



Program of Studies SY 23-24 Recommendations

Board of Education Meeting
October 6, 2022
First Reading

OUR MISSION

WHY WE EXIST

Empowering students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world

OUR VALUES

WHAT WE STAND FOR

Access
Accountability
Diversity
Equity
Excellence
Perseverance
Resiliency
Respect
Trust



OUR VISION

WHERE WE ARE HEADED

District 86 will set the standard for excellence by inspiring passion, confidence and excellence
In five years, the District will use the following components as evidence for achieving our mission and vision:

Coherent System	District 86, its two high schools, and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among all stakeholders. Commitment to a shared mission, vision, and goals unites the District. Resources and opportunities are equitably provided to ensure that needs of all students are being met.
Critical Competencies	District curriculum, foundational knowledge, and competencies required for success after high school link to the life skills of critical thinking, creative thinking, problem solving, collaboration, and communication. These critical competencies link to character and leadership required for global citizenship. Learning expectations and experiences are rigorous, relevant, and equitable for all students.
Multiple Measures for Success	Student, team or department, school, and District 86 success links to a meaningful data and information system consisting of multiple measures for goal setting, reflection, analysis, and improvement of performance. Multiple measures are used at all levels to periodically assess and report progress. Improvement is the first criterion of success.
Student Well-Being	Students feel safe, challenged, confident, and responsible for their own learning. District 86 culture, programs, practices, and services foster student social and emotional well-being. Students report they feel well prepared for their future. Families report they feel their student is well prepared for their future.
Innovative Teaching and Learning Practices	Engaging teaching and learning practices ensure students explore big ideas, make real-world connections, relate their learning to their passions, and give students multiple and authentic ways to demonstrate their knowledge. Instructional tools, including technology, ensure learning takes place both inside and outside the classroom. Assessment leads to next steps in teaching and learning. Student growth is the first criterion of success.
Facilities	The facilities support a safe and secure learning environment that provides opportunities for multiple pathways leading to college, career and life readiness. The facilities provide opportunities for innovative teaching and learning practices, including technology. All facilities are fully ADA accessible and meet Life-Safety requirements.
Collaboration and Communication	Internal and external communication and collaboration activate student, teacher, and parent voice and improved stakeholder satisfaction. Enhanced communication and collaboration create clarity and understanding and promote transparency. Communication closes the gap between what is real and what is perceived.
Partnerships	District 86 cultivates partnerships with business, agencies, and other community organizations to further student learning, career, and workplace experiences for students. District 86 cultivates partnerships with sender districts to further college, career, and life experiences for students.



Program of Studies - Recent History and Context

Prior to SY 2019-20

- Strategic Plan created and adopted by community/BOE that provided a focus on District coherence. Curriculum alignment work began in earnest. Goal: an aligned D86 curriculum and a common POS by 2024.
- Math and Science Program Team work and recommendations

POS Work 2020-21

- Ongoing Math and Science curriculum and sequence revisions: development and course writing team work
- Program Team work started in all other content areas

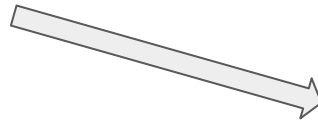
POS Work 2021-22

- BOE Decision: Math Sequence to remain traditional - new courses adopted
- BOE Decision: Science to offer two sequences for both campuses - new courses adopted
- Program Team work recommendations and adoption by BOE in the areas of English, Social Studies, Fine Arts, CTE, PHD, and World Languages - November 18, 2021
 - All work memorialized in 22-23 POS
- Program Team work started in SPED

SY 23-24 Program of Studies Updates



- Greater Curriculum Transparency: Includes courses with a digital link to course overview documents (Description, Resources, Standards, Units of Study, Grading Practices). All courses will have links at the completion of curriculum alignment work
 - [Example - Latin 1](#)
 - [Example - Criminal Law](#)
- Single link to common Course Fee / Materials document (Dec 1)
- Notations for final alignment or replacement in course description:
 - *Anticipated Alignment & Date or*
 - *Replaced by a Common Course & Date*
- Progress toward Alignment
 - HC Only (30) for 23-24 was (87) in 22-23
 - HS Only (13) for 23-24 was (27) in 22-23



<p>WORLD STUDIES HONORS (HS ONLY- Anticipated Alignment SY 24-25) SS1951H/1952H Level: 9 Credit: 1.0</p>	<p>This course : An in-depth : from Renaiss: development: Extensive su of writing ski course is NC</p>
<p>WORLD HISTORY HONORS (HC ONLY- Anticipated Alignment SY 24-25) SS1851H/SS1852H Level: 9 Credit: 1.0</p>	<p>This course : the chief feat and major cc development explored. Cr however, ext Students will</p>



SY 23-24 Program of Studies Updates

23-24 Retired / Replaced Courses

- Biology G
- Earth Science G
- AP Physics 2 (Replaced with AP Physics C-M)
- Algebra 1 Part 2
- Algebra 1 Part 2 / Geometry Block
- Drawing & Design
- Advanced Drawing & Design
- Painting
- Advanced Painting
- Geography

23-24 Aligned Sequences in Special Education

- P.R.E.P (Aligning ES and Applied)
 - Math specifically: Alg, Geo, Alg Trig
- Foundations

23-24 New / Combined Courses

(As first presented in 22-23 POS Adoption)

- Drawing & Painting 1, 2, 3
- Animation & Video Art 1, 2
- Themes in Literature: Women's Literature
- Literature of Science, Technology, and the Individual
- Sophomore PE
- Earth Science Capstone
- Graphic Communication 1
- Graphic Communication 2
- Graphic Communication Capstone
- Foundations of Art, Music, Culinary



SY 23-24 Program of Studies Updates

Earned Honors Credit Pilot

- Four Courses 22-23
- 23-24 pilot to include “like” courses in Jr/Sr English and Electives in Art
- Formal Review and discussion scheduled for March Community Conversation and PTAC
- Ongoing communications will include information learned through the pilot (e.g. Transcript and GPA information)

POS Work - Ongoing

- SPED Program Team work and recommendations presented to Community, PTAC, BOE (tonight)
- Digital POS under construction - Winter target for BOE feedback
- Curriculum Development and alignment continue in all content areas (Phases 2 & 3)

Aligned coursework in a coherent system...

with data-informed instruction, acceleration, intervention and PD planning...

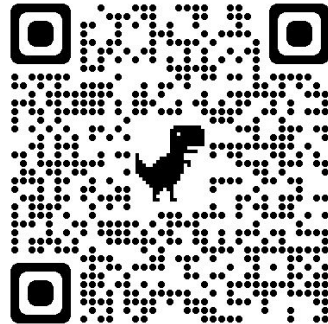
forms the foundation for continuous improvement (Phase 4)



Continuous Improvement	
Department / Course Team Work	
	Use assessment data to modify instruction, outcomes, assessments
	Articulate with MS Sender schools
	Articulate with other D86 Programs
	Collaborate on formative assessments
	Collaborate on instructional strategies
	Collaborate on intervention strategies
	Review, update, report on KPI progress



Special Education Program Team Work and Recommendations





SPED Program Team Members

Samantha Christensen - *Special Education Teacher (South)*

Michael Gross - *Special Education Teacher (South)*

Katie Notter-Mulcahy - *Special Education Teacher (South)*

Katie Havertape - *Social Worker for HAVEN*

Heather Stomberg - *Assistant Director of Special Education (South)*

Kristin Marks - *Director of Special Education (South)*

Dr. Kari Smith - *Assistant Superintendent for Student Services*

Johanna Bruckner - *School Psychologist (Central)*

Andrea Ellexson - *Director of Special Education (Central)*

Jennifer Madonia - *Special Education Teacher (Central)*

Mary Medina - *Special Education Teacher (Central)*

Bill Kloska - *Special Education Teacher (Central)*

Sasha Boheme - *Speech/Language Pathologist (Central)*

Dr. Chris Covino - *Assistant Superintendent for Academics*

Eric Martzolf - *Assistant Principal for Curriculum and Instruction (South)*

Structure of the Curriculum-Alignment Process



Development Team (Phase 2)

Directors, Department Chairs,
Teachers

Writing Team (Phase 3)

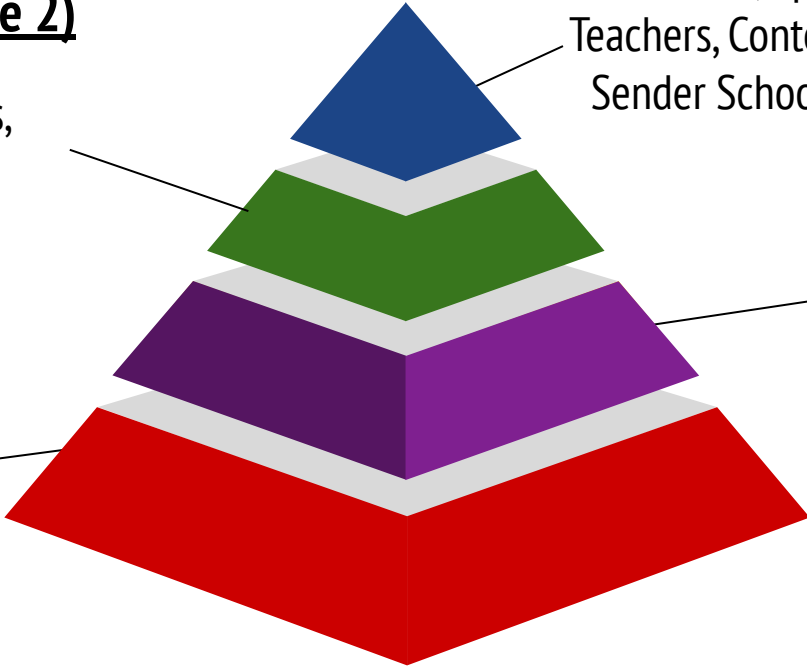
Directors, Special Education
Teachers, Content Area Teachers,
Sender Schools if Appropriate

D86 Program Team (Phase 1)

Administrators,
Directors, Department
Chairs, Teachers,
Related Service
Providers

D86 Strategic Plan

Community members, Parents,
Students, Board Members,
Administrators, Department
Chairs, Teachers, Consultants



Innovation and Alignment						Continuous Improvement	
Program Team Work - Phase 1		Development Team Work - Phase 2		Writing Team Work - Phase 3		Department / Course Team Work	
	SWOT Analysis		Unpack, reorder, revise - standards /outcomes /objectives		Develop 'Units' for all new/revised courses		Use assessment data to modify instruction, outcomes, assessments
	Draft Program Mission		Articulate horizontal / vertical alignment		Update Common Curriculum Templates		Articulate with MS Sender schools
	Write SP Goals		Apply curriculum elements to common templates		Select Instructional Materials / Resources		Articulate with other D86 Programs
	Consider and research program innovations		Identify and apply for Dual Credit opportunities		Write / Revise Common Summative Assessments		Collaborate on formative assessments
	Create/Revise Program Course Sequence		Internal Program alignment conversations (between programs)		Develop alternative assessment strategies / practices		Collaborate on instructional strategies
	Align courses in POS (Continue, Combine, Collapse)		Coordinate articulation with MS Senders		Apply Common Grading Practices		Collaborate on intervention strategies
	Draft Program KPIs		Identify instructional materials needed				Review, update, report on KPI progress
	Draft Implementation Timeline		Discuss Common Grading Practices				



Community Conversations and PTAC

From the 9/13 Community Conversation:

- What is the difference between gen ed and modified curriculum/are they using different texts and materials?
- Is there software that can personalize data/track students (trajectory-planning software for students with IEPs)?
- What is the entrance and exit criteria for different courses and programs (Program Success, Strategies, Reading, IEP)?
- It is difficult to address all issues at a yearly meeting. How can we make sure lines of communication are open throughout the year?
- How are we measuring success for students with IEPs?
- How are we supporting a pathway “out of special education?”
- Is it possible to have a counselor just for students with IEPs? Counselors can provide general guidance for students towards programming but lack the knowledge of students with IEPs, specifically, post-secondary information.
- Please consider offering 9th grade only strategies classes
- Will early release days be for working with students with IEPs?
- Are there a specific number of students (by ethnicity) that we target to have IEPs?

From the 9/27 PTAC

- Do students in co-taught classes have special education supports?
- Why does SPED have the least progress in relation to other depts?
- What is the percentage of students receiving special education services in each building?
- What is the continuum of services?
- What type of classes are co-taught and will you have an option for co-teaching in the foreign language department?
- Will classes be stacked?
- What are the key performance indicators?
- Were options for special education courses reduced?



What is the difference between an IEP and a 504

An IEP....

is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate).

How does a student qualify for an IEP?

First, an educational team assesses a child and determines whether the child is eligible for special education services. A child is eligible if the assessment reveals a disability or developmental delay. If the child is eligible, the team, which includes the family, meets to create an IEP for the child.

A 504....

In Illinois, a 504 plan outlines the accommodations, modifications, and services that students with disabilities can receive to help them participate in their educational and school-related activities. The name for 504 plans comes from Section 504 of the Rehabilitation Act of 1973.

How does a student qualify for a 504?

A student qualifies for a Section 504 Plan if he or she requires accommodations, related services (except for speech therapy) and/or other supports to access, participate in, and derive benefits from the general education program as adequately as nondisabled students (Section 504's definition of a free appropriate ...

Meeting Cadence / Process Used SY 2021-2022



December	Purpose, Objectives, Mission Discussion and SWOT
January	Drafted Mission Statement for Special Education
February	Drafted goals based on Strategic Plan
March 3 & 16	Revised and program goals and Drafted KPIs
March/April	Researched / Visited peer districts (10)
April 5 & 21	Reviewed peer district programs, Defined functions of D86 programs, Consulted with D86 English and Math DC's
May 5 & 11	Revised functions of D86 programs, Drafted Aligned continuum of services model, Created draft slides for departments and feedback survey
May 12	Presented Program Team Work to SPED Departments, Administered survey, Sought feedback
May 19	Used department feedback to finalize planning
June 23	Developed Sped Course Teams

Program Team Work - Phase 1	
	SWOT Analysis
	Draft Program Mission
	Write SP Goals
	Consider and research program innovations
	Create/Revise Program Course Sequence
	Align courses in POS (Continue, Combine, Collapse)
	Draft Program KPIs
	Draft Implementation Timeline



Goals and Key Performance Indicators

	GOALS (CUrriculum and student experience)	Potential KPI
<u>GOAL 1,</u> <u>STRATEGY</u> <u>1</u> Alignment and Measures of Success	(1.1a) Align course fees, texts, grading practices, objectives, semester exams	Common syllabus, course fees, assessments
	(1.1b) Will implement a common D86 Program of Studies for 2024-2025	Online POS
	(1.1c) Align a process for determining course and program levels	criteria/flowchart outlining each course/program
	(1.1d) Maximize continuity between special education and general education programming	modified, common teachers between gen ed and sped, strength in content knowledge

Goals and Key Performance Indicators Continued...



GOAL 2,
STRATEGY 6
Employ best
practices to
improve
students' SEL
skills

(2.6a) Embed social-emotional learning standards into course curricula. For students with more intensive social and emotional needs, we will provide additional evidence-based SEL support and programming.

Students will utilize social emotional strategies independently

(2.6b) Align a process for measuring social emotional needs and progress

Students will engage in progress monitoring tools

Goals and Key Performance Indicators Continued....



<u>GOAL 1,</u> <u>STRATEGY 3</u> Student's career and life readiness.	(1.3c) Align and expand transition curricula and assessments	Students will participate in transition curricula and assessments. (ex. LCE, Conover, Next Up, Student Directed Transition Planning Curriculum, AIRS, Syracuse, TenSigma, etc)
	(1.3a) Maximize students access and understanding of their personal transition planning data	Students will participate in transition assessment, goal development and utilize personal learning profile
	(1.3b) Optimize student connections between assessments, data and post-secondary planning.	Students will demonstrate understanding of how their data influences career and college readiness (or portrait of a graduate)



Mission Statement

The mission of the District 86 Special Education Department is to foster an equitable and accessible educational environment. By working collaboratively with students, parents, staff, and the community, we will provide curricula and instruction to ensure students will self-advocate and achieve goals in post-secondary education, employment, training, and independent living.



Program Team Recommendations

“Must Maintain” D86 Practices:

- IEP Team makes coursework determination
- Commitment to Least Restrictive Environment (LRE)
- Student voice and ideal future at center of IEP meetings and consequently coursework determination
- Co-teaching model used to support students with IEPs in General Education Classes
- Maintaining support courses for students with IEPs

Recommendations based on Program Team Work:

- Alignment of courses in the PREP (previous Applied/ES courses) sequence
- Utilization of common assessment data
- Aligned and expanded math course sequence with General Education
- Aligned and expanded Foundations courses options
- Alignment in special education class offerings (Program Success/Strategies)
- Alignment in Continuum of Services

Working Collaboratively with General Education Curriculum Alignment Teams



SPED Program Team work aligns with D86 general education instructional practices: providing a challenging and supported grade level academic experience for all learners.

SPED Teachers and Support Staff are included in the discussion, decision making and planning of all the Gen Ed teams below:

2022-23 Ongoing Work in General Education:

- Course Development and Writing Teams in Math (Algebra 21-22, Geometry 22-23)
- Course Development and Writing Teams in English (Junior / Senior Options 21-22, English 1 22-23)
- Course Development and Writing Teams in Science (Physics completed 19-20, Chemistry completed 20-21, Biology completed 21-22)
- Course Development and Writing Teams in Social Studies (World Cultures 22-23)



Aligned Continuum of Services (SY 23-24)

General Education Courses*
Including Honors and AP Levels

General Education Co-taught Courses*
English, Math, Science, Social Studies, EFACS, Health

P.R.E.P Courses
Self Contained / Modified General Education Curriculum

Foundations Courses
Self Contained / Alternative Coursework

- All courses and services are determined during IEP meetings, with IEP team including parents/guardian and student.
- Students' post secondary plans guide course selection
- The Least Restrictive Environment (LRE) may contain courses throughout the continuum of services

Available supports for all students with an IEP:

- Program Success
- Strategies Courses

Available options for students with an IEP in need of therapeutic environment:

- BASES
- HAVEN*

*NCAA Approved Courses



What is NCAA Approval? Who decides?

NCAA schools require **college-bound student-athletes** to build a foundation of high school courses to prepare them for the academic expectations in college.

What are core courses?

“Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.”

Classes that are not NCAA core courses include:

- Classes in non-core areas, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

[Link to NCAA Core Course Information](#)



In Summary

- Aligned and expanded Foundations courses options
 - New courses include art, music, and culinary
- Aligned and expanded self contained math course sequence with General Education
- Alignment of previous Applied/ES courses sequence: course titles will be P.R.E.P. (Post- Secondary Readiness Educational Pathway)
 - PREP English 1, 2, 3, 4
 - PREP Algebra, Geometry, Algebra 2/Trig
 - PREP World Cultures, Civics, US History
 - PREP Reading
 - PREP Health
 - PREP Physics, Biology



New Math Course Recommendation



Recommended New Course in Mathematics: Algebra and Geometry Honors

The Why...

D86 has approx. 100 freshman students who scored very well on their Grade 8 MAP tests (>80% nationally) and who performed well in 8 grade CC math. But because they are “late bloomers” in math, did not start to accelerate in math classes during MS.

Question: How do we meet the changing needs of a freshman in algebra who is ready for and wants to accelerate into a higher level math course in HS?

- D86 does not currently offer an Honors Algebra Course
- Over the past 6 years, approximately 355 students in the district have taken advantage of our course advancement opportunities and “self accelerated”
 - Blocked class participation (2 periods of math in their schedule)
 - Summer Course participation (Geometry and Pre-Calculus)



Algebra and Geometry Honors

Proposed Course Description:

This course is designed for students who have a mastery level of solving linear equations and linear functions. It is a fast-paced course that will allow students to complete Algebra 1 and Geometry in one year. A major emphasis will be placed on the integration of algebra and geometry skills and concepts. *A graphing calculator is a required supply for this course.*

Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.

Prerequisite: Teacher Recommendation and Department Chair Approval

Open to grade 9



Benefits & Challenges

- Advanced freshman who would normally only go to Algebra 1 can currently only accelerate via:
 - taking Geometry Accelerated in D86 over the summer
 - block their math classes sophomore year
- This course removes barriers and provides better access to students
 - Saves families \$600 (cost of the summer class)
 - Sophomores wouldn't need to block their schedule and can an additional elective course since they do not need two periods of math
- The Algebra 1 and Geometry content will be woven together throughout the course to meet all essential standards and select enrichment standards for both subjects.



Linkage between 8th grade CC & Algebra 1

8th grade CC	Algebra 1
<p>Solve linear equations in one variable</p> <p>CCSS.MATH.CONTENT.8.EE.C.7.A CCSS.MATH.CONTENT.8.EE.C.7.B</p>	<p>Solve equations and inequalities in one variable</p> <p>CCSS.MATH.CONTENT.HSA.REI.B.3</p>
<p>Define, evaluate and compare functions</p> <p>CCSS.MATH.CONTENT.8.F.A.1 CCSS.MATH.CONTENT.8.F.A.2 CCSS.MATH.CONTENT.8.F.A.3</p>	<p>Understand the concept of a function and use function notation CCSS.MATH.CONTENT.HSF.IF.A.1</p> <p>Analyze functions using different representations</p> <p>CCSS.MATH.CONTENT.HSF.IF.C.7</p>
<p>Use functions to model relationships between quantities</p> <p>CCSS.MATH.CONTENT.8.F.B.4 CCSS.MATH.CONTENT.8.F.B.5</p>	<p>Build a function that models a relationship between two quantities</p> <p>CCSS.MATH.CONTENT.HSF.BF.A.1</p>
<p>Analyze and solve pairs of simultaneous linear equations</p> <p>CCSS.MATH.CONTENT.8.EE.C.8.A CCSS.MATH.CONTENT.8.EE.C.8.B CCSS.MATH.CONTENT.8.EE.C.8.C</p>	<p>Solve systems of equations</p> <p>CCSS.MATH.CONTENT.HSA.REI.C.6</p>
<p>Investigate patterns of association in bivariate data</p> <p>CCSS.MATH.CONTENT.8.SP.A.2 CCSS.MATH.CONTENT.8.SP.A.3</p>	<p>Interpret linear models</p> <p>CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.ID.B.6</p>

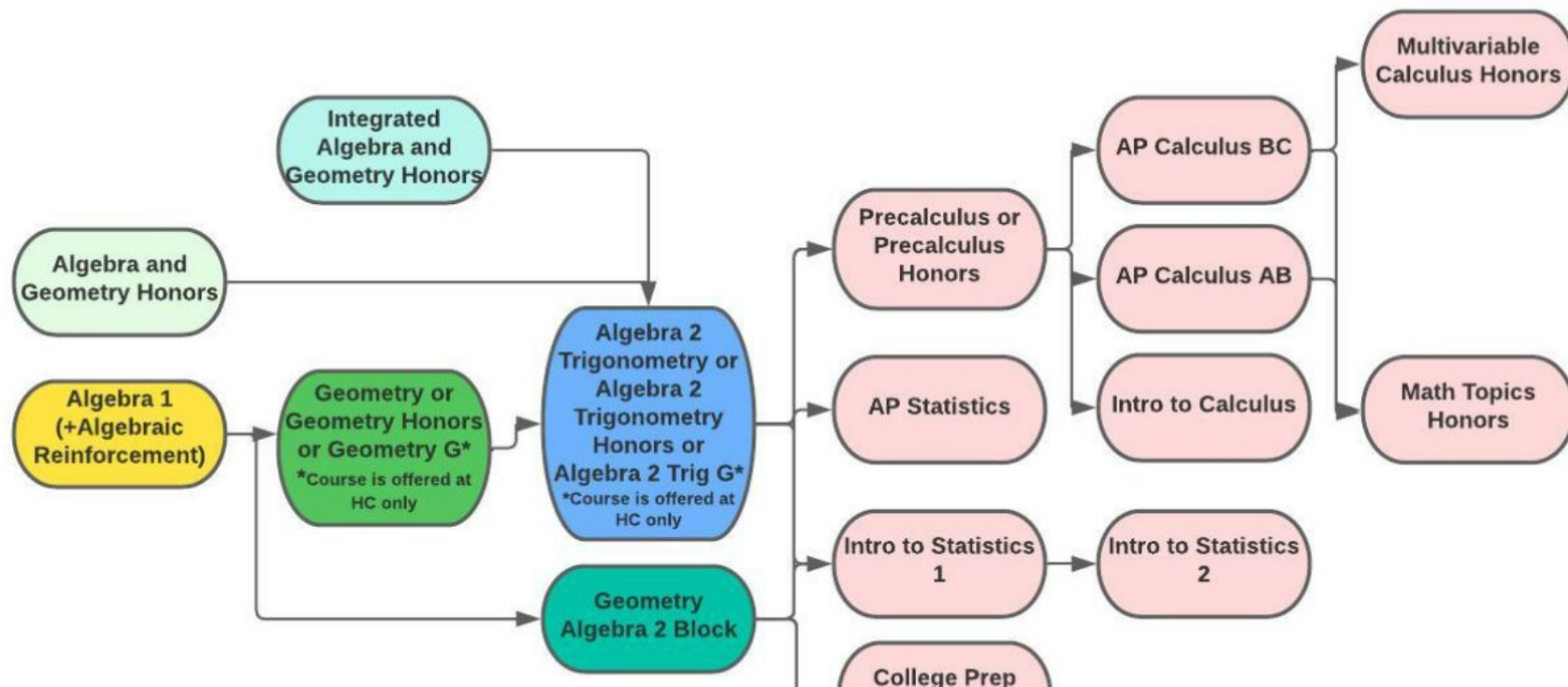


Linkage between 8th grade CC & Geometry

8th grade CC	Geometry
<p>Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>CCSS.MATH.CONTENT.8.G.A.3 CCSS.MATH.CONTENT.8.G.A.4 CCSS.MATH.CONTENT.8.G.A.5</p>	<p>Experiment with translations in the plane</p> <p>CCSS.MATH.CONTENT.HSG.CO.A.2 CCSS.MATH.CONTENT.HSG.CO.A.5</p> <p>Understand similarity in terms of similarity transformations</p> <p>CCSS.MATH.CONTENT.HSG.SRT.A.1</p>
<p>Understand and apply the Pythagorean Theorem</p> <p>CCSS.MATH.CONTENT.8.G.B.7 CCSS.MATH.CONTENT.8.G.B.8</p>	<p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems</p> <p>CCSS.MATH.CONTENT.HSG.SRT.C.8</p>
<p>Solve real world and mathematical problems involving volume of cylinders, cones and spheres</p> <p>CCSS.MATH.CONTENT.8.G.C.9</p>	<p>Explain volume formulas and use them to solve problems</p> <p>CCSS.MATH.CONTENT.HSG.GMD.A.1</p> <p>Visualize the relationships between two-dimensional and three-dimensional objects</p> <p>CCSS.MATH.CONTENT.HSG.GMD.B.4</p>



D86 Math Pathway for Algebra and Geometry Honors





Summary

Overall, the Algebra and Geometry Honors course increases student access to AP courses for high achieving freshmen students who have not yet been accelerated in their math coursework.

- ★ Cost neutral- FTE that would have gone towards teaching this population of students Algebra 1 will be reallocated to the FTE for Algebra & Geometry Honors.
- ★ Ideally, Geo/A2T Block will not have the numbers to run in the future
- ★ We know there is a population that wants to and is ready to accelerate with their math studies and Algebra and Geometry Honors allows us to challenge this learner and allow them to meet their post-secondary goals.



Thank you to our Special Education Department, their Program Team, all of our Department Chairs and our 150+ staff members on Curriculum Development and Writing Teams for the work they have done to enhance and align D86 curriculum offerings!

Questions?

Next Steps

BOE Feedback and Second Reading on Oct 27, 2022