These 21st century kids will hit the work force in **2029**

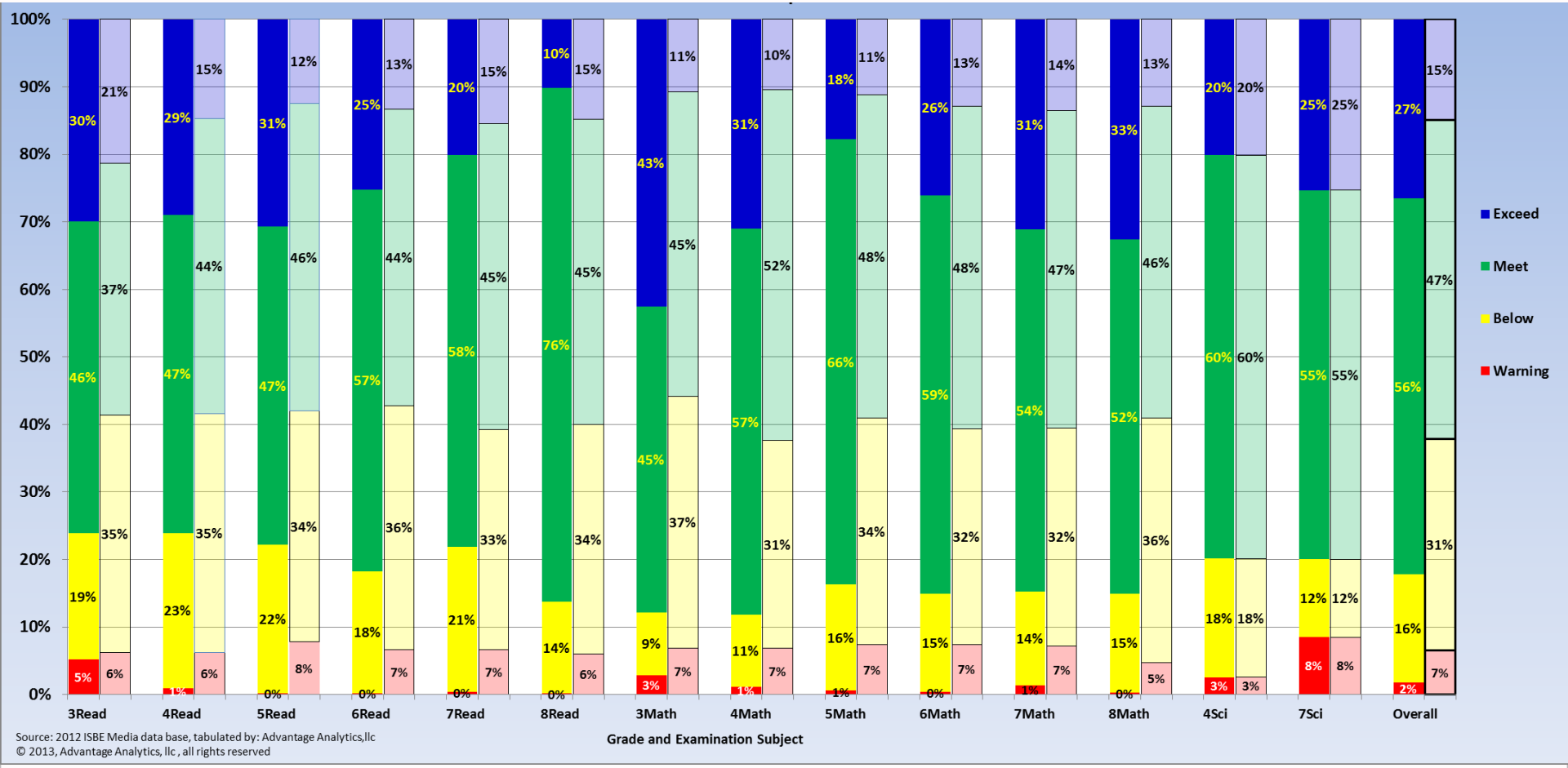
Need to change

- **The range of needs** (academically and social-emotionally) is widening. Students need a more personalized instructional approach to ensure that each one is challenged and supported.
- **Science standards** emphasize engineering and the integration of math and science.
- **The Common Core** expectations are higher than those of the former Illinois standards. Students must go deeper into their subjects using critical thinking and complex problem-solving skills.
- **The rapid changes** and the unknowns of the 21st century global society and economies require us to better prepare our students to compete and thrive in college and careers.

2012 ISAT scores by category

2012 vs 2013 proposed cut scores

In general, 40-50% of our students no longer meet state standards.

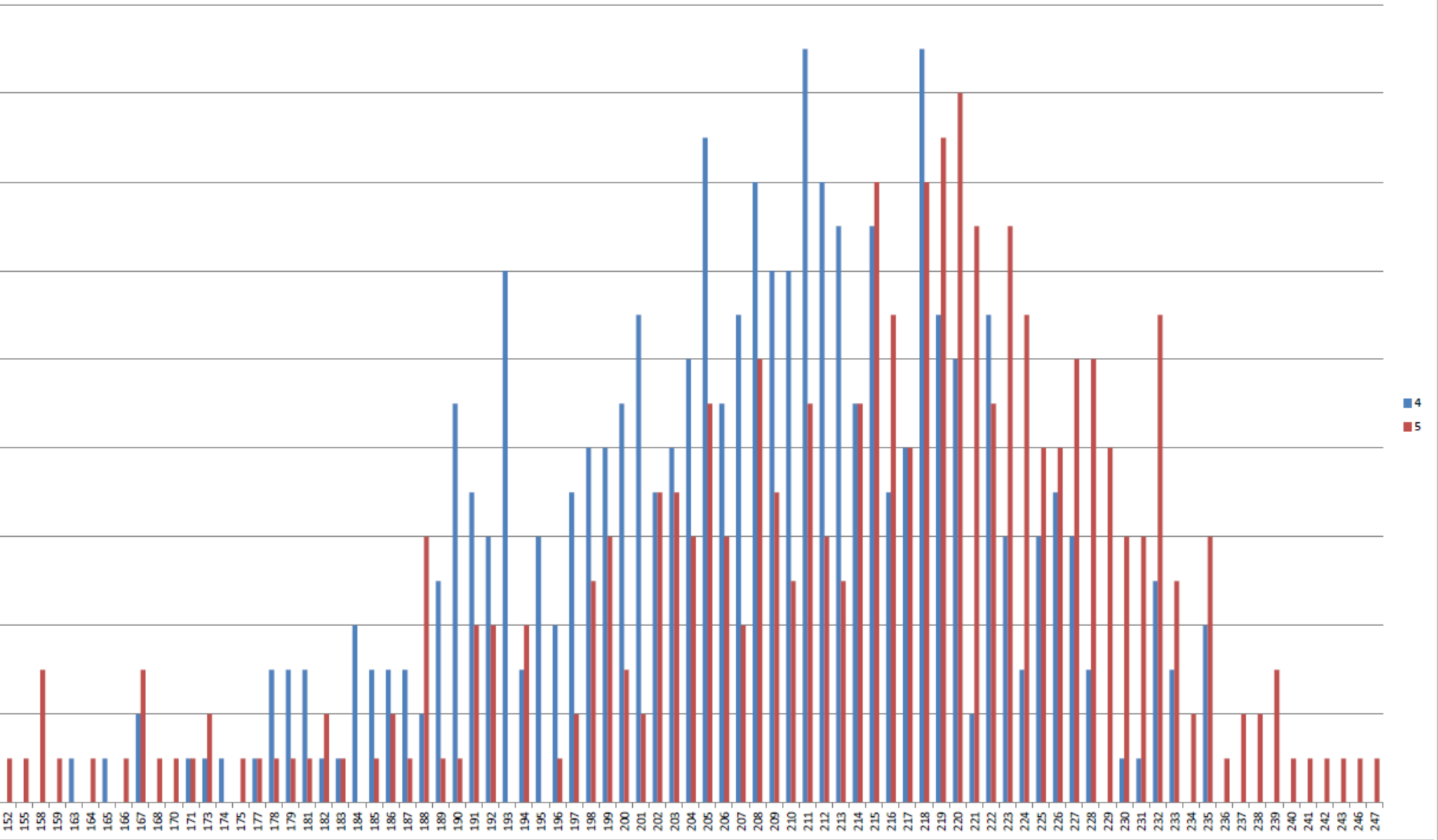


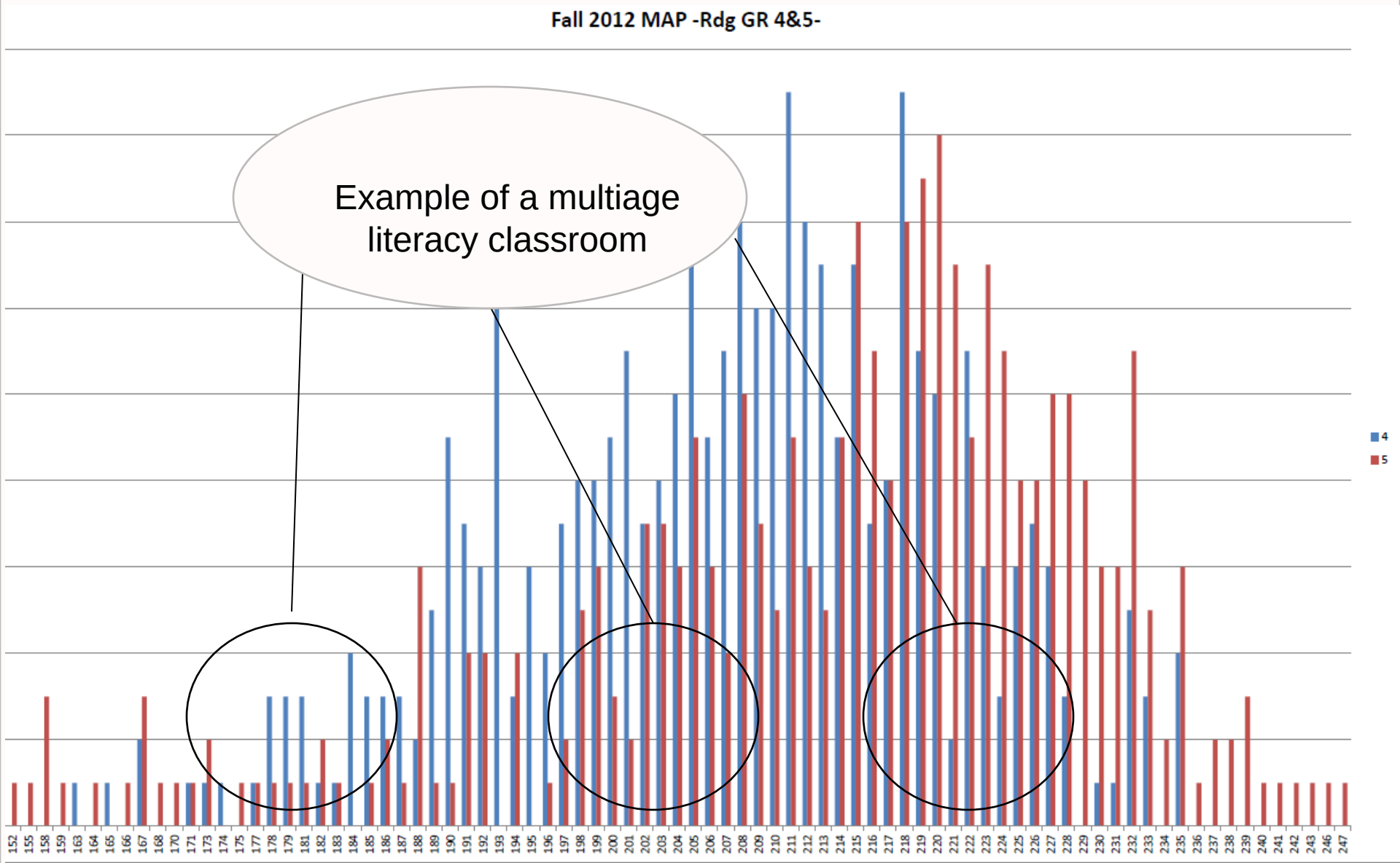
Source: 2012 ISBE Media data base, tabulated by: Advantage Analytics,llc

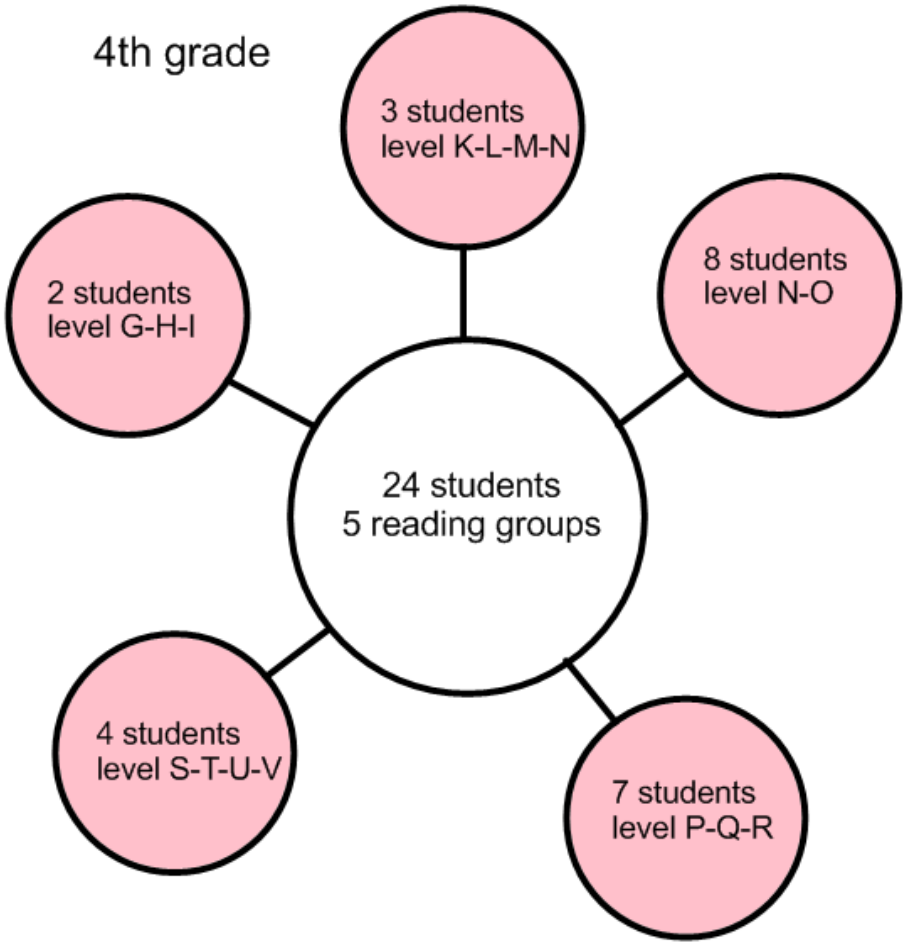
Rationale

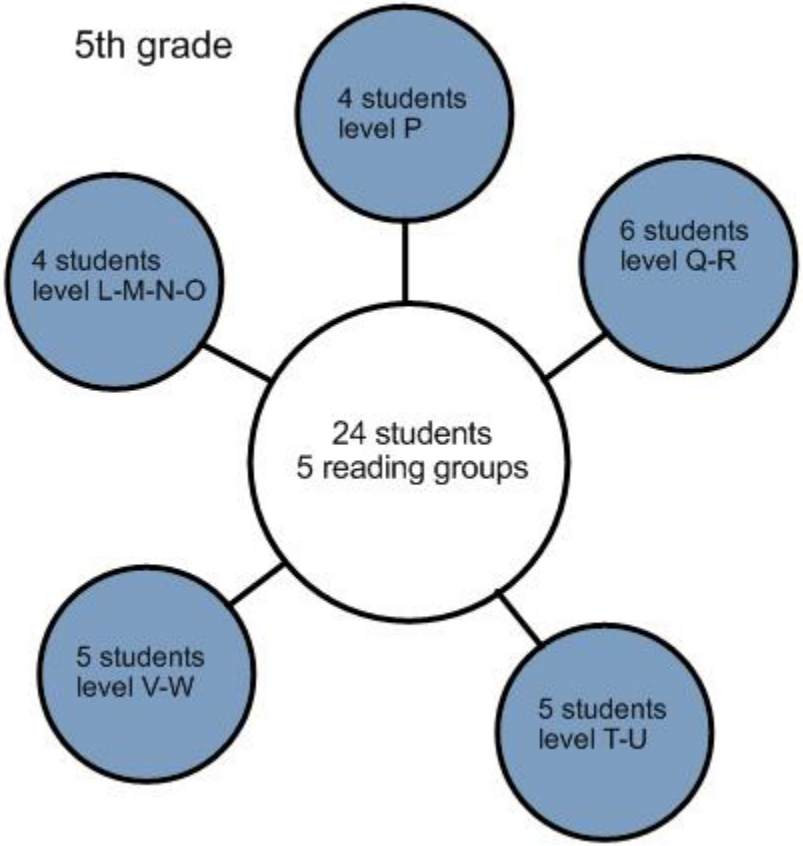
- **Multiage groupings**: allow for a more personalized, guided learning environment.
- **Teacher specialization:** provides more opportunity for deep instruction that meets students' needs and challenges them to the next level.
- **Integration of content:** better meets the expectations of the Common Core.
- **Structure of the day:** provides opportunity for depth, greater flexibility and opportunities for interventions/enrichment within each block.

Fall 2012 MAP -Rdg GR 4&5-

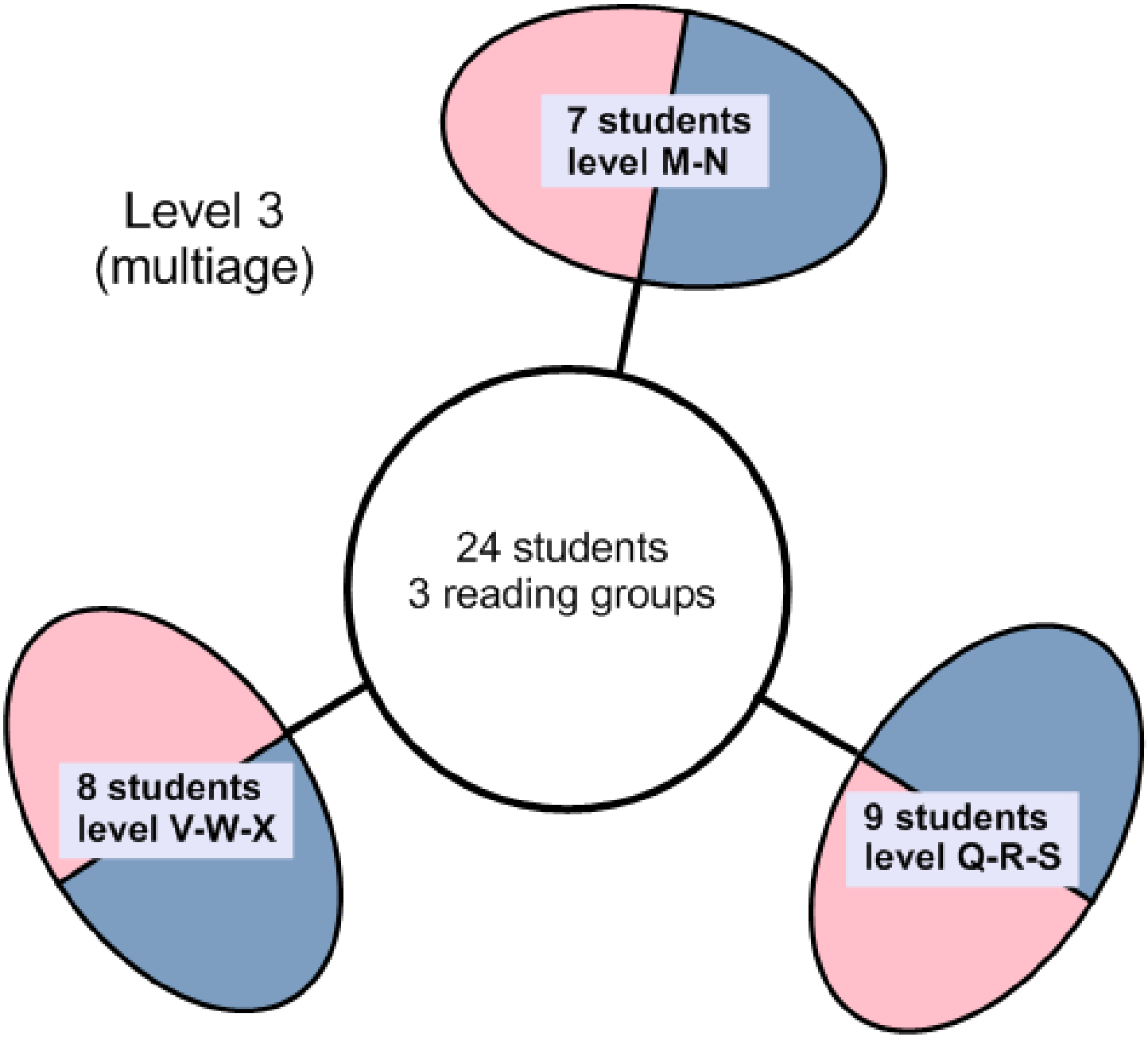



Fall 2012 MAP -Rdg GR 4&5-
Example of a multiage literacy classroom
4
5
152 155 158 159 163 164 165 166 167 168 170 171 173 174 175 177 178 179 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 246 247


4th grade
3 students
level K-L-M-N
2 students
level G-H-I
8 students
level N-O
24 students
5 reading groups
4 students
level S-T-U-V
7 students
level P-Q-R


5th grade
4 students
level P
4 students
level L-M-N-O
6 students
level Q-R
24 students
5 reading groups
5 students
level V-W
5 students
level T-U

Level 3
(multiage)



Multiage-what it is/isn't in D41

Multiage is …	Multiage is NOT …
• A standards-based approach • A personalized learning plan that is more responsive to student needs • A greater ability to provide instruction at a child's level, give them what they need and stretch them • A way to minimize extreme ranges of our current classes • A way to provide potential for a 2-year relationship with teacher • A greater opportunity for mentors/leadership among students • A mirror of real world relationships (families/ sports/ friendships/working world) • A response to students' academic, social and emotional needs • A way to gain flexibility in student placement • A way to create heterogeneous, inclusive classes with greater opportunity for homogeneous clusters • A greater opportunity to provide flexible, small-group instruction	• Split grades (teaching two grade level curriculum within the same class) • Financially driven/#'s driven due to small sections • Tracking • Larger class sizes • Montessori • Open classrooms • Arbitrary student placement

Math

Think Tank has altered its earlier recommendation for math. As we've learned more about the Common Core math assessments and reviewed the data from the re-scored ISATs, the recommendation is for accelerating math for all students.

We adjust instruction for all students based on their individual needs to make sure they have the background and math skills they need to succeed.

Phase One: STEAM/math instruction will not be multiage; adjust math curriculum to align with what the Common Core says students need to know and be able to do.

Phase two and three implementation

Phase two 2014/2015	Phase three 2015/2016
• Literacy will be multiage at grades 2/3 and 4/5 at all 4 schools • New STEM/STEAM curriculum will be implemented • New PARCC assessment will be in place	• Math will be multiage for authentic standards approach at grades 2/3 and 4/5 • Arts will be infused into STEAM and into literacy

School plans

The elementary schools developed their proposals by examining the needs and the readiness at their schools. Buildings had the latitude to incorporate whichever components they supported for Phase One.

Concerns about teacher readiness and professional development, student needs (academic and social-emotional) and multiage were considered in light of what is best for children.

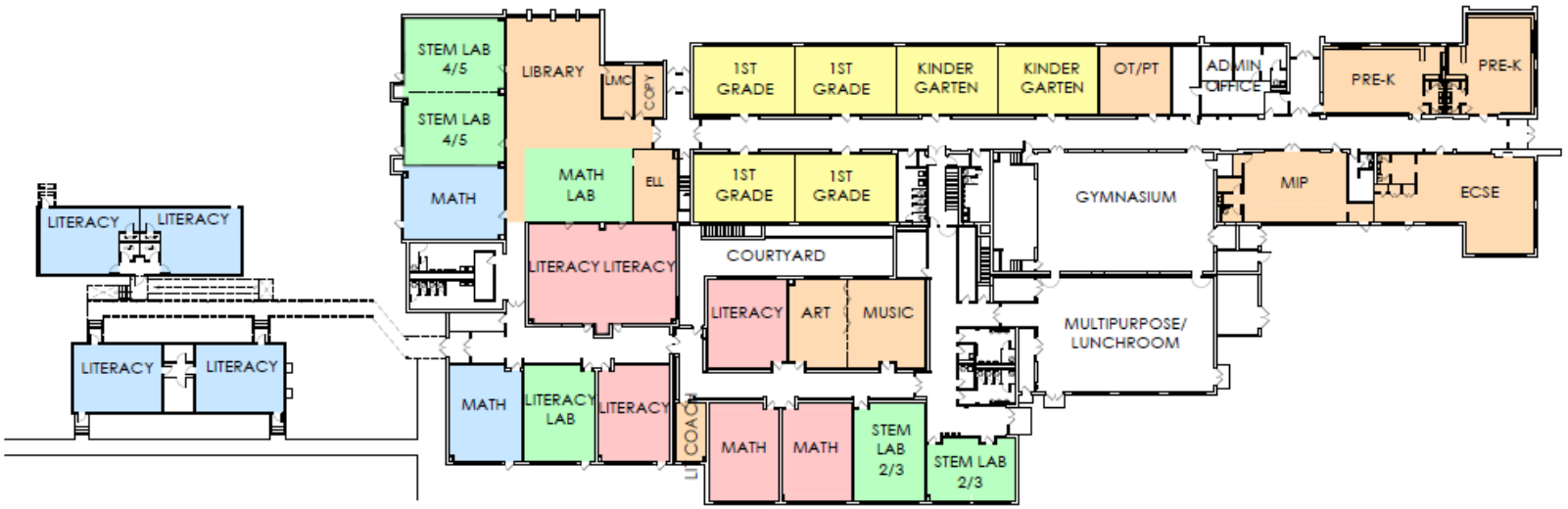
Forest Glen

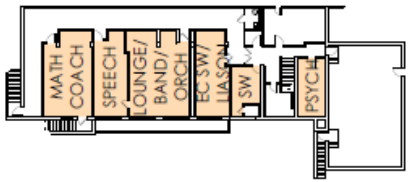
Grade 2: teacher specialization (based on staffing) teacher specialization in STEAM/math and in literacy/social studies

Grade 3: teacher specialization in STEAM/math and in literacy/social studies

Grade 4/5: teacher specialization in STEAM/math and in literacy/social studies; multiage literacy/social studies

FOREST GLEN ELEMENTARY SCHOOL





BASEMENT

- KG/1ST GRADE
- 2ND/3RD GRADE
- 4TH/5TH GRADE
- LABS
- OTHER

STUDENT SCHEDULING PLANS

SCALE: 1/16"=1'-0"

FEBRUARY 21, 2013 - JOB #13-1499.02

FGM ARCHITECTS

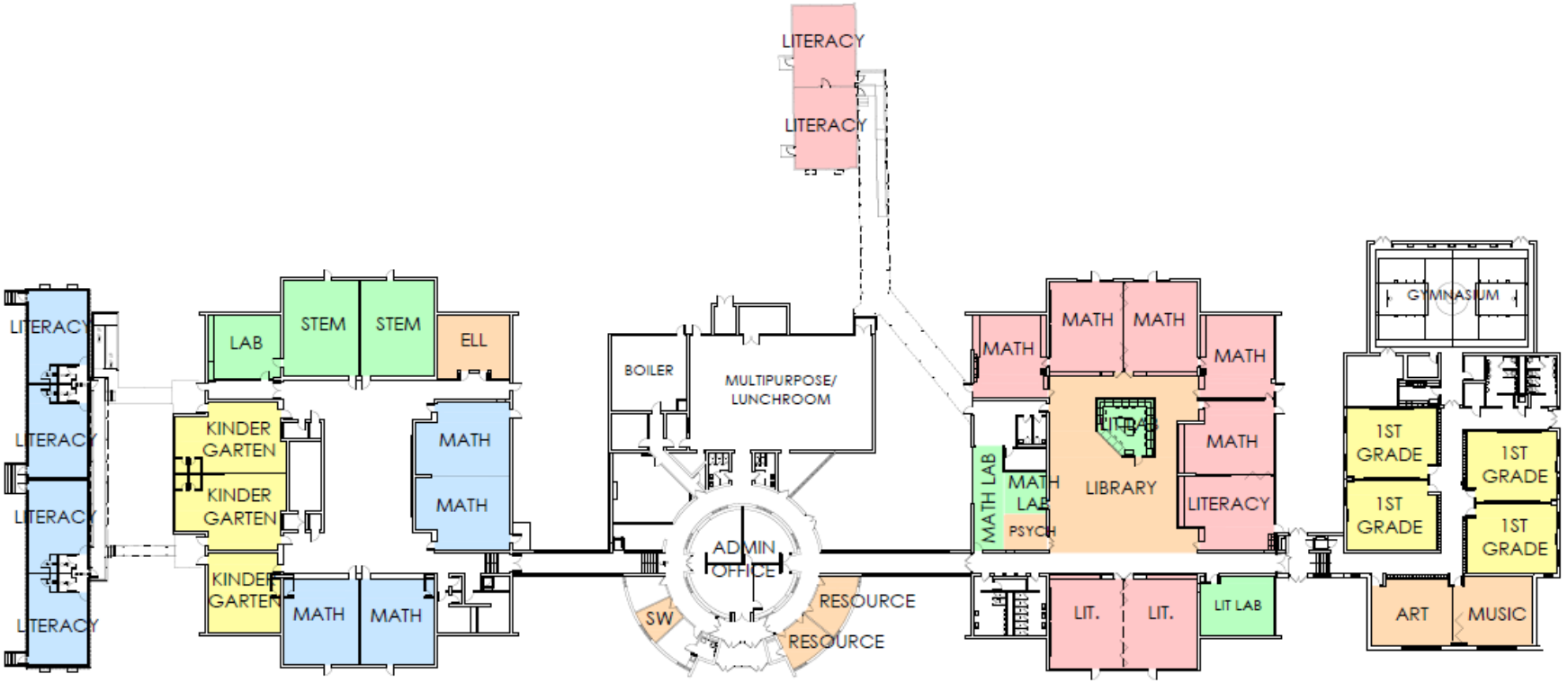
GLEN ELLYN SD #41

Abraham Lincoln

Grade 2/3: multiage literacy/social studies; teacher specialization in STEAM/math and in literacy/social studies

Grade 4/5: multiage literacy/social studies; teacher specialization in STEAM/math and in literacy/social studies

LINCOLN ELEMENTARY SCHOOL



KG/1ST GRADE

2ND/3RD GRADE

4TH/5TH GRADE

LABS

OTHER

STUDENT SCHEDULING PLANS

SCALE: 1/16"=1'-0"

FEBRUARY 21, 2013 - JOB #13-1499.02

Churchill

Grade 4/5: multiage literacy/social studies; teacher specialization in STEAM/math and in literacy/social studies

CHURCHILL ELEMENTARY SCHOOL

- KG/1ST GRADE
- 2ND/3RD GRADE
- 4TH/5TH GRADE
- LABS
- OTHER

STUDENT SCHEDULING PLANS

SCALE: NTS

FEBRUARY 21, 2013 - JOB #12-1499.02

Benjamin Franklin

Grade 2: teacher specialization in STEAM/math and in literacy/social studies

Grade 3: teacher specialization in STEAM/math and in literacy/social studies for 2 sections only (due to current staffing pattern)

Grade 4/5: multiage literacy/social studies with teacher specialization in STEAM/math and in literacy/social studies

FRANKLIN ELEMENTARY SCHOOL

- KG/1ST GRADE
- 2ND/3RD GRADE
- 4TH/5TH GRADE
- LABS
- OTHER

STUDENT SCHEDULING PLANS - FIRST FLOOR

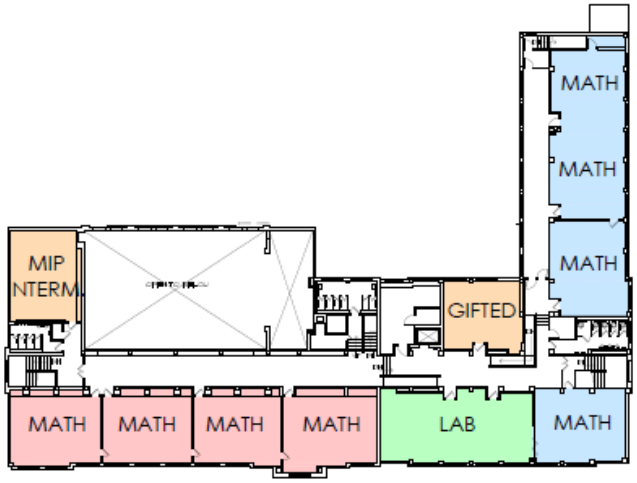
SCALE: 1/16"=1'-0"

FEBRUARY 21, 2013 - JOB #13-1499.02

FGM ARCHITECTS

GLEN ELLYN SD #41

FRANKLIN ELEMENTARY SCHOOL



- KG/1ST GRADE
- 2ND/3RD GRADE
- 4TH/5TH GRADE
- LABS
- OTHER

STUDENT SCHEDULING PLANS - SECOND FLOOR

SCALE: 1/16"=1'-0"

FEBRUARY 21, 2013 - JOB #12-1499.02

Professional Development Plan

March – May:

- Communications from Think Tank/Team 21 to teachers regarding the continued work, e.g. Meet and Greet, curriculum night, etc.
- Site visits to multi-age schools

Late April/Early May:

- Afterschool meeting to prepare for simulated end of the year experience for students.
- Begin Multi-age PD

Literacy Teachers	STEAM Teachers
June, 2013 • Facilitated meeting with literacy teachers (building or district wide) • Boxing and removal of math/science materials • Receive revisions/updates to literacy modules (applicable to all teachers in grades 2 – 5)	*June, 2013* • Facilitated meeting with STEAM teachers (building or district wide) • Boxing and removal of literacy materials (keep any literacy related math materials) • Receive EM math materials for above grade level (applicable to all teachers in grades K – 5)
Summer 2013 • Optional times throughout the summer to come together to review materials and begin planning (paid work time) • Optional times for building teams to come together for further discussion around PLC (norms/roles/logistics); supplies; structure; movement; homeroom (paid work time)	*Summer 2013* • Optional times throughout the summer to come together to review materials and begin planning • Optional training opportunities for higher level common core math strands (working with COD) • Optional times for building teams to come together for further discussion around PLC (norms/roles/logistics); supplies; structure; movement; homeroom (paid work time) •
August, 2013 (4 Institute Days) • 2 days to focus on Literacy (reading/writing/research) and literacy assessments/Pinnacle including inter-rater reliability • .5 Multi-age PD • .5 building day to focus on structure, supplies, student movement	*August, 2013 (4 Institute Days)* • 1.5 days to focus on math/.5 science (including assessments/Pinnacle) • .5 Multi-age PD • .5 building day to focus on structure, supplies, student movement •
13/14 School Year (3 Institute Days) • Continued work in the area of literacy/research/technology • Collaboration time with teachers across the district to discuss instructional strategies and assessments	*13/14 School Year (3 Institute Days)* • Continued work in the area of math • Targeted professional development on Next Generation Science Standards (emphasis on engineering)

Summer of 2014 – Additional STEM training, PD on new curriculum materials

Evaluating the Implementation

Identify a list of what needs to be evaluated each year. Identify or create actual tools (i.e. checklists, surveys) to use as part of the evaluation process.

Look at the following three areas to evaluate: Fidelity; Impact; Satisfaction

Fidelity – did the change stay true to recommendations

Impact – how have the changes affected students, teachers, and parents (both anticipated and unanticipated)

Satisfaction – are students, teachers and parents satisfied with the changes?

Next Steps

Think Tank will transition to a successor committee that is part of the Teams for Excellence structure, and continue to develop the following:

- Simulated experience for students at the end of this school year
- Meet and Greet
- Curriculum Night
- Parent/Teacher Conferences
- Open House
- PLC Schedule
- Identify specific evaluation criteria to measure fidelity, impact and satisfaction