of the Stamp Act.—Questions Newspaper Project			
SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	I can understand the difference between a group and an individual's effectiveness to solve real-world problems.		Declaration of the Rights of the Stamp Act				
SS.IS.5.6-8.LC: Appropriately cite all sources utilized	I. I can cite my sources appropriately to the task.	Boston Massacre Compare & Contrast		Boston Massacre Compare & Contrast			

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Timeframe: 3 weeks	Timeframe: 3 weeks						
Big Idea: Historians use a variety of resources to understand how people in the past lived. / Citizens engage in democracy.							
Essential Question(s): Why	is history important? / What is a c	itizen? How do citizens engage in demo	cracy? / Why do scholars study the	people, events and ideas of long ago?			
Anchoring Inquiry Activity	(current day connection): Civic	s Inquiry- Citizenship Oath					
Standards	Learning Targets	Academic Vocabulary	Resources	Assessment/Performance Task			
SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	I can explain the types of citizens needed in a democracy (personally responsible, participatory, justice-oriented). I can understand the difference between a group and an individual's effectiveness to solve real-world problems.	Primary Source Secondary Source Point of View Plaglarism Bildence Historians Timelines Decade Century Millennium Fr	DBQ Project Binder	Types of Citizen DBQ. Types of Citizen DBQ. Rubric			
SS.CUS.6.B. McC: Apply chick witnes and democratic principles in school and community settings. SS.IS.8.6.B.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in school and community contexts. SS.CUS.6.B.MC: Develop procedures for making decisions in interior analysis of the contexts.	Ican listen to others, be informed/ prepared, seek consensus, and contribute to discussions. Ican treat others equally, participate, and vote. I can participate in the decision-making process within my school. I can develop the procedure for my action project.	Culendars BC AD BE AD BE Archaeologists Artificts Anthropology Citizenship Collaboration Voting	Discovering Our Past- Chapter 1 and Chapter 2 Lesson 3	Takine Action: AUGS Cares about Mental and Physical Health			

Unit 1: Intro to Studying History and Civics

CURRICULUM MAP: AUGS ENCORE

SPANISH: 7TH GRADE

Music Technology: 8th Grade

Course Abstract/Description

This course is the first part of a two-year program that covers high school Spanish 1. Students learn the necessary introductory skills to be able to describe themselves and others around them. Topics covered include: family, food, descriptions of others, schools, restaurant conversation, with an emphasis on communicative skills (interpersonal, interpretive, presentational).

Unit 1: Bienvenidos

Timeframe: 12 weeks

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Big Idea: Language is at the heart of all human interaction. Formal language is needed to express precise ideas in multiple environments.

Essential Question: How do Lintroduce myself to others?

essential question: now do i introduce mysen to others?						
Standards	Learning Targets	Skills Taught	Resources	Assessment/ Performance Task		
*Communication Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using	Interpretive (Novice High): I can identify the topic and some isolated facts from simple sentences and informational texts. I can understand familiar questions and statements from simple sentences in conversations. Interpersonal (Novice Mid): I can request and provide information by asking and answering a few simple questions on very familiar and every day topics, using a mixture of practiced or memorized words, phrases, and simple	*Class phrases and commands *Informal vs. formal (tú vs. ud.) *Physical descriptions *Noun-adj agreement *Dates, days of the week, months (birthdays) - Time woords (day, month, yesterday, tomorrow, today, weekend, etc.) *Numbers 0 - 100 - Math problems **Me gusta"/*No me gusta" **Agreement/disagreement *Intro questions - Where are you from? - How are you? - What's your name? - How old are you? - When is your - When is your	"Vocabulary packets "High school google drive "Realidades listening activities and videos "Greetings and Gooddyes (Interpretive Assessment) "Le Busta on oile Busta "Introduction activity "Alphabet song "Alphabet song "Alphabet song "Miguel y Sabo Days of the week "Miguel y Sabo Months of the week "Miguel y Sabo Months of the week "Miguel y Sabo Months of the var "Que te Busta hacer "Readings "Partner speaking activities "Que Taji Y Magazine "Sehor Wooly videos	*Create Introductory conversation *Answer introductory questions *Comic strip project *Create something to introduce vourself to others (ppt, prezi, etc.) *Vocab quizzes *Exit Tickets		

Course Abstract/Description

Music Technology is a 1 Trimester course that focuses on basic music skills such as note/rhythm reading, performing, and recording as well as advanced music skills such as composing, arranging, and mixing.

Unit 1: Creating - Generate musical ideas for various purposes and contexts.

Timeframe: Ongoing

Big Idea: Students can identify and perform various musical components within created music with accuracy

Essential Question: How do I generate creative ideas?

Standards	Supporting Questions/ Inquiry Activity	Торіс	Resources	Assessment/ Performance Task
MU-Cr1_1.T.ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools. MU-Cr2_1.T.ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. MU-Cr2_1.T.ia Drawing on feedback from teachers and peers, develop and implement strategies to limprove and refine the technical and expressive aspects of draft compositions and improvisations.	How do musicians generate creative ideas? How do musicians improve the quality of their creative work? When is creative work ready to share?	Note reading Rhythm Time signature Basic piano skills Basic functions of GarageBand: play, record, delete, copy/paste General understanding of multitrack recording Listen/evaluate/respond	Varied repertoire & projects iPad GarageBand app Piano Virtuoso app NoteFlight music composition program (web-based) Staff Wars app	Music Tech Project Grading Rubris Staff Wars IPad app - pass level 5 (minimum requirement) Essential Elements various lines, performed on Plano in GarageBand Ode to Joy Project Au Claire De La Lune Project Pop Music Makeover 1 Pop Music Makeover 2 Back in Black (when applicable)

CURRICULUM MAP - PHYSICAL EDUCATION

PHYSICAL EDUCATION/HEALTH: 8th GRADE

STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Big Idea: Exercise is important to the mind and body.

Essential Question(s): How do you achieve greater power without losing control?

Anchor Standard A: Demonstrate physical competency in a variety of motor skills and movement patterns.

Standard	Standard Performance Descriptors		Activities	Assessment/ Performance Task
19.A.3a: Demonstrate control when performing combinations of sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games and sports.	Stage H 1. Utilize a variety of motor patterns while manipulating objects (changing pathway, direction). 2. Use correct form while performing skills during activities, games or sport. 3. Demonstrate effective skill performance factors that impact the outcome of activities, games or sport. 4. Identify personal performance factors that impact the outcome of activities, games or sport. Stage I 4. Choose proper application of skill during game play.	Motor Patterns Performance	Games Unit Basketball Volleyball Speedball Team Handball Fitness Stations Field Hockey Ultimate Frisbee	Basketball Game Play Assessment
19.A.3b: Participate daily in moderate vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.	Stage G 5. Classify physical activities as being either 'aerobic' or 'anaerobic'. Stage H 5. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10 point scale, reaching an	Aerobic Anaerobic RPE & MVPA Target Heart Rate	Relay Running PACER PACER Relays Fitness Kickball Mile Fitness Dodgeball Jogging Fitness Stations/Circuit	Monitoring heart rate <u>Daily PE Rubric</u>



CURRICULUM MAP - ART

Kindergarten: Art

CREATING: Conceiving and developing new artistic ideas and work.

ANCHOR STANDARD 1: Generate and Conceptualize artistic ideas and work.

Enduring Understanding 1: Creativity and innovative thinking are essential life skills that can be developed.

Enduring Understanding 2: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking?

What factors prevent or encourage people to take creative risks?

How does collaboration expand the creative process?

How does knowing the contexts, histories, and traditions or art forms help us create works of art and design?

Why do artists follow or break from established traditions?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

Performance Standards: Investigate/plan/ make	Time Frame	Learning Targets	Elements and Principles Skill sets (line, shape, color, texture, pattern)	Resources	Assessment/ Performance Task
VA:Cr1.1.Ka Engage in Imaginative play with materials.	Througho ut the year.	I can explore and play with materials with my peers. I can explore with materials by myself.	Line: Horizontal, Vertical, Diagonal, wavy, curved, zig-zag, broken, dashed, dotted, spiral, thick, thin, scribbled and controlled lines. Shape: Geometric Color: Primary, secondary, Tertiary. Warm, cool, introduction to color wheel Pattern: how are patterns	Ipads, Bendaroos, Wiki Stix, Flexible building sticks (needed) construction paper, glue sticks, scissors, Q-tips Tangrams (needed) Geometric stencils(needed) Watercolor, watercolor paper, paintbrushes, watercolor pencils	Observational formative assessment during creation stations.

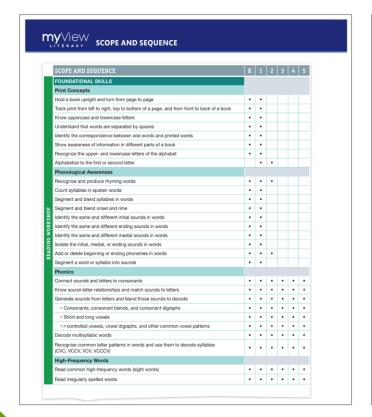


INSTRUCTIONAL FRAMEWORK: SCIENCE



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SCOPE & SEQUENCE: ELA



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ESSENTIAL QUESTIONS: SCIENCE

NGSS Standards: CCC (Crossing Cutting Concept)

Systems and System Models; Scale, Proportion, and Quantity; Structure and Function; Cause and Effect

Essential Questions:

- Unit Question: What is happening to the chalta trees in the Bengal Tiger Reserve?
 - Chapter 1: Why aren't new Chalta trees growing in the Bengal Tiger Reserve?
 - Chapter 2: Why aren't the Chalta seeds getting what they need to grow?
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Plant and Animal Relationships Coherence Flowchart



ASSESSMENTS

performance Tasks

Informal Checks for Understanding

rests and Ouilles

Based on a specific purpose that relates to the audience.

Formative, informal in nature. Informs instruction. Ongoing, used as part of the instructional process.

Require constructed responses to specific prompts. Scoring based on criteria and performance standards.

Assess for factual information, concepts and discrete skill.

Performance Tasks

Complex challenges that mirror the issues faced by adults. Ranging in length from short-term tasks to long-term, multi-staged projects, they yield one or more tangible products and performances.

Academic Prompts

Open-ended questions or problems that require the student to think critically, no just recall knowledge, and to prepare a specific academic response, product, or performance.

Quiz and Test Items

Familiar assessment formats consisting of simple, content-focused items.

Informal Checks for Understanding

Ongoing assessments used as part of the instructional process.

PACING CALENDAR: MATH





CURRICULUM GUIDES



2020-2021 KINDERGARTEN CURRICULUM GUIDE

ENGLISH LANGUAGE ARTS

District 34 utilizes a balanced literacy approach to literacy instruction. Balanced literacy instruction integrates a variety of writing, reading (literature & informational text), foundational skills (print concepts, phonological awareness, phonics & word recognition, and fluency), language, and speaking and listening instruction through read alouds, shared, small group and independent instruction and activities. The Illinois State Standards for English Language Arts are delivered using a variety of curricular and supplemental resources in order to provide students with access to high-quality,

Reading instruction is delivered using a variety of curricular and supplemental resources in order to provide students with access to high-quality, high-interest, differentiated materials. Through the balanced literacy approach to reading, students engage in the following instructional platforms:

- . Read Alouds: The teacher reads aloud the mentor text to engage students while facilitating and/or prompting discussion for collaborative construction of meaning.
- . Shared Reading: Students access grade-level text in multiple ways (digital text, big books, printed text, etc.) while the teacher stops at strategic points in order to engage students in strategic conversations
- Guided Reading: Teachers facilitate small group reading instruction with students of similar reading levels/skill needs. Students are encouraged to utilize and incorporate a variety previously taught reading strategies and
- Independent Reading: Students self-select authentic texts across a range of levels based on interest and purpose. Students use the reading strategies and skills previously taught to maneuver through the text. Teachers conference with individual students in order to facilitate connections, conversations, coaching opportunities and

Antioch District 34 believes that writing serves as a foundational indicator of success in school, the community and the workplace. Through the use of direct writing instruction focused on demonstration of why writers writers communicate their ideas effectively, students will improve as writers. Students learn to view themselves as writers of opinion, informative/explanatory, and narrative writing using a combination of drawing, dictation and writing. Through the implementation of a Writing Workshop Model, writing instruction takes place through:

- . Read Alouds: Students are introduced to the writing process through the use of mentor texts that expose students to quality literature to provide authentic examples of various genres of writing and text types.
- . Shared Writing: Students engage in shared writing lessons where writing is modeled and takes place in
- . Guided Writing: Guided writing is a small group approach, involving the teacher meeting with a group of students with similar writing needs and provides an opportunity for students to build their writing stamina

. Independent Writing: Students spend a significant portion of this time writing in their journals and working or ndependent writing pieces. During this time, teachers spend time conferencing with individual students, providing support, quidance and targeted feedback.

LANGUAGE (Conventions and Vocabulary Acquisition & Use)

Conventions are taught in tandem with the writing process, instructional mini-lessors are taught systematically or integrated within the Writing Workshop. Differentiated instructional delivery is based on the needs demonstrated in

Students engage in a variety of collaborative conversations at the first grade level. Students use communication skills to ask and answer questions, confirm understanding and present knowledge and ideas.

MATHEMATICS

Mathematics instruction in District 34 provides opportunities for all students to engage and develop a deep understanding of mathematical concepts. The major work in grades K-2 includes: Concepts, skills, and problem solving related to addition and subtraction. Through the use of the Eureka Math program, kindergarten instruction focuses on the following mathematical domains: Counting & Cardinality, Operations & Algebraic Thinking, Measurement & Data, Geometry, and Numbers & Operations in Base Ten.

In alignment with the Common Core State Standards, kindergarteners will explore the following units of study over the

- Two-Dimensional and Three-Dimensional Shapes
- . Comparison of Length, Weight, Capacity, and Numbers to 10
- Number Pairs, Addition and Subtraction to 10 Numbers 10-20 and Counting to 100
- · Analyzing, Comparing, and Composing Shapes.

SOCIAL STUDIES

students as they begin to explore and examine the world around them. Inquiry-based learning allows students to armine inmaledes and devalor resonance skills through various convents and units. Endergatement will be exploring the Illinois Social Science Learning Standards through the grade-level theme My Social World

Inquiry Skills

- Developing Questions & Planning Inquiries Evaluating Sources & Using Evidence Communicating Conclusions & Taking Informed
- 2. Geography 3. Economics & Financial Literacy 4. History

. Independent Writing: Students spend a significant portion of this time writing in their journals and working on independent writing pieces. During this time, teachers spend time conferencing with individual students providing support, guidance and targeted feedback.

LANGUAGE (Conventions and Vocabulary Acquisition & Use)

Conventions are taught in tandem with the writing process. Instructional mini-lessons are taught systematically or integrated within the Writing Workshop. Differentiated instructional delivery is based on the needs demonstrated in students' writing.

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MATHEMATICS

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- Numbers to 10
- Two-Dimensional and Three-Dimensional Shapes
- . Comparison of Length, Weight, Capacity, and Numbers to 10.
- Numbers 10-20 and Counting to 100
- Analyzing, Comparing, and Composing Shaper

SOCIAL STUDIES

Social science instruction in Kindergarten is designed to develop and promote inquiry-based thinking and reasoning in students as they begin to explore and examine the world around them. Inquiry-based learning allows students to acquire knowledge and develop reasoning skills through various concepts and units. Kindergarteners will be exploring the Illinois Social Science Learning Standards through the grade-level theme My Social World.

Inquiry Skills Disciplinary Concepts

- Developing Questions & Planning Inquiries Evaluating Sources & Using Evidence Communication Conclusions & Taking Informed
 - - 2. Geography 3. Economics & Financial Literacy

Science instruction in District 34 provides opportunities for all students to engage and develop a deep understanding of the Next Generation Science Standards (NGSS). Using the Amptily Science program, Kindergarten instruction will focus on the Integration of three domains: Disciplinary Core Ideas, Cross Cutting Concepts, and Science and Engineering

in alignment with the NGSS standards, kindergarteners will investigate the following scientific concepts over the course

. Needs of Plants and Animals Anchor Phenomenon: There are no manarch caternillars in the Marinosa Grave Community parden since

Students investigate how plants and animals get what they need to live and grow and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to producing vegetables

Fusines and Pains Anchor Phenomenon: Pinball machines allow people to control the direction and strength of forces on a ball.

Students take on the role of pinball machine engineers as they investigate the effects of forces on the motion of

Anchor Phenomenon: Students at Corver Elementary School are too cold during morning recess, while students at Woodland Elementary School are too hat during afternoon recess.

Students gather data from models of the sun and Earth's surface and observe their own playgrounds to figure out how sunsight causes changes in the temperatures of different surfaces

PHYSICAL EDUCATION/HEALTH

District 34 believes the benefits of comprehensive health and physical education include promoting a healthy generation of students who are able to achieve their highest potential. The goals and standards for physical development and health foster life-long wellness skills including goal setting, cooperation, problem solving, coping, communication, responsible decision-making and team building.

The physically literate student performs physical activities that involve competency in a wide range of motor, nonmotor, litness and manipulative skills. Social responsibility standards encourage students' daily success. Working towards higher levels of competence, students learn how to maintain and/or improve their personal health and welfness.

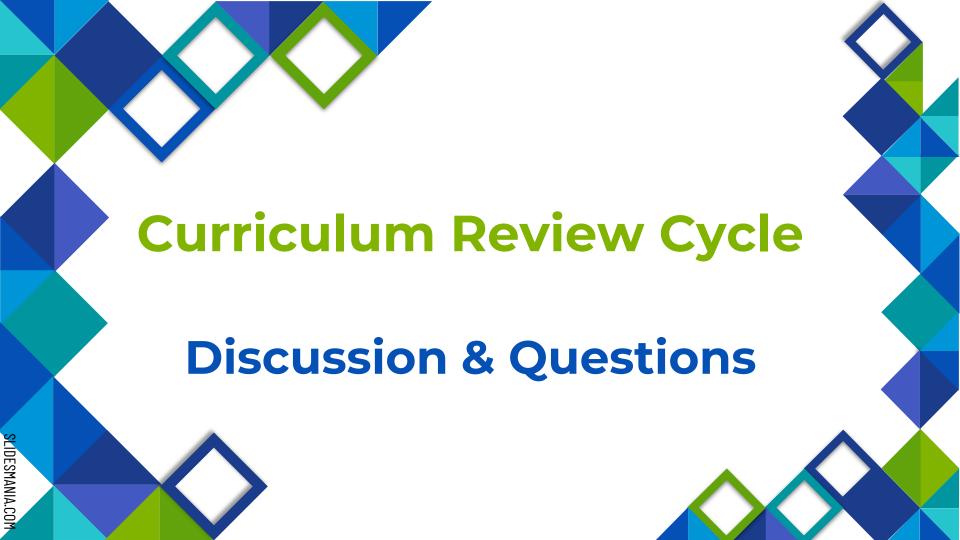
SPECIALS

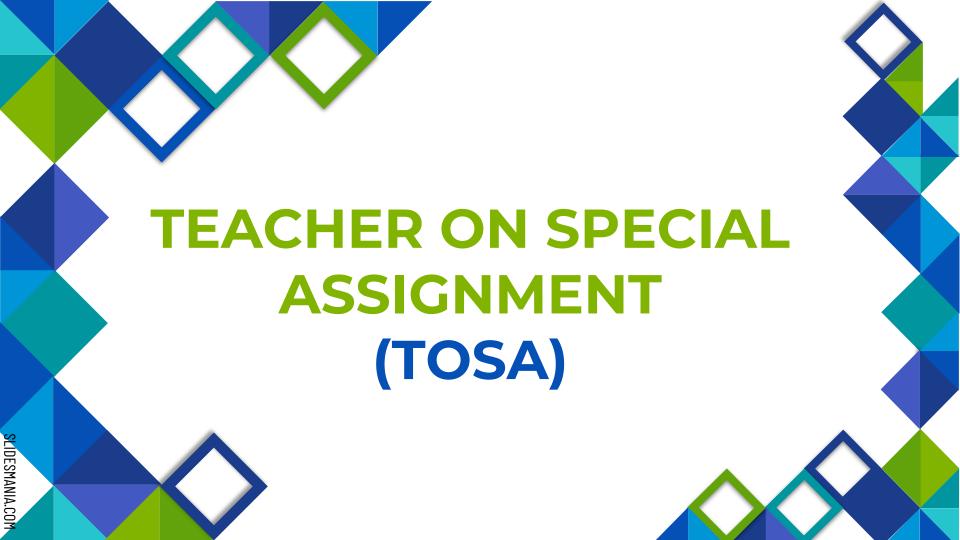
Through exposure to the arts, students will learn and utilize the basic elements of art. line, shape, color, space, value and texture. Building upon prior knowledge and skills, students will demonstrate these concepts through a variety of art. activities. Additionally, the Elementary Act curriculum introduces and expands upon vocabulary, art history and culture.

Teaching & Learning Website

CURRICULUM OVERSIGHT COMMITTEE

- The original purpose of committee was to ensure stakeholder feedback.
- Recommendation: Repurpose the current Curriculum Oversight Committee in its current capacity because the curriculum review process includes:
 - Check and balances with stakeholder input
 - Rubrics
 - Pilots
 - Committee (stakeholder participation, including BOE)
 - Board presentations and ongoing updates
- Recommendation: Committee that meets 2 or 3 times a year, is a sounding board for programming changes, looking at long range planning, similar to facilities





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GOALS

TARGETED GOALS

- 1. Increase the frequency of student writing taking place throughout the building.
- Improve the quality of writing that students are producing across the curriculum.
- Create a building-wide culture of reading and writing.
- 4. Support and collaborate with teachers in the planning and instruction of writing tasks/activities.

ONGOING GOALS

- Establish and reinforce common writing language throughout the building.
- 2. Identify strategies for improving elaboration skills.
- Incorporate more reading comprehension strategies in the content areas
- 4. Foster a culture where all staff to recognize students as writers.
- Empower students to recognize themselves as writers.

TOSA CONTRIBUTIONS

- Integral member of the AUGS Learning Community
- Critical component in the planning, data collection and analysis for 1003A Grant (ROE work)
- Reach extends to multiple teachers in multiple classrooms with multiple students
- Works closely with T&L instructional coaches and Enrichment/Gifted Teacher
- Implementation of the StudySync curriculum
- Organization of learning resources for Material Pick-Up Days
- Assist and coach staff in writing instruction in multiple subject areas/departments
- Viewed and respected as a teacher by students

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• Serves as Department Head for English Language Arts Department

DATA AT-A-GLANCE

ACTIVITY/TASK	TOTAL
Classes Taught/Co-Taught	112
Classes Observed	5
Meetings with Teachers	31
Other Meetings (district level, admin, regional)	20
PD Sessions Attended	9
Lessons Planned	28

AUGUST 2020 - JANUARY 2021



END-OF-YEAR FOCUS

- Strong emphasis on teaching crucial writing skills that can be carried among all subject areas
- Continue to promote independence and the use of available resources for students
- Continued Professional Development for TOSA and staff
- Continue data analysis with Regional Office of Education
- Support instructional strategy implementation

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2021/2022 TOSA POSITION OPTIONS

1

Maintain TOSA position in its current capacity - focus on one goal.

Maintain two current K-8 Instructional Coaching positions.

TOSA position would be renewed with a continued focus on writing across the curriculum or extending support to all content areas.

(FTE-3)

2

Transition TOSA to an Instructional Coach and restructure the current Instructional Coaching Model:

- K-5 Instructional Coach
- 6-8 Instructional Coach

3

Transition TOSA to an Instructional Coach and restructure the current Instructional Coaching Model:

- K-5 Instructional Coach
- K-5 Instructional Coach
- 6-8 Instructional Coach

TOSA would become a 6-8 Instructional Coach, replacing the retiring Instructional Coach. The coaches would oversee grade levels, not content areas.

(FTE-2)



TOSA would become a 6-8 Instructional Coach. The retiring Instructional Coach position would be filled. The coaches would support instruction within buildings.

(FTE-3)

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POSITION RECOMMENDATION: OPTION 3

Teaching and Learning seeks approval ...

- To transition the TOSA position into that of a full time (FTE 1.0) Middle School Instructional Coach
- To replace the FY21 retiring Elementary Instructional Coach

All 3 instructional coaches would support best practices, all content areas, as well as provide coaching, curriculum implementation, professional development and support to staff.





BY THE NUMBERS

Since March, we've collectively experienced



of disrupted learning

161 INSTRUCTIONAL DAYS

of hybrid, remote, asynchronous and synchronous learning

POSITIVE IMPACTS

- Integration of technology by the staff
- Connections with families and community
- Connections within break-out rooms
- Submission of work digitally
- Individual cases of growth on NWEA
- Perseverance of students and staff
- New ways to engage students

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Back to the basics with prioritization

STUDENT LEARNING LOSS

Two constants as we approach recovery

CRITICAL
CONTENT

The most critical content we need kids to learn



The time we have in the school day for learning

OVERVIEW: OPTIONS BEING EXPLORED

SPRING 2021

SUMMER 2021

FALL 2021

COMBINATION

- Researching Additional Tools - e.g.
 Zearn
- Staff Committees to Create Grade Level Kits
- Collection of Scope and Sequence Work by Grade Level and Content
- Staff & Family Surveys

- Remote Only
- Hybrid
- Grade Level Kits
- ELA/Math/SEL

- After School
- ELA/MATH/SEL
- Paid with Title and ESSER grant funds
- Curriculum
 Adaptations

 Any Combination of the columns to the left

SPRING 2021

SPRING 2021

- Researching Additional Tools - e.g. Zearn
- Staff Committees to Create Grade Level Kits
- Collection of Scope and Sequence Work by Grade Level and Content
- Staff & Family Surveys

- Preparations and Partnerships
- Vertical Articulation on April 14 & 21
 - ISBE Priority Standards
 - Analysis of Staff Scope & Sequence Survey Results
 - Analysis of Assessments (NWEA, Formative & Summative)
- Identification of Students to Participate in Summer

 Learning
- Purchase and Distribution Plans



SUMMER 2021



- Remote Only
- Hybrid
- Grade Level Kits
- ELA/Math/SEL

- Execute a Summer Learning Plan
 - Utilization of Grant Funds
 - ESSER for K-5 OAK ELA & Math
 - Title for K-5 HILL & WCP ELA & Math
 - Title for 6 & 7 ELA & Math
 - 2 SEL push-in Teachers
 - Use Family and Staff Survey Results, Priority
 Standards, Current Grade Level Standards
 - Exploring Pre-packaged Curriculum vs Teacher
 Created
- Camps
 - Band, Orchestra, 6th Grade, Kindergarten
- Questions:
 - Do we offer a public paid option for ELA and Math or only focus on identified needs?
 - O Do we offer Enrichment public paid options?



FALL 2022

FALL 2021

- After School
- ELA/MATH/SEL
- Paid with Title and ESSER grant funds
- Curriculum
 Adaptations

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 Use Grant Funds to conduct targeted after-school interventions

 Continue with Critical Content and make adaptations as needed



