



Gower School District 62  
7700 Clarendon Hills Rd., Willowbrook, IL 60527  
(P) 630-986-5383 (F) 630-323-3074  
[www.gower62.com](http://www.gower62.com)



## Superintendent's Report Board of Education Meeting – November 19, 2013 – 7:00 p.m.

**Ambitious Instruction** – *Classes are academically demanding and engage students by emphasizing the application of knowledge.*

- SchoolSearch educational research and consulting firm has announced Gower 62 as a Bright A+ Award Recipient; given only to the top 5% of Illinois school districts in 2013 based on academic performance.
- The new Illinois School Report Card indicates Growth Value Scores for Gower School District 62 as 107 for Reading and 110 for Math ([Appendix A](#))
- A recommendation to expand the Transitional Program of Instruction (TPI) and associated supports for our English Language Learners (ELL) is being made to the Board of Education (a 0.5 ELL Teacher)
- Student participation in the 6<sup>th</sup> grade Outdoor Education Program was 93% including 82% of students choosing the 2-day trip and 11% of students choosing the 1-day trip. Teacher participation was 91%.

**Supportive Environment** – *The school environment is safe, clean and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.*

- Year to Date attendance rate is 96.9% for the 854 students enrolled in the District and 97.0% for the 136 staff employed by the District. Student Attendance Goal = 96%+; District Staff Goal = 97%+
- 1<sup>st</sup> Quarter Disciplinary Reports show an increased rate in student referrals for misconduct at Gower Middle School and a decreased rate at Gower West ([Appendix B](#))
- Parent Visitation Day (Nov. 19 at GM and Nov. 21 at GW) will follow a reduced schedule to meet the goal of promoting parent involvement and participation as well as ensuring a supportive environment
- Construction Update: The project met substantial completion with seasonal work (sealcoating) scheduled for the Spring; as of 10/31/13, 98.8% of the \$8.4 million construction cost has been expended

**Involved Families and Community** – *Strong relationships are built across the community to support learning.*

- Common Core Parent Night was held on Oct. 24, 2013 and attended by 60+ parents ([Appendix C](#))
- Our Construction Project Dedication ceremony was held on Oct. 25, 2013 at Gower Middle and attended by 40+ people throughout the community to enjoy guided or self-guided tours of the campus
- The Gower Foundation met on 11/6/13 and awarded over \$10,000 Gower District 62 this school year
- The Gower PTO met on 11/7/13 and has donated over \$26,000 to Gower District 62 this school year
- Gower School District 62 can be followed on Facebook and Twitter for a variety of updates

**Collaborative Teachers and Staff** – *The staff is committed to the school, receives strong professional development, and works together to improve the school.*

- Staff development on Nov. 7 (GM) & Nov. 11, 2013 (GW) resulted in our teachers trained in both e-Spark and STRIDE Academy; two newly adopted programs to be used by our students
- The Illinois Science Teachers Association expressed their gratitude in a formal letter thanking Gower 62 and Ms. Rita Januszyk for sharing expertise and work on the Next Generation Science Standards
- The Innovate 62 Committee met on Nov. 11, 2013 and representatives from the Indian Prairie Library to expand our partnership (i.e. shared resources) and align components of our Learning Center Program
- Staff Professional Development on Nov. 20, 2013 will focus on Capturing Kids' Hearts implementation

**Effective Leaders** – *School leaders work with staff to implement a clear and strategic vision for school success.*

- School Improvement Plans for Gower West and Gower Middle have been designed by School Leadership Teams, presented to respective faculties, and submitted to the District Office ([Appendix D](#))
- Federal Title I (\$60,471) & State Library (\$608) supplemental grants were submitted ([Appendix E](#))
- Google Apps. for Education has been tested for District use and will continue being implemented through a phased-in approach throughout 2013-14 to improve communication and reduce District costs
- Gower 62 is collaborating with Hinsdale HS District 86 to collect school website re-design data

**Gower District #62  
Superintendent's Report  
Appendix A**

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**Date:** November 19, 2013

**Title:** Illinois State Board of Education 2012-2013: Student Academic Growth  
(5 minutes)

**Initial**

**Contact:** Victor Simon – [vsimon@gower62.com](mailto:vsimon@gower62.com)

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**Background: (information downloaded from [www.illinoisreportcard.com](http://www.illinoisreportcard.com))**

In May 2010, ISBE created a Growth Model Working Group comprised of district superintendents, technical advisers and representatives from more than 10 education organizations and groups to research and recommend a growth model for Illinois. In January 2012, the working group recommended the Value Table Model, which the State Board of Education endorsed.

The Value Table Model uses individual student growth metrics to assign a value to the amount of growth that is the same for all students in the state. The growth score simply indicates the average amount of growth for students in a district or school and adds more context to the AYP measure. It provides another way for schools and communities to measure the effectiveness of academic programs at the school and district level and can be incorporated into school goals and plans each year.

The Value Table Growth Model is part of a new comprehensive accountability system that will use multiple measures to evaluate the state's nearly 4,000 public schools. This accountability system is part of ISBE's comprehensive waiver application to replace the one-size-fits-all approach of NCLB. The Value Table Model score of each school and district will be reported on the 2013 Report Card to reflect student growth in grades 3 through 8, based on performance on the 2012 and 2013 Illinois Standards Achievement Test (ISAT). As Illinois has not yet received a waiver to NCLB, ISBE is sharing the growth score for informational or advisory purposes – with no federal or state sanctions attached. The Illinois Growth Model is not designed to be used with smaller numbers of students, such as a classroom.

**Student Academic Growth: Score Breakdown by Proficiency Level**

Student academic growth is calculated based on students changing performance levels on the ISAT from one year to the next. When a student takes the ISAT, their score will fall within the range of one of four performance levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. For growth purposes, each of these performance levels is also divided into two sub-levels, making a total of eight performance levels ranging from 1A for the lowest scores to 4B for the highest scores.

The tables below provide a count of the number of students in this district that moved from one performance level in 2012 to another performance level in 2013 based on their ISAT score. Detailed information on how to calculate student growth values is provided at the bottom of the screen.

### Calculating the Student Academic Growth Value

Each student receives a growth value ranging from 0 to 200 based upon which cell in the Value Table corresponds to their change in performance level from 2012 to 2013. The growth values for each cell are shown in the Value Table below.

For example, if a student achieves a level of 3B (Meets Standards) in 2012 (Year 1) and achieves a level of 4A (Exceeds Standards) in 2013 (Year 2) the student would be assigned a value of 135.

All of the students' values in a given school are added together and divided by the total number of students in the school to obtain an average growth value for both Reading and Mathematics. The same process applies to district growth with all of the students' scores for the district averaged to obtain the growth value and also applies to calculating the state average.

			Students' Performance Levels in 2013							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels in 2012	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceeds Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

**Current State:**

**Students Moving Between Performance Levels in Reading**

In this table, each cell shows the number of students in this district who demonstrated a particular Reading performance level in 2012 (listed on the left) and a particular performance level in 2013 (listed along the top). Students counted in the green cells advanced to a higher performance level from 2012 to 2013, while students counted in the red cells dropped to a lower performance level from 2012 to 2013. Students counted in the grey cells achieved the same performance level rating in reading in both 2012 and 2013.

		Students' Performance Levels in 2013								
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
		1A	1B	2A	2B	3A	3B	4A	4B	
Students' Performance Levels in 2012	Academic Warning	1A								
		1B		3	3	1				
	Below Standards	2A		2	3	6	3			
		2B		2	9	28	20	4		
	Meets Standards	3A			1	24	34	23	9	
		3B				2	32	51	24	7
	Exceeds Standards	4A				2	5	28	35	25
		4B						14	35	35

		Students' Performance Levels in 2013								
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
		1A	1B	2A	2B	3A	3B	4A	4B	
Students' Performance Levels in 2012	Academic Warning	1A								
		1B		3						
	Below Standards	2A			1	1	1			
		2B				4	2	1		
	Meets Standards	3A				7	10	6	1	
		3B					11	5	2	
	Exceeds Standards	4A				2	1	8	9	3
		4B						5	8	9

		Students' Performance Levels in 2013								
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
		1A	1B	2A	2B	3A	3B	4A	4B	
Students' Performance Levels in 2012	Academic Warning	1A								
		1B			3	1				
	Below Standards	2A		2	2	5	2			
		2B		2	9	24	18	3		
	Meets Standards	3A			1	17	24	17	8	
		3B				2	21	46	22	7
	Exceeds Standards	4A					4	20	26	22
		4B						9	27	26

## Students Moving Between Performance Levels in Mathematics

In this table, each cell shows the number of students in this district who demonstrated a particular Mathematics performance level in 2012 (listed on the left) and a particular performance level in 2013 (listed along the top). Students counted in the green cells advanced to a higher performance level from 2012 to 2013, while students counted in the red cells dropped to a lower performance level from 2012 to 2013. Students counted in the grey cells achieved the same performance level rating in mathematics in both 2012 and 2013.

Gower SD 62 Math = 110 State Avg. = 101 HS D86 Remaining Feeder Avg. = 107			Students' Performance Levels in 2013							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels in 2012	Academic Warning	1A		1						
		1B	3	1	2	1				
	Below Standards	2A	3	7	2	2				
		2B		7	18	23	4			
	Meets Standards	3A			2	23	60	26	2	
		3B				2	28	72	32	7
	Exceeds Standards	4A					2	24	33	31
		4B						3	10	39

Gower West Math = 112			Students' Performance Levels in 2013							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels in 2012	Academic Warning	1A		1						
		1B	1							
	Below Standards	2A	1							
		2B			3	10	2			
	Meets Standards	3A			4	12	8	1		
		3B			1	7	11	7	2	
	Exceeds Standards	4A				1	3	4	5	
		4B					2	5	9	

Gower Middle Math = 110			Students' Performance Levels in 2013							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels in 2012	Academic Warning	1A								
		1B	2	1	2	1				
	Below Standards	2A	2	7	2	2				
		2B		7	15	13	2			
	Meets Standards	3A		2	19	48	18	1		
		3B			1	21	61	25	5	
	Exceeds Standards	4A				1	21	29	26	
		4B					1	5	30	

### Future State:

With our emphasis on individual student growth, this baseline data will be used to evaluate current efforts for improvement at both campuses. Individual school goals include a general target to “increase baseline growth values” for 2013-2014 testing. It is important to note that the test used to measure 2014 growth values will be modified by the Illinois State Board of Education to include 100% of test items aligned to Common Core State Standards. Furthermore, plans are being finalized for our district's/student's participation in the Pilot Online ISAT (Illinois Standard Achievement Test) Assessment as well as the Pilot PARCC (Partnership for Assessment of Readiness for College and Careers) Assessment.

# Gower District #62 Superintendent's Report Appendix B

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**Date:** November 19, 2013

**Title:** Quarter 1 Discipline Reports (10 minutes)

**Initial**

**Contact:** Gina Rodewald – [grodewald@gower62.com](mailto:grodewald@gower62.com); and  
Colleen Brodhead – [cbrodhead@gower62.com](mailto:cbrodhead@gower62.com) (Victor Simon presenting)

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## **Background**

One component of our vision of “Children at their best!” speaks to the importance of developing good character. Setting high expectations for behavior is essential to the development of good character. In general, Gower students are respectful, responsible, and well-behaved. At times, some of our students do not demonstrate their best character and learn more appropriate choices through the discipline process.

Student discipline data is compiled, analyzed, and reviewed on a quarterly basis. Discipline data is also reviewed more frequently through weekly team meetings and problem-solving meetings with administrators, social workers, and specialists.

In some cases, individual students are placed on behavior plans with daily monitoring.

## **Current State**

The first quarter discipline data reports for both schools are attached. The reports include data describing student behavior that teachers addressed in their classrooms or required a visit to the principal or dean of students and the consequence assigned. At Gower West, overall student discipline referrals for first quarter decreased from 26 total infractions in 2012-2013 to 18 total infractions in 2013-2014. At Gower Middle, overall discipline referrals for first quarter increased from 40 total infractions in 2012-2013 to 53 total infractions in 2013-2014.

## **Future State**

Our goal is to have a decrease in total number of infractions compared to the 2012-2013 school year. The total number of infractions in the District was 362. At Gower West, the total number of infractions was 95. At Gower Middle, the total number of infractions was 267.

Teacher Professional Development on November 20, 2013 will focus on our implementation of Capturing Kids’ Hearts in the context of this goal. School Leadership Teams will also continue to focus on strategies related to school culture and student discipline.

**GOWER WEST SCHOOL DISCIPLINE DATA  
2013 – 2014: 1<sup>st</sup> Quarter**

**Gower West School Infractions**

(\* Indicates number of infractions from Quarter 1: 2012-2013)

<b>Infraction</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>
Bus Incidents	6 (*14)				6
Category 1	0 (*2)				0
Category 2	7 (*10)				7
Category 3	4 (*0)				4
Category 4	1 (*0)				1
<b>Total Infractions</b>	<b>18</b> <b>(*26)</b>				<b>18</b>

**1st Quarter Breakdown**

**Bus Incidents – 6 Total infractions (on 6 Bus Reports)**

- Disobedient to driver – 0
- Disrespectful to others –
- Damaging School Property – 0
- Physical Misbehavior (Fighting, Hitting, Kicking) – 4
- Inappropriate Language – 1
- Eating, Drinking, Littering – 0
- Unnecessary Noise – 0
- Unsafe Behavior – 0
- Other behavior relating to safety and well-being – 1

**Category 1 – 0 total infractions**

**Category 2 – 7 total infractions**

Hitting/kicking – 4  
Repeated Inappropriate Behavior – 1  
Damaging Property – 2

**Category 3 – 4 total infractions**

Behavior that poses a danger to self or others – 2  
Any act of physical aggression toward others – 2

**Category 4 – 1 infraction**

Material that is libelous, obscene, vulgar, lewd, socially inappropriate, inappropriate due to the maturity of the students, or materially disruptive to the educational process or interfere with the rights of other students or staff members, or invade the privacy of others, or conflicts with the educational mission of the school – 1

### Gower West Consequences

Types of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Time-out	0				0
Peer mediation	0				0
Loss of recess	0				0
Loss of privilege	8				8
Detention (lunch and recess)	4				4
In-school suspension	1				1
Out-of-school suspension	0				0
Warning issued	10				10
Bus suspension	0				0
<b>Total Consequences</b>	<b>23</b>				<b>23</b>

### Gower West Multiple Discipline Referrals

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Students with 1 Referral	12				
Students with 2 Referrals	1				
Students with 3 Referrals	0				
Students with 4 Referrals	1				
Students with 5+Referrals	0				
<b>Total Students w/ referrals</b>	<b>14</b>				

### Gower West 1<sup>st</sup> Quarter Discipline Referrals by Grade Level

Infraction	K	1	2	3	4
Bus Incidents	1	0	1	2	2
Category 1	0	0	0	0	0
Category 2	2	0	1	2	2
Category 3	0	0	0	4	0
Category 4	0	0	1	0	0
<b>Total Infractions</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>4</b>

### Gower West 1<sup>st</sup> Quarter Discipline Referrals by Gender

Boys	Girls
<b>14</b>	<b>0</b>



**GOWER MIDDLE SCHOOL DISCIPLINE DATA**  
**2013-2014: 1<sup>st</sup> Quarter**

**Gower Middle Infractions**

<b>Infraction</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>	<b># of Students</b>
Bus Incidents	1 (*6)					1
Category 1	31 (*22)					23
Category 2	17 (*8)					11
Category 3	4 (*4)					3
Category 4	0 (*0)					0
<b>Total Infractions</b>	<b>53</b> <b>(*40)</b>					<b>38</b>

(\* Indicates the number of infractions from Quarter 1: 2012-2013)

**Quarter 1 Breakdown**

These figures reflect the most frequent behaviors identified within the categories.

**Bus Incidents – 1 total infractions**

- disruption – 1

**Category 1 – 31 total minor infractions**

- disruption – 7
- tardy to class - 11
- disrespect – 1
- defiance - 4
- inappropriate language – 1
- misuse of technology – 5
- physical contact 1
- other - 1

**Category 2 –17 total major infractions**

- disrespect – 9
- non-compliance – 1
- inappropriate language - 2
- disruption in class - 4
- other - 1

**Category 3 – 4 total major infractions**

- major incidents of disrespect - 4

**Category 4 – 0 total infractions**

### Gower Middle Consequences

Type of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Conference with student, parent contacted (Category 1 warning slips)	31			
After school detentions	9			
Lunch detentions	3			
Time in office or with teacher after school	2			
In School Suspension	5			
Out of School Suspension	1			

### Gower Middle Multiple Discipline Infractions

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students with 1 Infraction	20			
Students with 2 Infractions	6			
Students with 3 Infractions	1			
Students with 4 Infractions	0			
Students with 5 Infractions	1			
Students with 6 Infractions	2			

### Gower Middle 1<sup>st</sup> Quarter Discipline Referrals by Grade Level

Infraction	Grade 5	Grade 6	Grade 7	Grade 8
Category 1	6	12	12	1
Category 2	2	5	7	3
Category 3	0	4	0	0
Category 4	0	0	0	0
<b>Total Infractions</b>	8	21	19	5

### Gower Middle In-School Suspension Breakdown

Incident	Category	Length of ISS
Disrespect	3	1 day
Major incident of disrespect	3	.5 day
Major incident of disrespect	3	.5 day
Major incident of disrespect	3	.5 day
Major incident of disrespect	3	.5 day

### Gower Middle Out of School Suspension Breakdown

Incident	Category	Length
Major incident of disrespect	3	.5 day

### SWIS breakdown of referral data

**All Referrals by Gender:** Boys account for 48 referrals; Girls account for 4 referrals

**All Referrals by grade level:**

5<sup>th</sup> grade – 8      6<sup>th</sup> grade – 21      7<sup>th</sup> grade – 19      8<sup>th</sup> grade - 5

**Gower District #62  
Superintendent's Report  
Appendix C**

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**Date:** November 19, 2013

**Title:** Common Core Parent Night (5 minutes)

**Initial**

**Contact:** Rebecca Laratta – [rlaratta@gower62.com](mailto:rlaratta@gower62.com)

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**Background:**

District and School Administrators designed common Core Parent Night, in collaboration with District Teaching Staff, to provide the occasion for parents and community members to become more informed about the Common Core State Standards that are being implemented in Gower School District 62. The event was held on October 24, 2013 at Gower Middle School at 7:00 p.m. and was attended by more than 60 parents as well as various students, and staff.

**Current State:**

Reporter Sandy Bosch from *The Doings Weekly* was also in attendance and wrote the article, “Burr Ridge parents learn basics of Common Core” on October 25, 2013. The article can be found at: <http://burridge.suntimes.com/news/schools/core62-WYD-10252013:article>

The following presentation was shared with attendees and can be downloaded from our school website at:

[http://www.gower62.com/files/teCLv/866681744e64b55d3745a49013852ec4/CCSS\\_Presentation\\_Handout.pdf](http://www.gower62.com/files/teCLv/866681744e64b55d3745a49013852ec4/CCSS_Presentation_Handout.pdf)

**Future State:**

Parent feedback collected at the session was positive and led to plans for hosting another Common Core Parent Night in Spring. Ongoing alignment of Common Core Standards continues and our District's participation in the Pilot PARCC assessment (Partnership for Assessment of Readiness for College and Career) will shed additional light on our overall alignment to the Common Core Standards and readiness for student assessment according to the recently adopted standards.



**SUCCESS** →

# Gower 62 Common Core Parent Night

October 24, 2013

## History of the Common Core

- National Governor's Associations and Council of Chief State School Officers
- An effort designed to improve educational outcomes for all students
- A set of consistent, rigorous, internationally-benchmarked standards in Math, English Language Arts, and Science
- Emphasis that Standards “are not intended to be new names for old ways of doing business”
- 45 states have adopted these Standards

**SUCCESS** →

What does this all mean?

- <http://www.youtube.com/watch?v=5s0rRk9s>  
[ERO](#)

## Why Common Core?

- Clear, consistent standards that equip parents/educators to understand and support what children should learn and know
- Common Core Standards are aligned to international standards from the highest achieving countries (Students globally competitive)
- These standards are designed to prepare students for success in whatever they choose to do after graduation (College and Career Readiness /Citizenship)
- These standards will prepare our students for career success in the rapidly changing world of work (21<sup>st</sup> Century Skills for 21<sup>st</sup> century jobs)
- Times have changed and the curriculum needs to be upgraded to fit the present and the future.

Application of knowledge across all contents is key

- Our students *learn* concepts....but in what way?
- The concern was --- are we teaching students to extrapolate from what they have learned and apply their knowledge in varied situations?



## Raising the Rigor

- Rigorous content and application of knowledge through high order skills
- Emphasis on workplace skills: collaboration, critical thinking, communication, and creativity
- Alignment with college and career expectations for all students
- Increased rigor will impact student performance and grades (report cards, MAP, ISAT and PARCC assessment)

## PARCC Assessment

- The Partnership for Assessment of Readiness for College and Careers
- A group of 22 states working together to develop a common set of computer-based K-12 assessments in English Language Arts/Literacy and Math linked to the new more rigorous Common Core State Standards.
- Timely useful data to inform instruction
- Clear and timely information about the progress of children comparable results across PARCC member states
- Will replace state tests currently used (ISAT)

## What is different about PARCC?

- ELA will assess writing and critical thinking skills, speaking and listening skills
- Math assesses using real problems, complex problems and has students show *how* they solved the problems
- More interactive and engaging
- Diagnostic assessments (brief)
- Mid-year assessments
- Performance based assessments (summative)

**SUCCESS** ➔

Taking education from this..

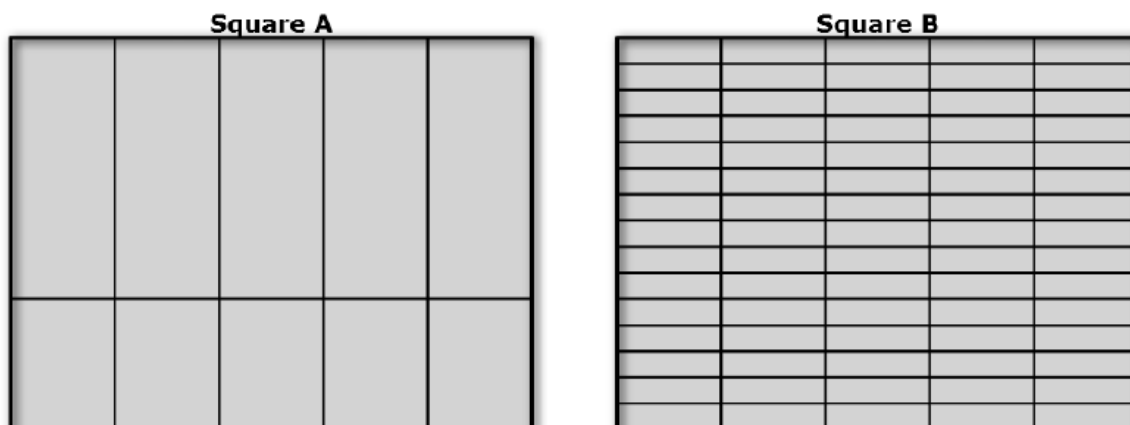


**SUCCESS** ➔

To this!



Two grids, Square A and Square B, are shown. The squares are of equal size. Square A is divided into 10 rectangles of equal size. Square B is divided into 100 rectangles of equal size. You can shade the rectangles by clicking in them. You can use the grids to help with your explanation and comparison.



Part A

Write a fraction with a denominator of 100 that is equivalent to  $\frac{2}{10}$ . Use the grids to explain how you know that the fractions are equivalent.

Part B

Write  $\frac{2}{10}$  as a decimal. Then write  $\frac{17}{100}$  as a decimal. Explain how you can use the grids to compare the two decimals.

On Friday, three friends shared how much they read during the week.

- Barbara read the first 100 pages from a 320-page book in the last 4 days.
- Colleen read the first 54 pages from a 260-page book in the last 3 days.
- Nancy read the first 160 pages from a 480-page book in the last 5 days.

### Part A

A person's average reading rate can be defined as the number of pages read divided by the number of days. Place the three friends' reading rates in order from greatest to least by clicking on the names and dragging them to the appropriate boxes.

Greatest Rate  
(pages per day)

Least Rate  
(pages per day)

Barbara

Colleen

Nancy

### Part B

If the three friends continue to read everyday at their rates, who will finish reading her book first? Second? Third?

Order the friends from the first one who is predicted to finish her book to the third one who is predicted to finish her book. Click on the names and drag them to the appropriate boxes.

First

Second

Third

Barbara

Colleen

Nancy

A right circular cone is shown in the figure. Point  $A$  is the vertex of the cone and point  $B$  lies on the circumference of the base of the cone.



The cone has a height of 24 units and a diameter of 20 units. What is the distance from point  $A$  to point  $B$ ?

 units

Click on the answer box and type in a number. Backspace to erase.





**Part A Question:** What is the meaning of the word *avenge* as it is used in the story?

- a. believe
- b. get even\*
- c. make friends with
- d. scare

**Part B Question:** Which detail from the story best supports the answer to Part A?

- a. "In this forest, I am the chief of the animals!"
- b. "I don't believe you, little insect," snarled Cougar."
- c. "Ahrr! Ahrr!" cried the cougar in pain, "Get out of my ear!"\*
- d. "Cricket, come out! Let me meet

**Question:** Create a summary of the story using three of the sentences listed here. Drag the three sentences that describe key ideas from the story into the boxes titled "Summary." The sentences should describe key ideas from the story in the order they happen.

1. Katie's mother is disappointed that the girls use Japanese words incorrectly.
2. Katie remembers when a dog ran out of a corn field and attacked Lynn and her.
3. Katie keeps Lynn's diary in a drawer beside her bed.
4. Katie and Lynn spend much of their time together as they grow up.
5. Lynn taught young Katie to say "kira-kira," which was her first word.
6. Katie believes that Lynn saves her life, but Lynn believes Katie saved her.
7. Lynn explains that the sky is special like the ocean or people's eyes.
8. Lynn sprayed the dog with water so it wouldn't hurt its tongue on broken glass.

**Part A Question:** Which statement best expresses one of the themes of the story?

- a. Believe in the wisdom of others.
- b. Everyone has strengths.\*
- c. Do not be afraid of others.
- d. We can all learn how to do new things from others.

**Part B Question:** Which detail from the story provides the best evidence for the answer to Part A?

- a. The tough cougar believes the cricket at the end of the story.
- b. The tiny mosquito is not afraid of the cricket.
- c. The scary cougar learns to leave the cricket alone.
- d. The mighty mosquito saves the cricket's

**Question:** You have read two stories where one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.” For each character described,

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member
- Be sure to include specific details from each story to support your ideas.

**SUCCESS** →

## 7<sup>th</sup> grade Prose Constructed Response Summary

### Student Directions

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Answer:

Font Size... ▾ Font Family. ▾ **B** *I* U ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰  $x_2$   $x^2$  🗨️

**SUCCESS** ➔

# 7<sup>th</sup> grade Research Simulation Task

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

<b>Claims</b>	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan died.

## Part A

Highlight the claim that is supported by the most relevant and sufficient evidence within "Earhart's Final Resting Place Believed Found."

## Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.



**SUCCESS** →

## How do examples compare?

- Think of your own experience
- Ex. Social Studies chapter questions
- Assigned all but Critical Thinking Questions
- Knowledge Level Questions

**SUCCESS** →

# Bloom's Taxonomy



**SUCCESS** →

# Revised Bloom's Taxonomy



**THE COGS OF THE COGNITIVE PROCESSES  
BLOOM'S REVISED TAXONOMY**

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**SUCCESS** →

On the right path....

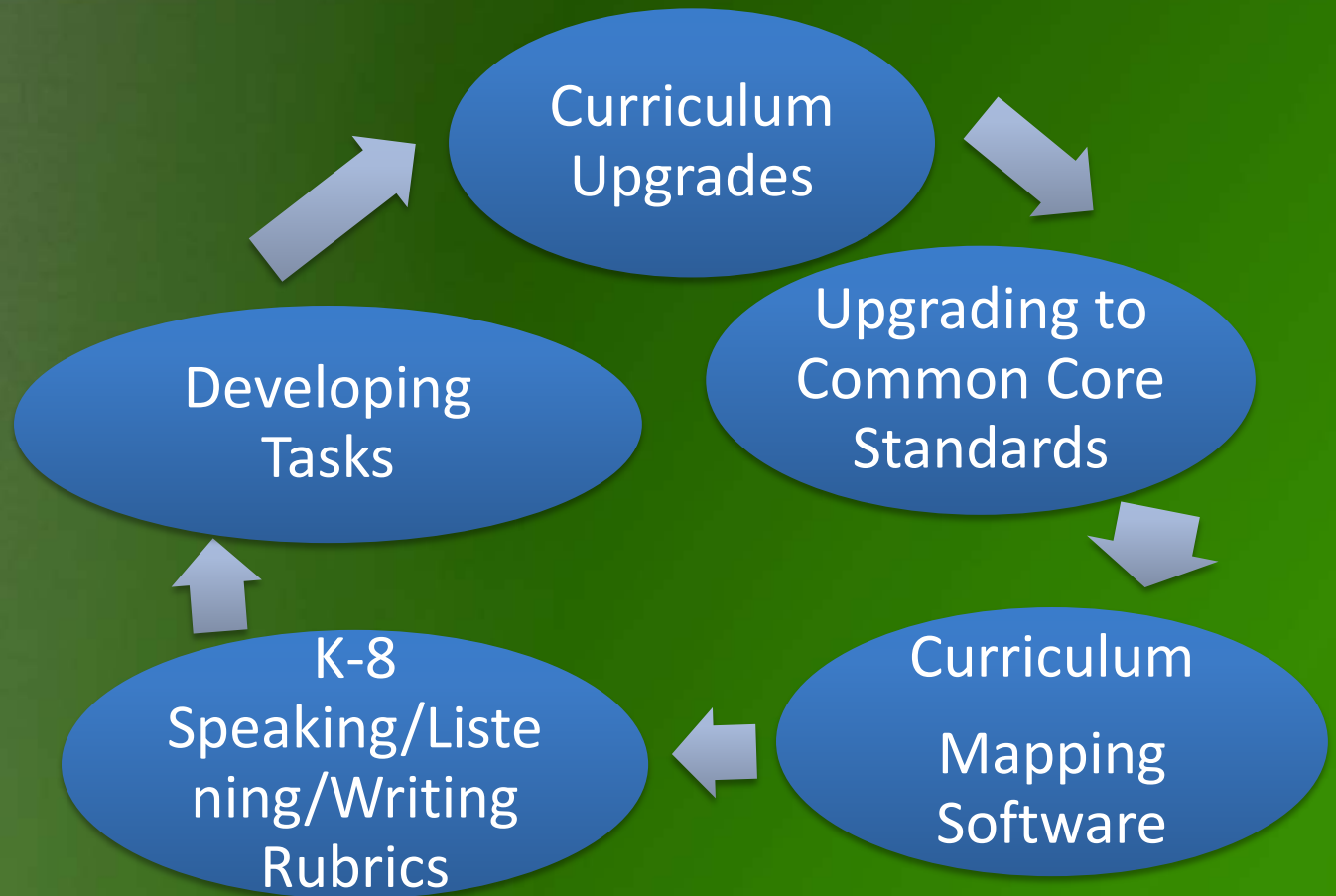
Learning and  
training on new  
CCSS

Administer  
MAP tests  
in CCSS  
version

Provide  
updates to  
staff on  
new  
resources

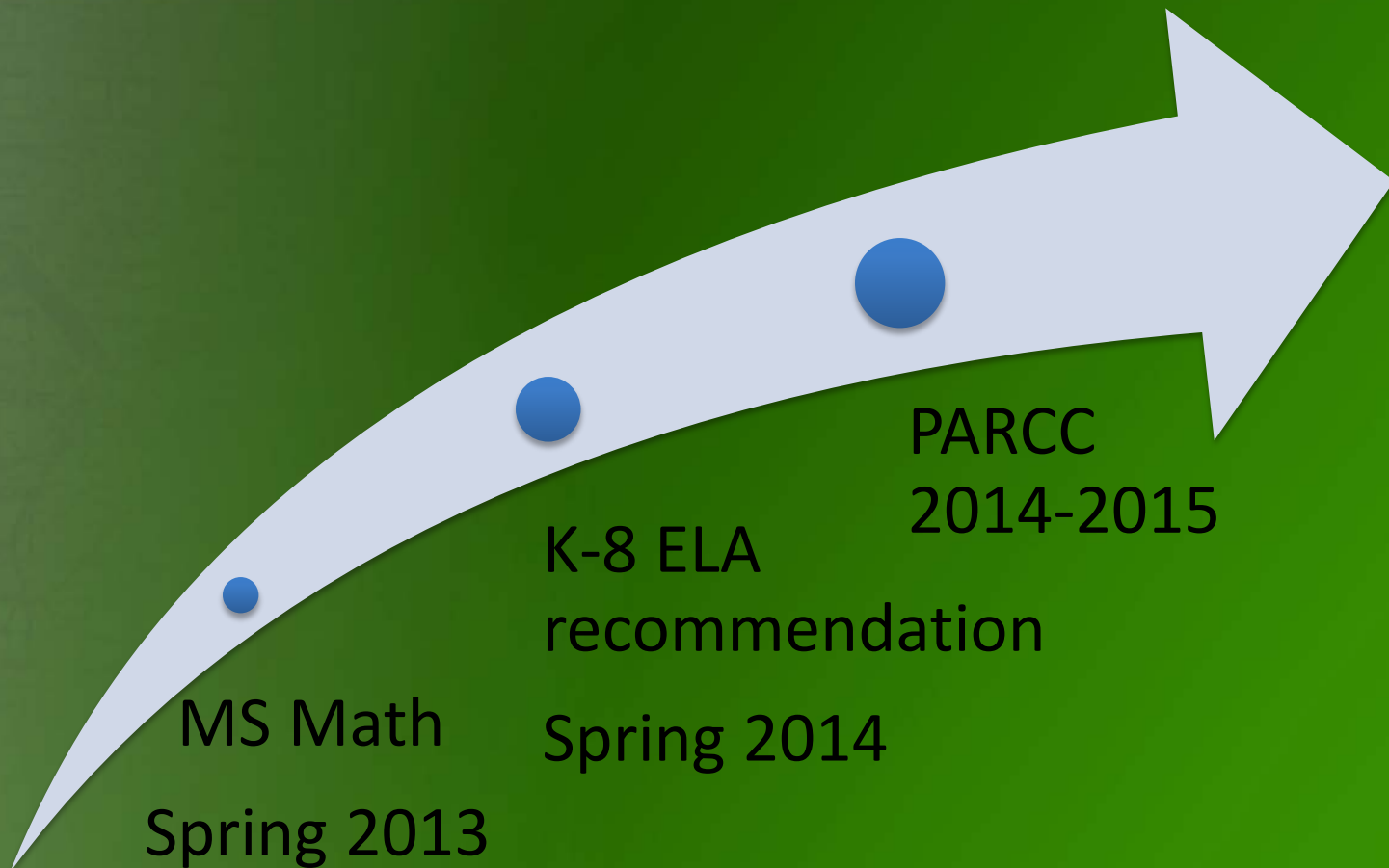
**SUCCESS** →

A work in progress....



**SUCCESS** →

Where we are going?



## CCSS MATH

- Develop speed & accuracy—review facts
- Apply math skills in every day situations
- Use math in the real world
- Encourage your child to “talk math” and explain how he/she got the answer

## How you can help....

## CCSS ELA

- Read equal amounts of fiction and non-fiction
- Point to evidence found in the text when reading
- Help increase your child’s vocabulary---read more challenging texts together
- Practice typing a written response on the computer

**SUCCESS** →

Thank you for coming tonight and your  
teamwork on .....

Children at their best!



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Gery J. Chico  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

## ***Frequently Asked Questions: Common Core State Standards Implementation***

*August 2013*

*Division of Public Information, Illinois State Board of Education*

### **1.Q: How will the Common Core State Standards affect students?**

A: The Common Core ensures that students receive a quality education regardless of where they live. By establishing a clear set of expectations for what students should know in English language arts and mathematics at the end of each grade level, the Common Core requires that all students meet similarly high standards. The Common Core emphasizes skills that students need to succeed in college and the professional world. Because the Common Core is benchmarked with international standards, students will be well-equipped to compete in today's global economy. Ultimately, the Common Core will better prepare students for postsecondary education and the workforce.

### **2.Q: How will the Common Core State Standards affect teachers?**

A: The Common Core establishes guidelines for what students need to learn, but not how they should learn. Teachers and school administrators will decide how the standards are to be taught and will establish their own curricula to allow for continued flexibility and creativity. Each student has unique needs, and teachers are best positioned to determine how to meet these needs so that students can thrive.

### **3.Q: How will teachers implement the changes?**

A: Teachers and school administrators are working together to implement curricula that meet the new standards. A May 2013 survey of 1300 Illinois teachers indicates that many have already adopted the Common Core standards into their curricula and 80 percent of respondents say that their schools have full implementation plans for the standards, which Illinois adopted in 2010. Schools that have piloted the Common Core find that collaborating on lesson plans and exchanging ideas about what works and what does not have benefitted teachers. Educators find that they already teach many of the skills highlighted in the Common Core; the Common Core just places an even greater emphasis on these skills.

### **4. Q: How will the Common Core affect English Language Learners (ELLs)?**

A: Districts can use their general operating budget to help fund the local work to review the standards and ensure that curricula and instruction meets the new ELA and math standards. ISBE has provided many professional development and training opportunities over the past several years to prepare for the Common Core. On a large scale, states may save money by using the Common Core as they share research and resources with one another and implement the standards.

It's important to note that states, including Illinois, have always set learning standards. Our last Illinois Learning Standards were approved nearly 20 years ago. Educators must be teaching to updated standards based on the latest research and information about student learning and college and career readiness benchmarks.

**9.Q: Were parents, teachers, and school administrators within Illinois consulted before the state adopted the Common Core?**

A: Yes; the state held public meetings in September 2009 and March 2010 in which citizens offered comments and criticisms regarding the Common Core standards. The Illinois State Board of Education took these suggestions into consideration when it provided feedback on multiple drafts of the standards throughout the development process. The state adopted the standards during ISBE's June 2010 Board Meeting.

**10.Q: What does adoption of the Common Core standards mean for state testing?**

A: In 2013, approximately 20 percent of the reading and mathematics questions on the Illinois Standards Achievement Test (ISAT) tested proficiency in Common Core standards. And in spring 2014, 100 percent of the questions on the ISAT will be written to the Common Core. In 2014-15, Illinois will transition to assessments specifically tailored to the Common Core. This new system will emphasize measuring student progress during the course of a year. The new assessments will also better measure how well students master content and can apply or demonstrate that mastery, better capture students' critical thinking, problem solving skills, creative expression and more characteristics of 21<sup>st</sup> Century learning that are embedded in the Common Core Standards.

**11.Q: Will the state be updating science standards as well?**

A: Yes, Illinois is one of 26 lead states that have collaborated on new science standards for students in kindergarten through the 12<sup>th</sup> grade called the Next Generation Science Standards (NGSS). Like the Common Core, NGSS is rigorous, internationally benchmarked, and intended to better prepare students for college and career. NGSS provides a new way of teaching science and engineering in Illinois' schools. The final draft of NGSS was released in April 2013 and ISBE will review the standards for potential adoption later this year.

- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

### References

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).

Thompson, Sandra J., Amanda B. Morse, Michael Sharpe, and Sharon Hall. "Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities," 2<sup>nd</sup> Edition. Council for Chief State School Officers, 2005  
<http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf> . (Accessed January, 29, 2010).



- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

### **Mathematics**

ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves much more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that

**Strategies for Success:**  
**Common Core English Language Arts Standards**

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1. **Students:** Read equal amounts of fiction and non-fiction
    - ▶ **Parents:** Read more non-fiction with your child
  
  2. **Students:** Learn about the world by reading
    - ▶ **Parents:** Find books on topics of interest to your child and discuss their ideas
  
  3. **Students:** Read more challenging material carefully
    - ▶ **Parents:** Know what is appropriate for your child's reading level, and read more challenging texts together
  
  4. **Students:** Point to evidence found in the text when discussing what you've read
    - ▶ **Parents:** Use evidence in everyday conversation and to make a point
  
  5. **Students:** Write non-fiction using evidence
    - ▶ **Parents:** Encourage more writing by finding topics of interest your child will want to learn more about
  
  6. **Students:** Increase your vocabulary
    - ▶ **Parents:** Read often with your child, and let your student see you reading
-



## What can parents do to help their child prepare for Common Core learning?



Read a combination of fiction and non-fiction aloud or with your child. Look for subjects that interest your child — from sports heroes to dinosaurs. Select more difficult passages over time.



Read more informational texts including newspapers, magazines, technical manuals, science and social studies articles and books.



Talk with your child and have him or her explain things.



Encourage writing at home.



Help your children know/memorize basic math facts.



Discuss and “do” real life math with your children.



Look for “word problems” in real life.



Encourage a good work ethic.



Let your children see you read and “do” math.



Discuss with your children their performance in school and what they are learning.



Talk about tests with your child and be positive and encouraging.



Talk with your child’s teacher(s) about his or her performance in school.



Talk with your children about the importance of graduating from high school ready for college and career success.

**Gower District #62  
Superintendent's Report  
Appendix D**

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**Date:** November 19, 2013

**Title:** Annual School Improvement Plans (20 minutes)

**Initial**

**Contact(s):** Gower West – Gina Rodewald, Principal – [grodewald@gower62.com](mailto:grodewald@gower62.com)  
Gower Middle – Tracy Murphy, Principal – [tmurphy@gower62.com](mailto:tmurphy@gower62.com)

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**Background:**

Principals at both campuses are responsible for working with their respective School Leadership Teams to develop a School Improvement Plan. These plans are designed to demonstrate local goals and strategies in place to achieve these goals. School Improvement Plans are submitted to the Superintendent for review and as evidence of effective school leadership. The School Improvement plans are presented to the staff at each campus as well as to the Board of Education.

**Current State:**

The current School Improvement Plans are included below.

**Future State:**

School Improvement Plans will be monitored throughout the school year by both school and district administrators to ensure that progress is being made toward goals. School Improvement Plans may include “course corrections” as formative data is collected. The Principal Evaluation Plan for 2013-2014 is aligned to the School Improvement Plans to emphasize performance goals and promote greater alignment between the measured efforts of certified teaching staff and local school administrators.

**GOWER WEST SCHOOL IMPROVEMENT PLAN  
2013 - 2014**

**Shared Leadership Team Members**

Jennifer Allison, Academically Talented  
Kristy Christopher, Third Grade  
Reyna Grobe, First Grade  
Vicky O'Boyle, Engaged Learning Specialist  
Michelle Reynolds, Second Grade  
Kima Spaulding, Special Areas  
Kathy Tobin, Support Staff

Jamie Bley, Early Childhood  
Janel Featherstone, Parent  
Meg Moscato-Hoff, Special Areas  
Janice Quas, Fourth Grade  
Gina Rodewald, Principal  
Mary Thuma, Special Education

**2013 - 2014 School Improvement Goal**

**Academic Goal:** By the end of the 2013 - 2014 school year, we will increase academic rigor, student achievement, and student growth by aligning our curriculum, instruction, intervention and assessment practices to the Common Core Standards (CCS) and 21<sup>st</sup> Century Skills.

**Performance Targets:**

Increase national percentile ranking of Kindergarten through 4 <sup>th</sup> grade students below the 50 <sup>th</sup> percentile on the NWEA Fall MAP Reading and Math assessments.	≥ 75% of students K-4 identified will exceed their MOY growth target.
Increase the number of students at or above 90 <sup>th</sup> percentile on the NWEA Fall MAP Reading and Math assessments.	Increase the number of students by ≥ 20%
Decrease the number of students Kindergarten through 4 <sup>th</sup> grade scoring at the 35 <sup>th</sup> percentile or below on NWEA Fall MAP Reading and Math assessments.	Decrease the number of students by ≥ 20%
Improve survey results in targeted areas of school culture as identified by Fall 2012 Parent Survey and 5 Essentials Survey administered in Spring 2013.	Improved survey results in all areas.

**GOWER WEST SCHOOL IMPROVEMENT PLAN 2013-2014**  
**ACTION PLAN**

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Measurements</b>
Write and post parent friendly grade level learning targets aligned to the Common Core Standards (CCS) in English/Language Arts and Math by September 2014.	Grade Level Teams	Parent-friendly learning targets completed and posted on Gower West website
Align and increase the use of best practices and differentiated instruction in the area of reading throughout the building.	Classroom Teachers, Academically Talented Teacher, Resource Teachers, ELA Committee, Administrator	Meeting agenda, discussion notes Grade level documents specifying expectations for reading instruction Observations
Discuss and implement small group math instruction as an instructional framework to enable teachers to better differentiate mathematics instruction.	Classroom Teachers, Academically Talented Teacher, Resource Teachers Math Committee, Administrator	Meeting agenda, discussion notes Grade level documents specifying expectations for math instruction Observations
Upgrade writing rubrics and prompts to match expectations of the CCSS, develop quarterly assessment schedule and apply beginning in January 2014.	ELA Committee, all Teachers, Administrator	Meeting agenda, discussion notes Teaching prompts, assessment prompts Quarterly assessment schedule Inter rater reliability documents
Employ new online interventions and applications to differentiate learning opportunities for all students. (eSpark, Stride Academy)	Classroom Teachers, Academically Talented Teacher, Resource Teachers, Engaged Learning Specialist, Administrator	Intervention reports Progress monitoring assessments Teacher, student and parent feedback
Create and offer engaging, innovative, global, integrated learning experiences using online and community resources. (Defined STEM, Think CERCA)	Classroom Teachers, Academically Talented Teacher, Engaged Learning Specialist, Administrator	Quarterly projects per grade level Progress monitoring assessments Teacher, student and parent feedback
Offer opportunities for increased parent involvement/engagement through at home learning projects and informational events targeting school efforts.	All Staff, Administrator	Learning projects Parent event invitation, agenda and handouts Teacher, student and parent feedback

GOWER MIDDLE SCHOOL IMPROVEMENT PLAN 2013-2014  
ACTION PLAN

Action	Person(s) Responsible	Measurements
Identify students in need of interventions, acceleration, or enrichment by conducting grade level data meetings of MAP and ISAT data to identify students in need of intervention, acceleration and/or enrichment.	Teachers, Reading Specialist, Social Worker, Resource Teacher, Administrators	Monthly progress monitoring, three formal school wide data meetings, monthly team meetings to monitor student progress
Continue implementation of V-Math Intervention while researching intervention programs for both math and English/Language Arts that are aligned to Common Core Standards.	Teachers, ELL teachers, Resource teachers, Reading Specialist, Administrators	Progress monitoring within V-Math, MAP and ISAT data
Provide just right learning for students who scored at or near the Exceeds category on the 2013 ISAT.	Teachers, SLT Members, Reading Specialist, Administrators	Monthly team meetings to monitor student progress, an increased number of students who score in the Exceeds category on the 2014 ISAT
Continue with posting clear learning objectives/targets in all classrooms.	Teachers	Learning objectives posted daily and referred to by the teacher at the beginning and end of each lesson, formal and informal observations
Refine grade level learning targets in all subject areas to align to the Common Core Standards/NGSS standards.	Teachers and Administrators	Grade level learning targets continually refined and posted on school and district website
Implement plans to expand the utilization of non-fiction texts in all subject areas.	Reading Specialist, Teachers, Engaged Learning Specialist, Administrators	Increased amount of non-fiction text utilized in classrooms to support implementation of Common Core Standards/NGSS
Upgrade and implementation assessments in all subject areas to align to Common Core Standards/NGSS standards	Teachers, Team Leaders, Administrators and Reading Specialist	Time allocated to upgrade and analyze assessments

Action	Person(s) Responsible	Measurements
<p>Utilize study hall time for intervention for students who fall below the 36<sup>th</sup> percentile on MAP.</p> <p>Provide additional teacher led tutoring during the school day.</p>	SLT Members, Administrators and Teachers	Increased growth on MAP, ISAT and local assessments. 20%+ will move to above the 36 <sup>th</sup> percentile by the end of the year assessments.
Upgrade core classroom/grade level projects to increase alignment to Common Core Standards and 21 <sup>st</sup> Century Learning Skills.	Teachers, Administrators, Reading Specialist	Extended time for grade level teams to complete cross-curricular planning of Common Core units. Completed curriculum maps in all curricular areas across grade level teams.
Establish departmental academic vocabulary.	Teachers, SLT Members, Administrators	List of key vocabulary terms created by grade level in each department.



## Gower Middle School Improvement Plan 2013-14

### School Leadership Team Members

Sue Bowman, 5 <sup>th</sup> Grade Science Teacher	Jen Kolze, Exploratory
Colleen Brodhead, Assistant Principal	Diane McCandless, Reading Specialist
Kazimiera Dewese, 7 <sup>th</sup> Grade Science	Melissa Metcalf, Parent
Doreen Sobol, 8 <sup>th</sup> Grade Spanish Teacher	Tracy Murphy, Principal
Sharon Grossklas, Special Education	Karen Scheel, 6 <sup>th</sup> Grade Math

### 2013-14 School Improvement Goal

Academic Goal: By the end of the 2013-14 school year, we will increase academic rigor, student achievement, and student growth by continuing to align our curriculum, instruction, and assessment practices to the Common Core Standards and 21<sup>st</sup> Century Learning Skills.

Performance Targets: District performance targets will be used.

Increase overall individual student growth on the ISAT Reading and Math Growth Value Table.	An increase of student academic growth in both reading and math of 2+ points in each area.
Increase MAP Growth in Reading, Math and Language Usage	A decrease in students scoring below the 36 <sup>th</sup> percentile on MAP; 20%+ scoring at or above the 90 <sup>th</sup> percentile on MAP
Learning Targets Aligned to Common Core Standards/NGSS Standards (CCS)	Implementation of NGSS/Common Core Standards is ongoing in all subjects
Improve targeted areas in overall school culture as identified in the 2013 Five Essentials Survey	Improved survey results in targeted areas: <ul style="list-style-type: none"> <li>• Supportive Environment</li> <li>• Ambitious Instruction</li> </ul>

**Gower District #62  
Superintendent's Report  
Appendix E**

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**Date:** November 19, 2013

**Title:** Federal Title I e-Plan and State Library Grant (5 minutes)

**Initial**

**Contact:** Rebecca Laratta – [rlaratta@gower62.com](mailto:rlaratta@gower62.com)

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**Background**

Annually, district administrators apply for grants through ISBE such as the Title I (NCLB) grant and the State Library Grant.

The School District Library Grant application has been submitted for 2014. Grant allocations are determined by the Illinois State Board of Education (Secretary of State Department). Each school district that is awarded the grant receives a per student amount for their total enrollment. This year's allocation is \$0.75 per student.

Gower receives funding from the federal *No Child Left Behind* Title I grant based on the District poverty level. Gower focuses these funds on early intervention in reading and math at Gower West. Annual notification to parents of Gower participation in the *No Child Left Behind* grant and parents' right to know about teacher qualifications is found in the Parent/Student Handbook.

Gower West held the required annual parent meeting prior to the Parent Curriculum Night on September 19, 2013 to review the Title I School-Parent Compact and provide parent training in strategies to support student learning at home.

**Current State**

We anticipate that the District will receive \$608.25 in State Library Grant funding. These grant funds will be used to purchase library materials, both print and non-print for each building.

Gower West will receive \$60,471.00 in Title I funding for 2013-2014. Title I money is used to purchase or fund the following:

- MAP and AIMSWeb assessments used to identify K-4 students for reading and math intervention;
- Partial Salary for the aide in the kindergarten intervention program;
- Salary for additional aide time for Math Masters intervention teacher (grades 1-4);
- Salary for additional bus driver time to provide transportation for Math Masters intervention program;
- 54 iPads and a charging cart

- eSpark Learning and app library for targeted interventions on iPads based on student needs in Reading, Math, or both
- eSpark Training for teachers
- Stride Academy, a web-based application, to increase student skills in Math and Reading; students can log in from school or home

**Future State**

After receiving the School District Library Grant funds, library materials will be purchased for Gower West and Gower Middle Schools.

The Gower Title 1 e-Plan is being finalized and will be submitted to the Board of Education for approval on December 17, 2013.