

DATE: October 11, 2023

TO: Board of Education and Dr. Schuler

FROM: Melissa Murphy, Assistant Superintendent for Educational Services & Chris Silagi, Assistant Superintendent for Student Services

SUBJECT: Professional Learning Work Plan for 2023-24

The Vision 2026 Strategic Plan includes six strategies for Academic Excellence. One strategy is to Develop a Comprehensive Professional Learning Program and Support System for Staff. The tactics for this strategy include:

- Create a vision for instructional coaching.
- Review the coaching program and staffing at all levels.
- Recognize and plan for professional learning within all academic excellence and social emotional learning strategies.
- Develop a professional learning program to support new staff members.

CUSD 200 utilizes three pillars of professional learning--Training, Planning, and Coaching. Multiple components of the 2023-24 work plan are being supported by targeted professional learning from one or more of the three pillars.

Bookworms

This is the first year of implementation of Bookworms. Teachers in grades K-2 are fully implementing Bookworms and all teachers in grades 3-5 are implementing the Shared Reading block of Bookworms. The following professional learning experiences have been provided:

- Training: Staff received training in the spring. Grades 3-5 staff receive training during staff meetings, and grades K-2 teachers receive training for one full day. At the August Institute Day, K-2 teachers worked on implementing Bookworms in a co-teaching model for Multilingual Learners and grades 3-5 teachers received training on the word study portion of the Shared Reading block. At the September Institute Day, K-2 teachers received training on the DI block, and grades 3-5 teachers received training on implementing Bookworms in a co-teaching model for Multilingual Learners. Continued professional learning is being planned for the January Institute Day for the ELA block.
- Coaching: All elementary buildings have a reading coach. The reading coach plays a key role in supporting the implementation of Bookworms by providing job-embedded professional learning. Reading Coaches meet weekly with the Assistant Superintendent for Educational Services and Director for Elementary Instruction to ensure continuity of implementation, staff needs and provide feedback. Additionally, the Multilingual Department has a coach dedicated to supporting K-5 programming. This coach is also supporting the implementation of Bookworms. The Multilingual Coach is working closely with specialists on designing scaffolds to support students in grade-level learning.

- Planning: To provide staff with extended time to collaboratively plan, substitutes are being provided for a half day. The staff can work collaboratively with the reading coach in a half-day planning session with grade-level colleagues to dive deeper into the lesson plans, review assessments, and student work.

Illustrative Mathematics

Illustrative Math is now used in grades K-8 across the district. This is year two of implementation for K-5 and year one of implementation for grades 6-8.

- Training: This year the focus for training is in grades 6-8. All middle school math teachers participated in a full-day training session with Illustrative Math at the September Institute Day. Future opportunities will be evaluated and planned with principals and coaches as needed.
- Planning: To provide staff with extended time to collaboratively plan, substitutes are being provided for a half day for elementary teachers. The staff can work collaboratively with the reading coach in a half-day planning session with grade-level colleagues to dive deeper into the lesson plans, review assessments, and student work. At the middle school level, staff utilize department meetings to collaboratively plan.
- Coaching: Federal Relief funds have allowed CUSD 200 to expand coaching resources. Elementary buildings either have a 1.0 coach or a .5 coach. All middle schools have a 1.0 coach.

Balanced Assessment

Last year the Board of Education approved the purchase of 5Labs Student Analytics System. 5Labs is a data warehouse that allows staff to access multiple data sources in one system. 5Labs also provides analytics resulting in schools having information at their fingertips to make informed instructional decisions. Last year was spent migrating data and working with 5Labs to create visualizations. This year, leaders across the district are being trained on the features for usage. Dr. Julie Oziemkowski has created a comprehensive plan to support multiple staff groups including Principals, Department Chairs, Counselors, and Coaches.

Additionally, the Ed Services team has rolled out the new District 200 Assessment Framework. The framework identifies five components of meaningful assessment practices. Each level selected one component to focus on this year. EC-12 Administrative Meetings and Coach Meetings are being used to run workshops on implementing the framework practices.

Teacher Mentoring

This is the first year of the D200 new teacher mentoring program that was jointly developed by the WWEA and administration. Seventy-four new certified staff members have been assigned a teacher mentor. All mentors were provided professional learning prior to the start of the school year. The Professional Growth Committee will be utilized to develop and distribute surveys to gauge the mentorship programs' strengths and areas for improvement.

Tier 1 Behavioral School and Classroom Expectations

Aligned to the Behavioral Wellness strand of our SEL framework, District 200 has expectations for foundational school-wide and classroom behavioral management implementation at the elementary level. These expectations include best practices for minimizing disruptive behavior and improving learning. Throughout the month of

September, elementary schools brought leadership teams composed of classroom teachers, specialists, student service members and administrators to a full day training on these foundational behavioral practices. The training was led by one of our district behavioral specialists, our psychology department chair, and Dr. Silagi. After that training, each school's leadership team then trained their entire school on the foundational behavioral practices during the September Institute Day. Throughout the year, each school's leadership team will be meeting to plan, monitor and continue the successful implementation of these foundational practices.

PREPaRE Crisis and Safety Training

PREPaRE is a comprehensive school safety and crisis preparedness curriculum for schools that are committed to improving and strengthening their school safety and crisis management plans and emergency response. Last year, student support team members and mental health specialists across the district were trained and certified on the crisis management portion of the PREPaRE curriculum. This year, that training will continue as we will train support team members in our schools, building greater capacity for crisis response and management. Additionally, we have identified several district leaders to be trained in the PREPaRE school safety and emergency response portion of the curriculum. These district leaders include senior leadership team members, directors, principals, and key members of safety teams. Over the summer our district's emotional wellness coordinator, Traci Burnham and our district's psychology department chair, John Disanza became certified trainers for PREPaRE. Having both team members in the district gives us great flexibility as we continue to train more staff members and build greater capacity in the critical focus areas of safety and crisis response.